Bishop Canevin High School

Course Catalog
2011-2012

2700 Morange Road
Pittsburgh, PA 15205
412-922-7400

www.bishopcanevin.org
mainoffice@bishopcanevin.org

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INTRODUCTION

Bishop Canevin High School is a college preparatory school. The courses offered are selected and arranged to equip the student with the knowledge and skills required to continue his/her education at the post-secondary level. To achieve this goal of providing a solid preparation for college, Bishop Canevin requires sequential programs in six major subject areas: Religion, English, Social Studies, Mathematics, Science and World Languages. This basic program is supplemented by courses required / offered throughout the four years in Fine Arts, Physical Education & Health, and Business & Technology.

The curriculum at Bishop Canevin is a demanding one. The student is expected to pursue a course of study that will reinforce critical thinking, problem solving skills and comprehension development. Therefore, every course is taught as college preparatory, challenging the student to work with increasing independence over the four years.

Honors level courses are taught at an accelerated pace to challenge the academically competent student who is able to pursue in-depth study and who is willing to spend extra time outside of class working independently. For those students ready, able and willing to do college level work, College-in-High-School (CIHS) and Advanced Placement (A.P.) courses are provided. In order to benefit from these courses, the student is required to take responsibility for extensive reading and writing assignments as independent study.

This Catalog has been prepared to help the student select his/her courses for the following school year and it should be studied carefully. With the guidance of teachers, counselors, administrators and parents, course selections are made. The student is expected to continue in those courses selected once the schedule is finalized in June.

Contained with this Course Catalog you will find:

A. A complete listing, by academic department, of course offerings for the 2011-2012 school year.

B. A Course Selection Guide, containing specific **grade level** requirements, restrictions and pre-requisites.

C. A Course Selection Card.

Please read this book thoroughly and follow carefully all of the procedures outlined here. Failure to do so may seriously jeopardize your course selections and registration for the next year. To help you evaluate the courses and select those best suited to your interests and educational plans, each description contains the following information:

1. ***Course Number***

2. ***Course Title***

3. ***Class level(s) for whom the course is open***

4. ***Semester Code*** - The following code identifies the length of each course:
   S One-semester course
   A Year-long course

5. ***The number of credits earned through successful completion.***
   ¼ Credit, ½ Credit or 1 full Credit

6. ***Course prerequisites in order to be approved for enrollment.***

7. ***Course level - indicates the degree of academic challenge of the class on our scale of 1-5. Course values correspond to quality points earned ranging from 4.0 - 6.0.***

   Level 1 - 4.0
   Level 2 - 4.5
   Level 3 - 5.0
   Level 4 - 5.5
   Level 5 - 6.0

8. ***Course descriptions***

COURSE SELECTION PROCESS

After carefully reading the descriptions of the courses, refer to the Course Selection Guide to ensure that your selections meet the academic requirements for your level. Discuss your program with your parents, teachers and counselor. Your teachers will recommend the level of course for which to register.

Your teachers will fill in the numbers and course titles on your Selection Card. *You are required to present the Course Selection Card to your Guidance Counselor by Friday, March 4, 2011 in order to complete the first phase of your course registration for next year.* Once this material is processed, your parents will be mailed a copy of your course selections to review and approve.

GENERAL REMINDERS

- Elective courses will be scheduled only if there is sufficient student demand and staffing permits.
- All students should list alternate courses on their Selection Card in case a course selected is no longer offered or scheduling conflicts occur.
- Choose courses wisely and carefully. Choices should be based on the right and proper course for the student's abilities and interests, not on teacher preference since teacher assignments are not made until much later in the scheduling process and there are no guarantees that a particular teacher will be assigned to teach a specific course
- Choices made now during the scheduling process must be honored during the upcoming school year. Requests for changes will not be honored once the scheduling process has begun in June. Exceptions will be made only in cases of scheduling conflicts, scheduling errors or recommendation of the administration.
- Any student, who is granted permission to withdraw from a course once the school year has begun, will have the course withdrawal indicated on the student transcript with a code of 'W'.
- Students wishing to enroll in College-in-High-School (CIHS) and/or Advanced Placement (A.P.) courses must obtain the specific department approval having demonstrated motivation, previous academic achievement and prepared to take responsibility for extensive reading and writing assignments as independent study. All students enrolled in CIHS and/or A.P. courses are required to pay the necessary fees associated with those courses.
- Students enrolling in A.P. courses are required to take the A.P. test administered in May (College Board fee required), unless indicated otherwise in the course description.
- While most colleges/universities grant credit for successful performance (grade of 3 or better) on the Advanced Placement tests, not all adopt the exact same policy. If you are enrolling in an AP course, you may want to investigate the policy followed by those colleges/universities to which you plan to apply.
- For College-in-High-School courses, the credits granted by the participating colleges are transferable to other institutions in many instances. However, each college reserves the right to make its own decision regarding acceptance.
- Any student who still owes fees and tuition as of June 1, 2011, will not be scheduled for classes for the 2011-2012 school year.
- Any student who fails a total of three full credit subjects, as of June 2011, may not return to Bishop Canevin.
- Any student with failures totaling fewer than three credits may return to Bishop Canevin, provided all of the courses failed are passed in an approved summer school program.

COURSE SELECTION GUIDE

GRADUATION REQUIREMENTS:

Religion	4 credits	World Language	2 credits
English	4 credits	Health/Phys Ed	1 ½ credits
Social Studies	4 credits	Fine Arts	1 credit
Mathematics	3 credits	Technology	½ credit
Science	3 credits	Electives	7 credits

Freshmen

*** Requirements:**

1. All freshmen must take **one credit in each** of the following six subjects:
   Religion, English, Social Studies, Math, Science and World Language or Reading
2. In addition to the six credits listed above, freshmen must take:
   ½ credit of IC3 (technology); 1 credit of Fine Arts* (one semester each of Music & Art);
   ⅓ credit of Physical Education.

* Freshmen qualifying for Studio Art, Chorus, or Concert Band will be enrolled in these classes as a one credit, full-year course.

Sophomores

*** Requirements:**

1. All sophomores must take one credit in each of the following six subjects:
   Religion, English, Social Studies, Math, Science and World Language.
2. In addition to the six credits listed above, sophomores must take:
   ½ credit of Health; and **one credit Elective**.

Juniors

*** Requirements:**

1. All juniors must take one credit in each of the five subjects:
   Religion, English, Social Studies, Math and Science
2. In addition to the five credits listed above, juniors must take:
   ⅓ credit of Physical Education and **two credits of Electives**

Seniors

*** Requirements:**

1. All seniors must take one credit in each of the three subjects:
   Religion, English and Social Studies
2. In addition to the three credits listed above, seniors must take:
   ⅓ credit of Physical Education and **four credits of Electives**.

Department: ***PHYSICAL EDUCATION / HEALTH***

GENERAL INFORMATION

THE PHYSICAL EDUCATION DEPARTMENT at Bishop Canevin High School offers a variety of activities for our freshmen, sophomores, juniors, and seniors. Our programs, which include a mixture of team and lifetime sports, are mainly co-educational activities throughout the year.

One course in Health Education is required for graduation. The Health Curriculum is comprised of a full year course offered to the students in their sophomore year.

With the addition of inclusive education, programs and grading will be adapted to the skill and grade level of each student.

PHYSICAL EDUCATION and HEALTH COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
014	Physical Education 1	FR	A	1/3	None	1
040	Health	SO	A	1/2	None	1
028	Physical Education 2	JR / SR	A	1/3	None	1
028	Physical Education 3	JR / SR	A	1/3	None	1

PHYSICAL EDUCATION and HEALTH COURSE DESCRIPTIONS

014 **Physical Education 1.** Basic instruction will be given in the following skills: flag football, soccer, (indoor/outdoor) volleyball, basketball, floor hockey, mat ball, aerobics, and softball. This program is designed to meet the needs of all students at all grade and skill levels.

028 **Physical Education 2 & 3.** Basic instruction will be given in the following skills: flag football, soccer, (indoor/outdoor) volleyball, basketball, floor hockey, matball, aerobics, and softball. This program is designed to meet the needs of all students at all grade and skill levels.

040 **Health.** The course focuses on wellness education with an emphasis on dealing with Health Issues specific to the teenage years. The objective is to provide current information so students can make Healthy Choices. Activities will include oral and written work, individual and group projects, discussions, periodical evaluations and Internet research.

Subjects to be covered are:

CPR
Basic Human Anatomy
Maintenance of Body Systems
Infectious and Non-infectious Disease Prevention
Nutrition Education – Weight management
Proper Use of Prescription and Over the Counter Drugs
Diseases Associated with Aging
Understanding Health Insurance and
Health Maintenance Organizations
Substance Abuse

The course is designed for sophomores, but juniors and seniors who need the course for graduation are accommodated.

Department: ***RELIGIOUS EDUCATION***

GENERAL INFORMATION

Sharing the faith is the central purpose of a Catholic High School. The growth of an adolescent in his/her relationship to God means an academic understanding of the Faith as well as a developing spirituality.

The religion program is created with the following goals in mind:

- to establish a solid foundation of doctrinal understanding so that the young person can see that his/her beliefs are reasonable;
- to facilitate the spiritual development of each individual by taking some time to create an atmosphere for prayer and reflection;
- to provide opportunities for participation in the liturgical and sacramental life of the Church;
- to assist the young people in integrating their parish life with their scholastic world

GENERAL REQUIREMENTS

Every student takes a religion course each semester of the four (4) years at Bishop Canevin High School. All students will provide service to the community and local parish.

More than any other program of education sponsored by the Church, the Catholic school has the opportunity and obligation to be unique, contemporary, and oriented to Christian service... oriented to Christian service because it helps students acquire skills, virtues, and habits of heart and mind required for effective service to others." *To Teach As Jesus Did*. Section 106

All students must certify a least 30 hours of community/school service each year.

No more than 50% of the service hours can be derived from Bishop Canevin clubs and/or activities.

RELIGIOUS EDUCATION COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
110A	Sacred Scripture	FR	S	1/2	None	2
110B	Christology	FR	S	1/2	None	2
115	Liturgical Music	All levels	A	1/4	Departmental Approval	1
120A	The Mission of Jesus Christ	SO	S	1/2	None	2
120B	Church History	SO	S	1/2	None	2
140	Sacraments: Encounters with Christ	JR	S	1/2	None	2
150	Morality: Life in Jesus Christ	JR	S	1/2	None	2
160	Catholic Social Teaching	SR	S	1/2	None	2
170	Sacraments at the Service of Communion	SR	S	1/2	None	2
171	Exploring the Religions of the World	SR	S	1/2	None	3

RELIGIOUS EDUCATION COURSES continued

172	Epistles of Paul	SR	S	1/2	None	3
173	Civic Engagement and Social Justice	SR	A	1	Departmental Approval	3
181	Origins of the Catholic Faith (CIHS)	SR	S	1/2	Departmental Approval	4

RELIGIOUS EDUCATION COURSE DESCRIPTIONS

110A Sacred Scripture. The students will gain an in-depth understanding of God's covenant given and renewed throughout the Old Testament and ultimately fulfilled through Jesus Christ in the New Testament. While journeying with the Israelites through scripture, the students will come to know the history and religion of Israel, and thereby the context of Jesus' life as a Jew. Special attention will be given to the Pentateuch as the basis for Judaism. It will be noted throughout the course how the people, places and events prefigure Jesus and the Church in the New Testament.

110B Christology. Building on the foundation of Old Testament, the historical and cultural context of the New Testament will be presented. While exploring the four gospels in depth, the students will encounter Jesus Christ as, Priest, Prophet and King; Messiah, Savior and Son of God. The students will come to understand Jesus as the fulfillment of the covenant and the fullness of God's revelation. The question posed by Jesus Himself is "Who do you say that I am?"

115 Liturgical Music. Students will meet once a week before school for liturgical choir rehearsal. During this time of a history of diverse liturgical songs will be learned from sacred to folk to gospel genres. Singers will learn to cantor and harmonize with one another. Musicians will learn to synchronize their musical skills as a rhythmic team. Collaborative skills will be developed.

120A The Mission of Jesus Christ: The Paschal Mystery. The purpose of this course is to help students understand all that God has done for us through His Son, Jesus Christ. This will be accomplished by examining the Gospels as they show how Christ is:

- The Messiah;
- Is the Redemption for all;
- Gift for all in the Eucharist (Last Supper);
- Servant for all (Washing of the Feet)
- Suffered for all:
- In the Agony in the Garden
- Crucifixion
- The Resurrection;
- Power of the Holy Spirit in Pentecost.

Through this course of study, the students will learn:

- That for all eternity, God has planned for us to share eternal happiness with Him;
- This is accomplished through the Redemption Christ has won for us;
- We share in this Redemption only in and through Jesus Christ;
- An introduction is offered to show what it means to be a disciple of Christ and what life as a disciple entails

120B Church History. This semester course is intended to give the student an understanding of the Church as an ongoing development and as a community of believers in Jesus Christ. This course will begin with Acts of the Apostles as the foundation for the development of the Catholic Church. The students will examine the formation of the Creed, the 4 Marks of the Church, and the importance of the Church as Teacher for its members. The students will examine the Fathers of the Church, the causes of the Protestant Reformation, the Councils through class discussions, Internet research, writing assignments and class projects. The students will take time to examine the importance of Vatican II as important point in the development of the Church in the modern age. The course will conclude with the study of the importance of the papacy of Pope John II and Pope Benedict XVI.

140 Sacraments: Encounters with Christ. This one semester course will examine the sacramental life of the Catholic Church. The students will be encouraged to develop a deeper awareness and appreciation of God’s presence in the sacraments themselves, as well as the prayer life and the Liturgy of the Catholic Church.

RELIGIOUS EDUCATION COURSE DESCRIPTIONS continued

150 **Morality: Life in Jesus Christ**. This one semester course examines the question of how we are to live our lives as Christians. The students will be challenged to living as a disciple of Jesus Christ by following the Gospels. The students will examine how the Gospels are the foundation of a formation of a conscience and an understanding of the relationship between freedom and responsibility.

160 **Catholic Social Teaching: Living as a Disciple of Jesus Christ in Society**. The primary objective of this one semester course is to familiarize students with Catholic Social Teaching, which is built on a profound commitment to the poor and emerges from our discipleship to follow in the footsteps of Jesus. Students will examine the nine principles of Catholic Social Teaching, with particular emphasis on the dignity of each human person. Topics include: respect for all life, poverty, racism, work and environment. This course also attempts to examine the Catholic Church's relationship with non-Christian religions of the world in order to promote peace and justice in the world.

Students are expected to complete written research reports, group project presentations, and reflection papers. An Honors section of this class would include an in-depth study, research and reflection on the social papal encyclicals and bishop pastorals related to the above subjects.

170 **Sacraments at the Service of Community**. The primary objective of this one semester course is to apply the Church's universal call to holiness to the vocation sacraments of Marriage and Holy Orders. Students will examine the pressures of young adulthood in a culture of individualism, materialism and instant gratification in light of Catholic values. Particular emphasis is devoted to developing the necessary skills for healthy relationships and the positive values associated with chastity and the covenant relationship of marriage. Proximate preparation for the celebration and effects of marriage will also be presented. Students will also identify and distinguish between the ministerial priesthood and the common priesthood of the faithful. In addition, students will examine the office and ministry of priesthood, the ministry of deacon and the essential elements of the celebration of Holy Orders.

Students are expected to complete research projects, journals and reflective papers on various subjects related to the above material.

171 **Exploring the Religions of the World.** This class is an overview of the mainstream religions of the world. An awareness of other religions has a two-fold benefit. First, in learning about other religions you gain a greater understanding of one's own religion. Second, better comprehension of other religions allows Catholic Christians to be more open and accepting of people very different from ourselves. The study of the world's religions also seeks to find common and universal themes among the world's various cultures and to learn from these great sources of wisdom. This course may not be taken as a substitute for the required courses 160/170, 181.

172 **Epistles of Paul.** In this course the students will examine writings of St. Paul. The students will examine how the writings were constructed, .the meaning and the importance of the message to the different communities that Paul had established. The students will be guided to understand how the message was to be applied to the lives of the different communities and then see how the message of Paul can be applied to the lives of the Christian communities today. This course may not be taken as a substitute for the required courses 160/170, 181.

173 **Civic Engagement and Social Justice.** This interdisciplinary course explores the historical, political, social and economic aspects of social justice issues while offering students civic engagement strategies and opportunities to develop and use leadership skills to act on their faith. Traditional teaching methods will be coupled with hands-on, service-learning experiences as students plan, organize, engage others and evaluate projects that address authentic community needs. Career-focused teams of students will address issues in the areas such as children and youth, health and wellness, human needs, and the environment. Community-based professionals and BCHS parents will be invited to serve as mentors to support individual projects and teams. This course may not be taken as a substitute for the required courses 160/170, 181.

181 **Origins of the Catholic Faith (College in High School)**. This course may be substituted for the 1st semester senior religion course. This course is a 3-credit college course offered through Duquesne University off campus at St. Paul Seminary (there is a tuition fee payable to Duquesne University). The course will present the capability of one to understand, believe, and express the mystery of the Christian Faith through the two human fonts of knowledge-faith and reason. It will study the evolution of the dogmatic teachings of the Catholic Church as they are contained in the Sacred Scripture, Tradition and the Magesterium.

Department: ***ENGLISH***

GENERAL INFORMATION

Each year, the English Department groups students according to their ability level and learning needs. Incoming freshmen are initially placed according to the entrance exam and performance in grade school. For upper class students, placements are reassessed at the end of each year. To move up a level, a student needs a 96% average, a writing sample, and a teacher recommendation. Electives are offered to students during their sophomore, junior, and senior years.

The English Program is divided into four years:

1. FRESHMAN ENGLISH is basically skills oriented. Students have differing levels of competence in these skills and, as evidenced in their placement tests, some need more work, especially in writing. The English Department, therefore, has grouped the incoming freshmen according to their abilities and skills in language usage, ranging from remedial instruction to more advanced honors work. In addition, students are given an introduction to major literary genres as well as the writing process.

2. SOPHOMORE ENGLISH will focus on American Literature. Writing, vocabulary, and speaking will be integral skills emphasized throughout the year. To individualize the teaching approach, students will be grouped according to their ability.

3. JUNIOR ENGLISH will focus on World Literature and the expression of understanding through the writing process. Writing is heavily emphasized, particularly *writing as process,* through maintaining writing portfolios. Students will choose the specific topics and issues that they wish to write about and will be expected to improve their writing skills by continually revising their work.

4. SENIOR ENGLISH will focus on British Literature. All genres will be explored. Students will be required to analyze, discuss, and write about certain areas of the literature for the purpose of developing a more in-depth awareness of genres and themes. Students will be grouped according to their skills ability in order to individualize instruction. Vocabulary, SAT skills and writing a research paper will be stressed.

ENGLISH COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
202	Freshman English	FR	A	1	None	1
203	Freshman English	FR	A	1	None	2
204	HN Freshman English	FR	A	1	93% Standardized Test Scores in Reading/Language	3
210	American Literature	SO	A	1	FR English	1
211	American Literature	SO	A	1	FR English	2
212	HN American Literature	SO	A	1	FR English 93% in Level 3 or 96% in Level 2 Writing Sample	3
215	World Literature	JR	A	1	SO English	2
216	World Literature	JR	A	1	SO English, 93% in Level 3 or 96% in Level 2	3
217	HN World Literature	JR	A	1	SO English, 96% in Level 3, and Teacher Recommendation	4
218	British Literature	SR	A	1	None	2

ENGLISH COURSES continued

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
219	British Literature	SR	A	1	JR English	3
220	HN British Literature	SR	A	1	JR English, 85% in Level 4, or 90% in Level 3	4
221	A.P. English	SR	A	1	JR English, 90% in Level 4, and Teacher Recommendation	5
233	Creative Writing	SO/JR/SR	A	1	Departmental Approval	2
240	Public Speaking	SO/JR/SR	S	1	Departmental Approval	3
241	Journalism	JR / SR	A	1	Departmental Approval	3
242	Journalism II	SR	A	1	Journalism (241) Departmental Approval	3
260	Mysteries of History	SO/JR/SR	A	1	None	3
280	Reading Lab	All levels	A	1	Departmental Approval	1

ENGLISH COURSE DESCRIPTIONS

Freshmen must select one of the following 3 English courses.

202 **Freshman English.** Students who have experienced difficulty in language arts, reading or literature are assigned to this freshman course.
Using a reading and writing-intensive approach, this course stresses competency in writing and basic reading skills (oral reading, comprehension, vocabulary, and character evaluation). The writing assignments are patterned after the genres of literature studied. These genres include: Mythology, Greek Drama, Shakespearean Drama (excerpts), Modern Drama (Twelve Angry Men), short stories, poetry, and the novel.
Vocabulary skills, oral communication and grammar skills will be covered throughout the year. Students will complete a group project at year's end.

203 **Freshman English.** This course is an introduction to the major literary genres. These areas include: short stories, Greek drama, Shakespearean drama, modern drama, poetry, and the novel. Students will interpret and imitate the genres being studied in the form of expository essays and creative writing. Vocabulary skills, oral communication, and grammar skills will be covered throughout the year. Students will complete a group project at year's end.
Methodology: Teacher presentation, in-class reading, independent reading, oral/written drills, small/large group discussions, oral presentations, and selected films. Students will read selections from the following list:

Novels: The Hound of the Baskervilles, The Hobbit, The Contender.
Drama: Julius Caesar, Medea, Twelve Angry Men.

204 **HN Freshman English.** This Freshman English program involves mastery of the writing process (pre-writing/drafting/revising/editing/publishing) and requires intellectual curiosity as students critically analyze and incorporate the elements of the literary genre being studied in expository essays and creative writing projects. The genres studied include: Greco-Roman Mythology, Greek Drama (Medea), Shakespearean Drama (Julius Caesar), Modern Drama (Our Town, Twelve Angry Men), short stories, contemporary poetry and narrative poetry (The Inferno), the novel (Flowers for Algernon, Jane Eyre, Great Expectations, The Hound of the Baskervilles). Students will keep a writer's journal, a portfolio, and will complete a group project at year's end.

ENGLISH COURSE DESCRIPTIONS continued

Sophomores must select one of the following 3 literature courses.

210 **American Literature.** This course is designed for the student who had difficulty with the skills developed during freshman year and will allow for more time to develop basic English skills during the first semester. The American novel (Of Mice and Men and The Outsiders) and the American drama (Death of a Salesman, and Inherit the Wind) will be presented in the second semester. Writing assignments and vocabulary skills will be stressed throughout the year.

211 **American Literature.** This course is a chronological survey of major American authors, periods, forms, and works. Through a selection of historical narratives, short stories, essays, poetry, plays and novels, the American heritage as reflected through literature will be presented. Composition ranges from paragraph and essay writing to research papers.

Vocabulary building is stressed through weekly etymologies. By focusing on root words from several languages, a stronger foundation is formed in English.

Methodology: Teacher presentation, in-class reading, outside reading, oral/written drills, small/large group discussions, oral presentations, and selected films.

Novels: To Kill a Mockingbird, Of Mice and Men, The Outsiders.
Drama: Death of a Salesman, Inherit the Wind.

212 **HN American Literature.** This course is an accelerated course with a chronological overview of major American authors, periods, forms and works. Major themes in American Literature will be examined in a cross-section of short stories, poems, plays, and novels. This course will also be writing intensive, admixing in-class essays, essays done outside class and a research paper. Vocabulary study will also be an integral part of the course.

The following plays and novels are representative of major works focused on this course: The Scarlet Letter, The Crucible, Inherit the Wind, Death of a Salesman, Huckleberry Finn, Catcher in the Rye, A Separate Peace, The Great Gatsby, and Fences.

Students selected for this course should be prepared for extensive reading and writing and should be proficient in organization, interpretation, analysis and research.

Juniors must select one of the following 3 writing courses.

215 **World Literature** is a portfolio classroom that challenges students to explore common themes in world literature *(The Quest, The Outsider, Men and Women, and The Hero)*. Writing is heavily emphasized, particularly writing as process and students will be expected to improve their writing skills by continually revising their work, producing multiple drafts of each piece. Through this process, students' individual needs are emphasized as they become confident, accomplished writers. In order to prepare for the spring SAT, there will be weekly vocabulary study, and timed essays. A research paper is required.

216 **World Literature** is a portfolio classroom that challenges students to examine common themes in world literature and to present their findings in heavily drafted papers. Students will interpret and analyze literary works, differentiate between opinion and fact, and express their understanding in critical essays and creative pieces. A research paper is required. SAT preparation will be stressed throughout the year.

217 **HN World Literature** is a portfolio classroom that requires students to not only interpret and analyze common themes in literary works, but to do inquiry as well. In heavily drafted papers, students are expected to examine, analyze, and reflect upon the literature, their learning, and the writing process. In addition, students will explore rhetorical devices, and use literary theory and philosophical concepts to more deeply examine a literary work. A research paper is required. In order to prepare for the spring SAT, there will be weekly vocabulary study, and timed essays.

Seniors must select one of the following 4 literature courses.

218 **British Literature.** This course will follow the general format of Senior English 219. Only certain works of British Literature will be covered, such as Hamlet, The Canterbury Tales, and The Importance of Being Ernest. Vocabulary skills will be stressed throughout the entire year. Several essays will be required. Certain cultural literary terms will be given each month.

219 **British Literature.** The first semester will include a chronological approach to English Literature from BEOWULF to the present day. Only outstanding authors and works will be presented, especially from the early periods. The content of the second semester will include an in-depth study of three or four outstanding English novels in the third quarter followed by three or four English dramas in the fourth quarter. Writing assignments will include small themes and one or two long papers. Correct writing should be emphasized throughout the year and time should be spent at intervals on basic skills. Vocabulary and S.A.T. skills will also be stressed during the first semester.

ENGLISH COURSE DESCRIPTIONS continued

220 HN British Literature. The goals of this Senior English program are generally the same as those for Course 219. However, this course will involve a more comprehensive examination of the literature. Communication skills will be integrated with the study of literature and various writing styles will be refined. A research paper is required. Acceptance into this course will be based on previous academic performance, recommendation of the student's junior instructor, and criteria established by the Senior Honors instructor.

221 A.P. English. The Advanced Placement English course examines major works of Western literature from classical antiquity to the 20th Century. Designed as an immediate preparation for students who intend to take the A.P. examination in the spring, the course is primarily intended to further develop the skills of literary analysis and critical writing. Critical papers, group and individual presentations, and class discussion will be an integral part of the course. Acceptance into this course is based on achievement during junior year, recommendation of the student's junior instructor and criteria established by the A.P. English instructor. Students who register for this course are required to take the A.P. English examination.

The following English courses are elective courses that may be taken <u>in addition to</u> the regular English Literature requirement. These courses do NOT replace the literature requirement.

233 Creative Writing. This writing-intensive course focuses on the fundamentals of imaginative writing – poetry, short stories, plays, and creative non-fiction. Students will analyze and evaluate other creative pieces, as well as student created work. Topics will include: reading / analyzing literature; writing short stories and poetry; sharing pieces in small / large groups. Students will be required to keep a writing journal.

240 Public Speaking. This class is designed to allow students to practice and improve a variety of speech and communication skills in a nonthreatening classroom environment. Topics will include dealing with fear of public speaking, techniques of effective public speaking, using visual aids, logic and rhetoric, persuasion, negotiation, and working well in groups. Students will practice a wide range of speaking skills, from interpersonal communication, such as civil conversation and active listening, to debate, interviews, persuasive speeches and formal, informational presentations.

241 Journalism. This course explores the principles of writing for Mass media. Emphasis is placed on the development of story ideas, information gathering, organization and effective presentation, as well as writing for deadline and space restrictions. Topics will include: writing, editing, layout, photographic skills, balanced news reporting, ethics of journalism and interviewing techniques. Students who enroll in this course must be actively involved in either *The Leonid* or *Mosaic* school publications.

242 Journalism II. This course is for newspaper and yearbook editors only. It provides opportunities for publication editors to mentor newspaper and staff members. Topics include: writing, editing, layout, photographic skills, balanced news reporting, ethics of journalism and interviewing techniques. Students in this course must be approved by newspaper and yearbook moderators.

260 Mysteries of History. This elective course will explore the great mysteries of history from ancient to modern times. Questions of the Egyptian mummies, the Great Pyramid, Ancient Mesopotamia, Atlantis, Alexandra the Great, Attila the Hun, King Arthur, Count Dracula, and the Bermuda Triangle will be explored through the study of periodicals, web sites, documentaries, feature films and excerpts of books such as: <u>The Egyptian Book of the Dead</u>, <u>The Histories</u> by Herodotus, <u>The Campaigns of Alexander</u> by Arrian, and <u>Parallel Lives of the Greeks and Romans</u> by Plutarch. The class will culminate in an in-depth study of how the elements of history in Norse, Celtic and Anglo-Saxon mythology have influenced contemporary fantasy classics by such authors as J.R.R. Tolkien and J.K. Rawlings. Students will be evaluated through quizzes, short papers, group and individual projects and class presentations.

280 Reading Lab. A reading-language arts lab, provided by the Intermediate Unit, helps students improve reading, language and writing skills. Using non-traditional methods, with the help of computers, daily newspapers, magazines and various literature selections, the program works with students who have not been successful in a regular classroom setting. By exposing students to media with which they are familiar, the lab tries to motivate students to improve basic skills and enjoy the process.

Department: ***SOCIAL STUDIES***

GENERAL INFORMATION

THE SOCIAL STUDIES DEPARTMENT at Bishop Canevin has designed its courses to provide opportunities for the students to acquire knowledge in the fields of history, the behavioral sciences and political science; to provide for the development of procedural (access) skills - e.g. using references, maps, graphs, tables, timelines, etc.; to provide for the development of information processing skills - specifically, inferencing, comparing and contrasting, classifying, hypothesizing, generalizing and interpreting and, to provide for a hierarchy of skill development, from the simple to the complex. Students are also encouraged to examine their values in the context of historical events and current issues.

To further challenge students who show exceptional ability and more advanced skills, honors courses are offered during the first three years and Advanced Placement college courses in the junior and senior years.

SOCIAL STUDIES COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
315	Modern World Studies	FR	A	1	None	1
316	Modern World Studies	FR	A	1	None	2
317	HN Modern World Studies	FR	A	1	93% Standardized Test Scores in Reading/Language	3
320	United States History	SO	A	1	Modern World Studies	1
321	United States History	SO	A	1	Modern World Studies	2
322	HN U. S. History	SO	A	1	90% in HN Mod. World Studies (317), 96% in Mod. World Studies (316), Teacher Recommendation	3
324	Ancient Western History	SO / JR	S	1/2	“B” average, Teacher Recommendation	3
325	Warfare in the 19th and 20th Centuries	SO / JR	S	1/2	“B” average, Teacher Recommendation	3
334	Asian Studies	JR	A	1	None	1
335	Asian Studies	JR	A	1	None	2
337	HN Asian Studies	JR	A	1	88% in HN U.S. History (322), Teacher Recommendation	4
341	Psychology	SR	S	1/2	Asian Studies, Taken in conjunction with Economics (344)	3

SOCIAL STUDIES COURSES continued

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
344	Economics	SR	S	1/2	Asian Studies, Taken in conjunction with Intro to Psychology (341)	3
345	A.P. European History (CIHS)	SR	A	1	A.P. US History, 96% in HN Asian Studies (337), Teacher Recommendation	5
346	A.P. United States History (CIHS)	JR	A	1	90% in HN U.S. History (322), Teacher Recommendation Will take A.P. European Hist (345) Senior year.	5
347	American Government	SR	S	1/2	U.S. History Taken in conjunction with Contemp. Global Issues (348)	2
348	Contemporary Global Issues	SR	S	1/2	None. Taken in conjunction with American Government (347)	2
350	HN American Politics	SR	A	1	AP US Hist 346 or 'B' average in Asian Studies course 334 or 337	4

SOCIAL STUDIES COURSE DESCRIPTIONS

315 Modern World Studies. This year long course will study world History from the European Enlightenment through World War II. The course includes events such as the American and French Revolution, the Latin American wars of independence, Industrialization, Imperialism, World War I, exploitation of African resources, the Russian Revolution, the Chinese Communist Revolution and World War II. In addition to history the course will use various perspectives including geography, economics, government, and the behavior of people and societies.

316 Modern World Studies. This year long course will study world History from the European Enlightenment through World War II. The course includes events such as the American and French Revolution, the Latin American wars of independence, Industrialization, Imperialism, World War I, exploitation of African resources, the Russian Revolution, the Chinese Communist Revolution and World War II. In addition to history the course will use various perspectives including geography, economics, government, and the behavior of people and societies. There is a strong emphasis on information processing skills such as comparing and contrasting, classifying, and hypothesizing, over the course of the year.

317 HN Modern World Studies. This year long course will study world History from the European Enlightenment through World War II. The course includes events such as the American and French Revolution, the Latin American wars of independence, Industrialization, Imperialism, World War I, exploitation of African resources, the Russian Revolution, the Chinese Communist Revolution and World War II. In addition to history the course will use various perspectives including geography, economics, government, and the behavior of people and societies. Critical thinking skills will be emphasized with students expected to demonstrate proficiency in comparing and contrasting, synthesizing, evaluating and hypothesizing. Students will develop a portfolio of written work and will submit reports from outside resources.

320 United States History. This yearlong course will, in the first semester, explore the emerging political, economic and social philosophies that impelled the colonies toward revolution. Students will also trace the differing cultures, occupations, and political and social structures of the colonies that eventually led to the Civil War.
The second semester of this course will trace the emergence of the U.S. as a world power up until the present day. Students will study America's shift from an agricultural to an industrialized society and the subsequent effects of such industrialization on American economics, foreign policy and American culture and political structure. Aspects of physical geography and economics are incorporated into appropriate units throughout the course.

SOCIAL STUDIES COURSE DESCRIPTIONS continued

321 United States History. This yearlong course will, in the first semester, explore the emerging political, economic and social philosophies that impelled the colonies toward revolution. Students will also trace the differing cultures, occupations, and political and social structures of the colonies that eventually led to the Civil War. Included in this semester of U. S. History will be a unit of American governmental structures, including the Constitution, the Presidency, the Congress and the Judiciary, of the United States.
The second semester of this course will trace the emergence of the U.S. as a world power up until the present day. Students will study America's shift from an agricultural to an industrialized society and the subsequent effects of such industrialization on American economics, foreign policy and American culture and political structure. Aspects of physical geography and economics are incorporated into appropriate units throughout the course. Students are expected to continue to build upon the skills, both conceptual and written, introduced in freshman year; to write even more extensively and to complete a project and/or research paper.

322 HN U. S. History. This yearlong course will explore the emerging political economic and social philosophies, which impelled the colonies toward revolution, expansion, its emergence as a world power, and the struggle through the Cold War, up to the present day. Included in this study will be an overview of the differing cultures, occupations and political and social structures of the colonies that eventually led to the Civil War. The impact of physical geography and economics are incorporated into appropriate units, stressing cause and effect relationships throughout the course. A unit will stress American governmental structures, including the Constitution, the Presidency, the Congress and the Judiciary of the United States leading to the understanding of the foundations of American law.
The students will study the shift of the United States from an agricultural to an industrialized society and the subsequent effect of such industrialization on American economics, foreign policy and the American culture and political structure. They will be using their family as a primary resource to initiate an investigation into and analyze the nature of the immigrant experience.
At this advanced level, the student will be expected to analyze selected works, novels and primary source materials, and interpret them within their historical context. The Internet will be introduced and used to investigate and evaluate specific topics.

324 Ancient Western History. Ancient Western History is a comprehensive development of civilizations of the ancient Middle East through the Middle Ages. The focus concepts will include the study of the civilizations of Greece and Rome and their influences on the development of Western government, law, science and philosophy. The rise of the Roman Catholic Church and its influence on social, educational, religious and political leadership. The formation of feudal and manorial systems and their decline with the emergence of nation-states.

325 Warfare in the 19th and 20th Centuries. This is an intensive course in international relations and conflict studies in which students will examine the causes of war and threats to peace in the context of international relations, deepen their political and historical knowledge of major 19th and 20th century American military conflicts and gain a greater appreciation for film as an instructive medium as well as acknowledge its limitations. The course will include a study of war films and documentaries to better understand the sources of the past, present and future conflicts. It will also have text-based readings and lectures which highlight the historical context and political ramifications of each conflict, as well as social justice in this continuing use of force.

334 Asian Studies. This course focuses on the history and cultures of a number of regions including: East Asia, South Asia, South East Asia and South West Asia (the Middle East). Both traditional and modern socio-cultural patterns will be studied. The geography of each region or country is covered in depth. There will be a project required each quarter.

335 Asian Studies. This course focuses on the history and cultures of a number of regions including: East Asia, South Asia, South East Asia and South West Asia (the Middle East). Both traditional and modern socio-cultural patterns will be studied. Emphasis will be placed on understanding the cause and effect relationship between government's economics. The geography of each region or country is covered in depth.

Students are expected to read, analyze and interpret material. There will be a project required each quarter.

337 Honors Asian Studies. This course focuses on the history, culture and literature of a number of regions including: East Asia, South Asia, South East Asia and South West Asia (the Middle East). Both traditional and modern socio-cultural patterns will be studied. Emphasis will be placed on understanding the cause and effect relationship between cultural and historical patterns and the types of governments that evolved.

The students are expected to do extensive reading. There will be a project/assignment each quarter. Technology skills will be utilized as they are expected to do research via the Internet, and where appropriate, utilize applications such as Power Point.

SOCIAL STUDIES COURSE DESCRIPTIONS continued

341 **Psychology.** This is a one semester course that will provide the student with a survey of psychological concepts concerning how we think, behave, and perceive the world around us. Students will analyze human behavior within the context of several psychological approaches including the biopsychological, behavioral, psychoanalytic, humanistic, cognitive, and sociocultural schools of thought. Special attention will be paid to physical, cognitive, and social development as well as theories concerning human personality, consciousness, emotion, and perception. Critical thinking, collaborative thinking, and hypothesizing will be stressed. Students will be graded using a combination of tests, essays, projects, and participation. This course must be taken in conjunction with Economics (344)

344 **Economics.** This course is a practical approach to the study of economics. Topics include both micro and macroeconomic issues, highlighting the areas of business, consumers, labor, and government. Emphasis will be placed on the students' application of analysis to these economic issues. Business Consultant visitations are utilized as an aid to help the student understand the economic issues in the workplace.
This course must be taken in conjunction with Introduction to Psychology (341).

345 **A.P. European History (College in High School).** This is a yearlong, college level course, designed to challenge the more advanced students. This course will cover the major historical themes of European history in terms of social, political, economic and religious trends from the Middle Ages to the present. Students will be required to do extensive readings including, among others, A Tale of Two Cities, Les Miserables, All Quiet on the Western Front, both in and out of class. Emphasis will likewise be placed on demonstrating mastery of essay writing techniques, college level note taking, the use of historical documents as well as other skills utilized on the college level.

At the conclusion of this course students must take the Advanced Placement European History test. Upon successful completion of course, “C” average or better, 3 credits from Duquesne University will be credited to students. A fee will be charged to cover the administration costs for Duquesne University.

346 **A.P. United States History (College in High School).** This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and materials in United States History. Students are expected to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.
Students will be expected to read and utilize primary source documents, critical essays and appropriate works of literature including, among others, A Farewell to Arms, The Jungle, and Uncle Tom’s Cabin. A thorough analysis of the American culture, political structure, economic and foreign policy will be included in this college level course.

At the conclusion of this course students must take the Advance Placement U.S. History Test. Upon successful completion of course, “C” average or better, 3 credits from Duquesne University will be credited to students. A fee will be charged to cover the administration costs for Duquesne University.

347 **American Government.** This one semester course will focus on the structure and workings of the American Government. Focus areas for the students will include the foundations of government, Constitution: Legislative Branch, Executive Branch, and the Judicial Branch. Students will show and be shown how government affects them in their role as citizens. This course must be taken in conjunction with Contemporary Global Issues (348).

348 **Contemporary Global Issues.** This one semester course can be viewed as a follow-up course to International Studies, Asian Studies, U.S. History, and American Government courses. This course will shed light on today’s events and issues, how they connect to the past, and how they affect our future. The scope of the course is to engage students so as to promote critical thinking, problem solving, and analysis. This course must be taken in conjunction with American Government (347).

350 **Honors American Politics.** This course examines the way in which the government of the United States is organized and the impact that many aspects of government have on the lives of citizens. The students will be asked to think critically about the events and issues that have shaped the political system. These skills are essential as they realize their civic rights and responsibilities as citizens. Students will also read and discuss current events and issues through classroom magazines published by the *Wall Street Journal* and the *New York Times*.

Department: ***MATHEMATICS***

GENERAL INFORMATION

THE MATHEMATICS PROGRAM: The Mathematics Department attempts to group students according to their ability in the courses in which they are enrolled. This placement is based upon previous performance in math courses, and in some cases, on standardized tests and personal interviews. Incoming freshmen are placed according to performance in elementary school and on an entrance exam. Thus, a student signing up for Algebra I will be placed in a grouping where he can perform well and also face sufficient challenge to keep him interested. A well-qualified eighth grader may, with approval of the department, enroll in Algebra II. Mathematically gifted students may take two mathematics courses during the sophomore year with the approval of the department.

MATHEMATICS COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
414	Algebra I	FR	A	1	Departmental Approval	1
416	Algebra I	FR	A	1	Departmental Approval	2
417	HN Algebra I	FR	A	1	Departmental Approval	3
426	Geometry	SO	A	1	'C' average in ALG I (416) or Passing Grade in HN ALG I (417)	2
427	HN Geometry	SO	A	1	'A' average ALG I (416) or ALG II (436) or '88' Average in HN ALG I (417) or HN ALG II (437)	3
435	Geometry	SO / JR	A	1	Algebra I	1
436	Algebra II	FR / JR	A	1	Departmental Approval (FR) or 'C' average in Geometry (426)	3
437	HN Algebra II	FR / JR	A	1	Departmental Approval or 'B' average in HN Geometry (427)	4
445	Algebra II	JR / SR	A	1	'B' average in Geometry (435) or Passing Grade in Geom. (426)	2
446	Trigonometry and Advanced Topics	SR	A	1	'C' average in ALG II (436) or Passing Grade in HN ALG II (437)	3
447	Honors Trigonometry	JR / SR	A	1	'B' average in HN ALG II (437) or 'A' average in ALG II (436)	4

MATHEMATICS COURSES continued

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
449	Statistics	JR / SR	S	1/2	'C' average in ALG II (436) or Passing grade in HN ALG II (437)	3
456	Pre Calculus	SR	A	1	'88' average in Trig (446) or 'C' average in Advanced Math (447)	4
458	A.P. Calculus (CIHS)	SR	A	1	'B' average in Adv. Math (447)	5
461	A.P. Statistics (CIHS)	JR / SR	A	1	'A' average in ALG II (436) or '88' average in HN ALG II (437)	5
475	Computer Programming with Alice	JR / SR	S	1/2	'C' average in Geometry (426 or 427) or Departmental Approval	3
476	Advanced Programming with Alice	JR / SR	S	1/2	'C' average in Intro to Alice (475) or Departmental Approval	3
488	Financial Algebra	SR	A	1	Passing grade in Algebra II (436 or 445)	3

MATHEMATICS COURSE DESCRIPTIONS

414 **Algebra I.** This course is designed to strengthen students' basic math skills and their understanding of algebraic concepts. Students will use computers equipped with diagnostic software to reinforce and supplement concepts covered in the classroom. Topics presented include: evaluating algebraic expressions, solving linear equations, operations with polynomials, operations with algebraic fractions, solving second degree equations, ratios and proportions, integral exponents, equations in two variables, slope and systems of equations.

416 **Algebra I.** This course is for students who have had a background in algebra in elementary school but have not demonstrated sufficient mastery to move into an accelerated level. Topics presented include: evaluating algebraic expressions, solving linear equations, operations with polynomials, factoring, operations with algebraic fractions, solving second degree equations, ratios and proportions, integral exponents, equations in two variables, slope and systems of equations.

417 **HN Algebra I.** This accelerated math course is designed for those students who have been exposed to Algebra I in elementary school, but have not yet mastered the subject sufficiently to move on to Honors Algebra II. Topics presented include evaluating algebraic expressions, solving linear equations, operations with polynomials, factoring, operations with algebraic fractions, solving second-degree equations, ratios and proportions, integral exponents, equations in two variables, slope and systems or equations.
Applications are emphasized throughout the course. Topics are presented in more depth at this level.

426 **Geometry.** This course begins with the relationships of points, lines and planes. Other topics include parallel and perpendicular lines, triangle congruence and similarity, right triangle relationships, special quadrilaterals, circles, coordinate geometry, and solid geometry. The class introduces deductive reasoning using two column proofs.

427 **HN Geometry.** This course begins with the relationships of points, lines and planes. Other topics include parallel and perpendicular lines, triangle congruence and similarity, right triangle relationships, special quadrilaterals, circles, coordinate geometry, and solid geometry. Two column deductive proofs are emphasized throughout. Topics are presented in more depth at this level.

MATHEMATICS COURSE DESCRIPTIONS continued

435 **Geometry.** This course begins with the relationships of points, lines, and planes. Other topics include parallel and perpendicular lines, triangle congruence and similarity, right triangle relationships, special quadrilaterals, circles, coordinate geometry and solid geometry. This class introduces deductive reasoning using proofs.

436 **Algebra II.** Students in this course are expected to have a good command of basic math and algebraic skills. Topics covered include number systems, solving one variable, literal, and absolute value equations as well as systems of equations and inequalities. Polynomial, radical, and exponential equations are also presented. Functions, factoring, operations with polynomials, irrational, and imaginary numbers are covered in this course. Application problems are presented throughout.

437 **HN Algebra II.** Emphasis throughout this course is on reading, analyzing and solving application problems, and S.A.T. related problems. Topics include the real number system, operations with rational, irrational, and imaginary numbers, as well as solving literal, absolute value, polynomial, radical and exponential equations. Inequalities, systems of equations, functions, and their graphs are also presented.

445 **Algebra II.** This course consists of a review of Algebra I and an introduction and extension of basic algebra skills and concepts. Topics include the rectangular coordinate system and linear equations in two variables, inequalities, basic relations and functions, solving linear systems of equations, factoring of polynomials, imaginary and complex numbers, and solving second-degree equations.

446 **Trigonometry and Advanced Topics.** Presented in this course are trigonometric functions, their graphs, trigonometric identities, solving trigonometric equations, and triangle trigonometry. Additional topics include logarithms, matrices, sequences, series, combinatorics, and binomial expansion. Applications are presented throughout the course. A graphing calculator is required with a TI-83 or a TI-84 recommended.

447 **Honors Trigonometry**. Students in this course will be introduced to the trigonometric functions, their graphs, identities, solving trigonometric equations, and triangle trigonometry. Additional topics presented include coordinate proofs, conics, polar coordinates, exponential and logarithmic functions, as well as vectors, sequences, series and limits. Applications are emphasized throughout the course. Advanced Math (447) is a prerequisite for A.P. Calculus (458). A graphing calculator is required with a TI-83 or a TI-84 recommended.

449 **Statistics.** A semester course, Statistics stresses hands-on application for students who plan to enter the fields of business, economics, education, science, social sciences or mathematics. Appropriate numerical display and analysis, coupled with an emphasis on proper data acquisition and reporting techniques, will be the focus of this course. Graphing calculators are required. A TI-83 or a TI-84 is recommended.

456 **Pre Calculus.** The course begins with an in depth study of functions and their graphs. Included are piecewise functions, composite functions, polynomial and rational functions, and exponential and logarithmic functions. Additional topics presented include linear curve fitting, transformations, mathematical modeling, real and complex zeros, inverse functions and logistic models. Applications are stressed throughout the course. Graphing calculators are required with a TI-83 or TI-84 recommended.

458 **A.P. Calculus (College in High School).** The concept of slope of a line leads into the discussion of the basic idea of the derivative. Limits of polynomial and rational functions lead into the derivative of polynomial and rational functions. Various applications of derivatives are explored. Anti derivatives and indefinite integrals lead to definite integrals and the applications of definite integrals. This is a very rigorous course that is equivalent to a college calculus course, and will require summer preparatory work. College credit may be obtained by successful completion of the College in High School course through the University of Pittsburgh (approximate cost of $90) or the Advanced Placement Test administered in May (approximate cost $85). Students who register for this course must register for College in High School or take the A.P. Calculus examination.

MATHEMATICS COURSE DESCRIPTIONS continued

461 A.P. Statistics (College in High School). In this course, students will be introduced to experimental design as it pertains to probability, inferencing, the distribution of data, and the analysis and interpretation of that data in statistical scenarios. This course is intended for those students who would like to pursue a career in business, medicine, education, social science, or mathematics. Graphing calculators are required. A TI-83 or 84/+ is recommended. College credit may be obtained through the College in High School program from the University of Pittsburgh (approximate cost of $90) or the Advanced Placement Test administered in May (approximate cost $85). Students who register for this course must register for College in High School or take the A.P. Statistics examination.

475 Computer Programming with Alice. This course introduces students to computer programming using the Alice 3D interactive graphics programming language developed at Carnegie Mellon University. Topics include: program design and implementation; programming basics using objects, methods, and parameters; and event handling through functions, conditional statements, and looping. Logic and problem-solving skills will be developed throughout the course.

This is an elective course and does not replace the math requirement.

476 Advanced Programming with Alice. This course is a continuation of the Introduction to Computer Programming with Alice course (475). Students will study advanced computer programming concepts and will be expected to apply their problem-solving skills to the design and implementation of several programming projects. Topics include: recursion; lists and list processing; and the use of variables and arrays.

This is an elective course and does not replace the math requirement.

488 Financial Algebra. Financial Algebra is designed for the college-bound senior who has completed Algebra II. This course will explore Algebraic thinking patterns and functions in a consumer-based context. The curriculum will incorporate Algebra I, Geometry, and Algebra II topics which will prepare seniors for the college-level math courses for non-math and science intensive majors. The curriculum will encourage students to apply mathematical concepts into their everyday lives and build a solid financial skill set. Calculators with exponent and square root capabilities are required for this course.

Department: ***SCIENCE***

GENERAL INFORMATION:

The Science Department offers a comprehensive, sequential program of courses designed to intellectually challenge students of all abilities, backgrounds, and interests. In addition to presenting specific concepts, all courses seek to develop scientific curiosity, critical analysis and problem-solving skills. Students are also encouraged to integrate science with other areas of study, to be aware of the social and environmental impact of modern technologies, and to develop sound scientific ethics. The "Honors" and "Advanced" level courses provide a strong and updated interdisciplinary program for students who are highly interested in science and science related careers.

The Science department offers students the opportunity to become involved in science related activities outside the classroom such as the Pennsylvania Junior Academy of Science (PJAS), the Pittsburgh Regional Science and Engineering Fair, the Westinghouse Science Honors Institute, the Pennsylvania Governor's Schools for Excellence in Science, Medicine and Agriculture, and several "Science Bowl" competitions among others.

GENERAL REQUIREMENTS:

All students are required to take three years of science. Incoming freshmen are initially placed in ability groupings based on their math and reading skills and their science backgrounds. These placements are reassessed at the end of each year. Electives are offered to students during their junior and senior years. Placement in elective courses is determined by student's past performance, motivation, and personal interests.

SCIENCE COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
514	Biology	FR	A	1	Elementary School Performance Standardized Test Scores	2
515	HN Biology	FR	A	1	Exceptional Elem. Sch. Performance, Standardized Test Scores, Interest, and Performance on Bishop Canevin Science Placement Test	3
527	Earth Science	SO	A	1	Academic Biology Department Approval	1
530	Chemistry	SO/JR/SR	A	1	Biology Department Approval	1
534	Chemistry	SO/JR/SR	A	1	Biology Department Approval	2
535	HN Chemistry	FR/SO/JR	A	1	Geometry or Concurrent, 'B' in Biology Department Approval	3
544	Physics	JR / SR	A	1	Chemistry Algebra II	3
545	HN Physics	JR / SR	A	1	Chemistry Trigonometry	4
553	Human Structure	JR / SR	A	1	Department Approval	3
554	Environmental Biology	JR / SR	A	1	Department Approval	3

SCIENCE COURSES CONTINUED

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
555	Physical Ecology	JR / SR	A	1	Department Approval	3
561	Advanced Biology	JR / SR	A	1	Honors Biology, Honors Chemistry, Department Approval	4
575	AP Chemistry (CIHS)	JR / SR	A	1	Algebra II, 90% in HN Chem. (535) Department Approval	5
580	Advanced Physics	JR / SR	A	1	HN Physics (545), HN Advanced Chemistry (570), Department Approval	4

SCIENCE COURSE DESCRIPTIONS

514 Biology. This course will begin with a study of the history and philosophy of science including the methods of science. In addition, students will study the tools used by biologists to study living things through the laboratory activities that are a part of this course. Students will be expected to demonstrate their knowledge of laboratory materials, laboratory safety and proper procedure. A study of some basic principles of chemistry will serve as a foundation for the study of biochemistry which will lead to the study of the basic units of structure and function of all living things - cells. Through their study of viruses, bacteria and other simple organisms, students will gain an understanding of the most fundamental structures and functions that are characteristic of living things.

515 HN Biology. This is a comprehensive honors course that will begin with a study of the history and the philosophy of science in general and biology in particular. The methods of science will be studied and reinforced through laboratory activities. Students will study the basic structures and functions of living things in great detail. This course will include not only a study of the general characteristics of living things but also specific technical information from areas of study in biology such as biochemistry, genetics, cytology, taxonomy and others. Students will study the history and development of life on earth in order to discover the unifying themes that tie together the infinite variety of living things. Throughout this course the relationships between living things and their environment will be stressed. Students in this class will be expected to demonstrate their knowledge and interest in science through science related activities that extend outside the classroom.

527 Earth Science. Topics studied in this course will be: earth as a system, earth chemistry, rocks and minerals, resources and energy, plate tectonics, weathering and erosion, the ocean, the atmosphere, and the universe. These topics will be studied through the use of technology and current discoveries in the field of earth science

530 Chemistry. ChemCom™ is a chemistry curriculum written for secondary school students by the American Chemical Society (ACS). It attempts to enhance science literacy by emphasizing chemistry's impact on society. ChemCom™ takes a different approach to the learning of chemistry. Each of the eight units revolves around a societal question. This question creates a "need to know" chemistry to find a solution. The context of each question is a community: local, workplace, national or global. The chemistry presented to the students builds upon the same vocabulary, thinking skills, problem solving, and lab techniques as most traditional introductory chemistry courses. However in ChemCom™ the student is led to integrate what they have learned to see how it addresses issues in the real world. This is accomplished through many decision-making activities that are a part of the course. It is the long-term goal of the curriculum to present to the students the need and the skills to acquire technical knowledge to make intelligent decisions for themselves and for the communities in which they belong. The eight topics are:

1. supplying our water needs
2. conserving chemical resources
3. petroleum to build? to burn?
4. understanding food
5. nuclear chemistry in our world
6. chemistry, air and climate
7. health: your risks and choices
8. the chemical industry: promise and challenge

SCIENCE COURSE DESCRIPTIONS continued

534 **Chemistry.** This course is a college prep course in modern chemical principles. Emphasis is placed on critical reasoning and laboratory techniques as well as on concepts. Topics include chemical properties, atomic structure, chemical bonding, stoichiometry, acids and bases, and solutions. This is a laboratory course.

535 **HN Chemistry.** This is a full year honors course in chemistry for college bound students planning a career in science. It is designed to cover in-depth the following topics: matter and its structure, periodic properties; formula and equation writing; stoichiometry relationships; properties of solids, liquids and gases; solutions; ionization, and acid-bases, and salts. Basic laboratory skills in chemistry are developed through investigations with matter.

Students in this class are encouraged to get involved in extra-curricular science related activities outside the classroom, such as designing, completing and presenting an individual experimental project, entering science related competitions or participating in science programs offered by colleges, universities and other science organizations.

544 **Physics.** This is a college prep course in physics designed to fulfill college entrance requirements for non-scientific and non-engineering students. An independent research problem is required each quarter. This course content centers around mechanics, wave theory and electricity.

A key component of the course is the applied project segment. A different project is assigned each quarter to reflect the necessity of applying physics theory in real life situation.

545 **HN Physics.** This is an honors course in Physics designed for the student going on to college for the study of science and/or engineering. The course content is the same as Physics 543 but is more dependent on the theoretical and mathematical aspects of physics.

An independent research project dealing with the practical applications of the theoretical aspects is a very vital component. A different research project is assigned each quarter.

553 **Human Anatomy.** This course involves the study human structure and function. The cells, tissues, organs, and systems that make up the human body will be studied as well as the functions that these structures carry out will be studied. Students interested in health related careers should find this course useful.

554 **Environmental Biology.** Students in this class will study the populations, communities, and ecosystems that make up the biosphere. Through these studies will discover the interrelationships among all organisms and the environments in which they are found. Human impact on the environment and global environmental issues will be studied.

555 **Physical Ecology.** Students in this course will study a wide range of topics from the various fields of earth science. It will include a focus on geological processes, land forms, atmosphere and hydrosphere. Those topics will emphasize their effects on human kind and our relationship with the biosphere, including environmental issues, natural resources and energy consumption.

561 **Advanced Biology.** This course will involve a more in-depth study of topics introduced in biology classes that students have already taken. In addition biology topics that students have not encountered before will be introduced. Technology will be emphasized and current biological discoveries will be included. Dissections of some unique organisms (squid, sharks, turtles and others) and virtual labs from the AP required labs will be included.

575 **A.P. Chemistry (College in High School).** Advanced Placement Chemistry is designed for those students who wish to earn college credits in chemistry while in high school. Students may earn college credit through the University of Pittsburgh College-in-High-School program which requires laboratory sessions and exams on their campus. Students may also choose to take the A.P. Chemistry Exam administered in May. The University of Pittsburgh requires a fee of $175; the A.P. Exam requires a fee of $95. This course is the equivalent of a first year college chemistry class and is recommended for prospective science and pre-med majors. Topics include stoichiometry, thermodynamics, molarity, gases and kinetic theory, and chemical equilibrium. The laboratory experience is a major component of the course.

580 **Advanced Physics.** This is an advanced physics course designed for the student who will be required to take such a course in college, especially those who plan to study engineering, science, medicine or mathematics. Stress will be placed on problem solving and critical thinking skills. An independent project each quarter will be required.

Department: ***WORLD LANGUAGE***

GENERAL INFORMATION

THE WORLD LANGUAGE DEPARTMENT offers a 4-year program in French and Spanish.

The objective of the department is twofold:

(1) to familiarize students with the language and culture of other peoples, thus broadening the base of their education, and
(2) to assist students in preparing for eventual careers requiring foreign language skills in education, government employment, medical work, foreign service, social work, business and secretarial, industry and tourism.

As their schedules allow, the students will be grouped according to ability in the course they choose. Placement of incoming freshmen with previous world language experience will be determined by performance on a language test. Placement of students for subsequent levels of study will be determined by the level of performance in the preceding year of study with teacher approval.

Two consecutive years of study of the same language are required for graduation. Exceptions to this policy must have the specific approval of the Principal and the members of the World Language Department.

Three consecutive years of the same language are recommended. Four consecutive years of the same language are recommended for student following the honors curriculum.

Availability of the fourth and fifth levels of any given language is dependent upon sufficient student enrollment.

WORLD LANGUAGE COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
610	French 1	All levels	A	1	Departmental Approval	1
611	French 1	All levels	A	1	Departmental Approval	2
612	French 2	SO/JR/SR	A	1	French 1 Departmental Approval	1
613	French 2	SO/JR/SR	A	1	85% average in French 1 Departmental Approval	2
614	French 3	SO/JR/SR	A	1	85% average in Fr 2 Departmental Approval	3
616	HN French 4 (CIHS)	JR / SR	A	1	Cumulative 85% average in French 1, 2, 3 Departmental Approval	4
617	HN French 5	SR	A	1	French 1, 2, 3, 4 Departmental Approval	4
619	Spanish 1	All levels	A	1	Departmental Approval	1
621	Spanish 1	All levels	A	1	Departmental Approval	2
622	Spanish 2	SO/JR/SR	A	1	Spanish 1 Departmental Approval	1
624	Spanish 2	All levels	A	1	89% in Spanish 1 Departmental Approval	2

WORLD LANGUAGE COURSES continued

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
625	Spanish 3	JR / SR	A	1	Spanish 2 Departmental Approval	2
626	Spanish 3	SO/JR/SR	A	1	89% Avg. Spanish 2 (624) Departmental Approval	3
627	HN Spanish 3	SO/JR/SR	A	1	93% Avg. Spanish 2 (624) Departmental Approval	3
629	HN Spanish 4 (CIHS)	JR / SR	A	1	85% Avg. Hn Spanish 3 (627) Departmental Approval	4
630	HN Spanish 5	SR	A	1	HN Spanish 4 (629) Departmental Approval	4
680	Chinese	SO/JR/SR	A	1/2	Spanish 2 or French 2 Departmental Approval	3

WORLD LANGUAGE COURSE DESCRIPTIONS

610 **French 1.** This course presents a strong focus on oral communication, an early development of cultural awareness, the building of a basic grammar base, and a thematic introduction of vocabulary. Right from the beginning, the students will learn how to communicate in everyday situations using co-operative learning strategies and practicing their skills in pairs and small groups.

611 **French 1.** This course maintains and reinforces all the features of 610, with a stronger focus on oral communication and extensive practice through numerous and varied oral and written exercises. With the assistance of many visual aids and in co-operative learning situations, such as writing and performing brief skits in French, students will learn practical applications of their language skills and will be actively involved in small group and pair work.

612 **French 2.** This course presents a systematic review of the concepts and vocabulary of Level One followed by material appropriate for a second level language class. Students will be actively involved in role-playing and group activities. The course material will be used to reinforce familiar concepts, expand cultural awareness, increase vocabulary, and develop listening skills. Students will continue to build their speaking and writing skills.

613 **French 2.** This course affords the student the opportunity to continue his/her study of French pronunciation, vocabulary, and grammar. Reading and speaking skills are emphasized with stress on comprehension. Writing activities help reinforce grammatical concepts. The students are exposed to a variety of cultures from the Francophone world through reading selections and research. In addition, students will write essays using the target language to communicate personal experiences and observations.

614 **French 3.** After initially reviewing the basic concepts and vocabulary learned in the first two years of French, students will continue to build the four language skills and cultural awareness. Supplementary materials and a wide variety of communicative activities designed to improve oral expression will be used. Videos appropriate for this level will be used to reinforce thematic units. Students will develop a good base for pursuing college language courses while acquiring listening, reading, writing and speaking skills.

616 **HN French 4. (CIHS)** In fourth year French, the students will broaden their familiarity with the contemporary French-speaking world. Greater emphasis is placed on reading and writing than in previous levels, but listening and speaking skills are the priority. Using new vocabulary with grammar skills from the past three years, students will be encouraged to express their own ideas creatively in oral and written work. The students will read works by well known French authors, including short stories, articles and poems, as well as traditional legends. Videos appropriate for this level will be used. This course is offered for college credit in conjunction with Duquesne University. The credits for this course are shown on an official Duquesne transcript so that they are transferable to any college that accepts Duquesne University credits.

WORLD LANGUAGE COURSE DESCRIPTIONS continued

617 **HN French 5.** Students who enroll in French V should already have a good command of grammar and vocabulary and have competence in listening, reading, speaking and writing. The course will emphasize the use of language for active communication. An enrollment of four or more students will be necessary to establish a class setting. Four or less students may take this course as an independent study.

In the fifth year of French, the students will continue to broaden their familiarity with the contemporary French-speaking world. Students will read and discover various literary genres. The student will be expected to independently read target language novels (level appropriate). Students will continue to learn higher level grammar structures such as subjunctive, pluperfect and literary grammar forms. To strengthen listening and speaking skills, students will be expected to present an oral presentation in the target language to a lower level class. In addition, students will be exposed to various listening examples of native speakers such as newscasts, music, videos (age appropriate) and podcasts. In order to enhance written expression, students will be expected to write weekly journal entries. Students will also be expected to conduct a research project/paper on an historical event or person. The aim of this course to is to prepare students to take the SAT II Subject test and/or AP French Language Exam.

619 **Spanish 1.** This course affords the students the opportunity to develop a limited degree of proficiency in the language. Emphasis is placed on listening, speaking, reading, and writing. Pronunciation skills and basic vocabulary are acquired through imitation, repetition, and student created dialogues. Basic grammar is presented, modeled and practiced in simple situational activities. Hispanic culture, especially major holidays, is explained, compared and contrasted with such aspects of the students' own culture. Web based activities are used for enhancement of grammar, vocabulary and culture.

621 **Spanish 1.** This course is designed to develop a higher degree of proficiency in the skills of the Spanish language. The pace of presentation is accelerated. Creativity is challenged through original dialogues that are presented in class. Simple compositions and conversations are written and presented. Hispanic culture is discussed in the context of the lessons and the time of year. Assigned projects offer opportunities for students to integrate the vocabulary and material of the lesson and give expression to their individual creativity. Web based activities review grammar and provide additional opportunities for cultural enrichment.

622 **Spanish 2.** Students who have successfully completed Spanish 1 (619/621) will continue developing the skills of the Spanish language. Primary emphasis will continue to be placed on listening and speaking skills. Reading and writing skills will be strengthened through simple situational activities and guided writing experiences. Basic grammar is reinforced and practiced in pair and group activities. Creative expression is encouraged through discussions and guided writing experiences. Web based activities are integrated for cultural awareness and for review of grammar. Cultural awareness and appreciation is continued.

624 **Spanish 2.** Successful completion of Spanish 1 (621) leads to practical control of language skills through listening, reading, speaking and writing activities in this course. Oral and written expression is strengthened through more creative and challenging dialogues and exercises. Supplementary vocabulary is developed in context and integrated in the textbook lessons and in web-based activities. Listening activities, scripted by native speakers, provide challenge and opportunity to recognize language in context and to develop logical responses. Reading and writing skills are strengthened through the text and supplementary materials.

Freshmen with a strong background in Spanish may be recommended for this level of Spanish in order to pursue college language study in College in High School (CIHS) Spanish and/or Advanced Placement Spanish language classes.

625 **Spanish 3.** This course is offered only for students who have successfully completed Spanish 2 (622) and show a sincere interest in the third year of study with disciplined work habits and study skills. Students will continue to develop vocabulary skill to facilitate speaking, reading and writing Spanish. Interactive communication activities, short presentations and short directed compositions will help students grow more confident in self-expression in Spanish.

WORLD LANGUAGE COURSE DESCRIPTIONS continued

626 **Spanish 3.** This course is planned to further develop the student's ability in oral and written Spanish. Vocabulary skills are extended and strengthened. Students have the opportunity to use the vocabulary in oral responses describing pictures, and paraphrasing text materials. These skills are reinforced through creative expression in short individual and group compositions in response to guideline questions. Grammar is studied and practiced in context. Cultural notes are read and discussed through information in the text and web-based research activities and projects.

627 **HN Spanish 3.** This course is designed to strengthen and further develop student ability to communicate in spoken and written Spanish. Observations begin with the simple and obvious and move to focus on the more detailed and imaginative responses. Creativity and originality are encouraged. Students expand their ability to use: verbs expressing past and future time; idiomatic expressions, vocabulary and grammar in oral responses. They have the experience of writing and engaging in conversations about present day activities supported by the text and supplementary materials. Research and use of information from appropriately chosen websites offer opportunities to enhance understanding of culture and characteristics of Spanish countries.

629 **HN Spanish 4 (CIHS).** In this year of study, the students will broaden their familiarity with the language and literature of the Spanish-speaking world. Emphasis is placed on reading writing, while active listening and willing attempts to communicate interests, ideas, desires and understanding are a priority. Students are strongly encouraged to express their own ideas in oral and written work. Selected readings followed by comprehension question/answer activities, discussions, vocabulary development, guided and creative compositions comprise the main body of course work. More advanced grammar is presented and practiced. This course is offered for college credit through Duquesne University. The credits for this are shown on an official Duquesne transcript so that they are transferable to any college that accepts Duquesne University credits.

630 **HN Spanish 5.** Students who enroll in Spanish V should already have a good command of grammar and vocabulary and have competence in listening, reading, speaking and writing. The course will emphasize the use of language for active communication. An enrollment of four or more students will be necessary to establish a class setting. Four or less students may take this course as an independent study.

In the fifth year of Spanish, the students will continue to broaden their familiarity with the contemporary French-speaking world. Students will read and discover various literary genres. The student will be expected to independently read target language novels (level appropriate). Students will continue to learn higher level grammar structures such as subjunctive, pluperfect and literary grammar forms. To strengthen listening and speaking skills, students will be expected to present an oral presentation in the target language to a lower level class. In addition, students will be exposed to various listening examples of native speakers such as newscasts, music, videos (age appropriate) and podcasts. In order to enhance written expression, students will be expected to write weekly journal entries. Students will also be expected to conduct a research project/paper on an historical event or person. The aim of this course to is to prepare students to take the SAT II Subject test and/or AP Spanish Language Exam.

680 **Chinese.** This is a first level course in Mandarin Chinese (Putonghua), designed for high school students who have had no prior exposure to Chinese language. The emphasis in this class is on developing listening, speaking, reading and basic writing skills using both Pinyin phonetic system and simplified Chinese characters. The social and cultural background of the language will also be introduced. At the end of the course, students will have acquired enough vocabulary and sentence structures to use in basic daily-life communication and to carry out simple conversations on studied topics. They will be able to identify words and tones in the Mandarin Pinyin system and read and write in Chinese (simplified Chinese characters).

This course is offered as an elective outside the normal school hours (after school and Saturdays) and cannot replace the Spanish or French language requirement.

Department: ***BUSINESS AND TECHNOLOGY***

GENERAL INFORMATION

The Business and Technology Department realizes the need to provide a wide range of courses that will satisfy the needs of all of our students. Since over 95% of our students are college bound and the number one declared major in American colleges and universities is Business, we believe we offer courses that will benefit all Business students.

All incoming students AND their parent(s) and guardian(s) will be required to sign the Acceptable Use Policy of Bishop Canevin High School in order to be granted access to the computer network and the Internet. Violations of that policy may result in the removal of the student from the course and the immediate suspension of all computer privileges.

BUSINESS AND TECHNOLOGY COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
812	IC^3	FR	A	1/2	None	2
820	Business Applications	SO	A	1	None	2
825	Accounting I	SO/JR/SR	A	1	90% in Algebra	3
828	Microsoft Office Specialist	SO	A	1	"B" average in IC^3 (812)	3
830	College Internet and Computing Core Certification (IC^3)	JR / SR	A	1	Teacher Recommendation	4
832	Business & Personal Law	JR / SR	A	1	None	3
833	Business and Personal Management	JR / SR	A	1	None	3
836	Accounting II (CIHS)	JR / SR	A	1	"B" Avg. in Accounting I (825), Teacher Recommendation	4
838	Multimedia	JR / SR	A	1	IC^3 (812) and Teacher Recommendation	3
840	Accounting III	SR	A	1	90%. in Accounting II (836), Teacher Recommendation	4
841	Multimedia Design	JR / SR	A	1	"B" Avg. in Multimedia (838) & Teacher Recommendation	3
850	Web Programming (on-line only) (CIHS)	JR / SR	A	1	Passing grade or Concurrent in Multimedia (838) or Multimedia Design (841) & Teacher Recommendation	4

BUSINESS AND TECHNOLOGY COURSE DESCRIPTIONS

812 IC^3. IC^3 is a one-semester course required of all freshmen. The IC3 Module B will begin with a focus on mastery of the keyboard and basic word processing. Students will learn how to perform basic and intermediate level tasks in Word, Excel and PowerPoint. The culminating requirement will be the taking of the Certiport on-line test. Students will be encouraged to develop skills for use in all their academic endeavors. (See course 828 for modules A & C.) This course will also expose the students to the many dangers with Social Media. Students will learn the safety and legal responsibilities, as well as the moral issues, in the use of on-line and internet services.

820 Business Applications. No matter what career a person chooses, he or she will benefit from an understanding of the business world. Topics in this survey course range from conceptual knowledge of owning and operating small and large businesses within the technology-driven global economy to personal management skills such as keeping a checking account and investing. Real-life applications will emphasize critical thinking and problem-solving, taking students from "what is" to "what can be" as they prepare to become the future leaders of our rapidly changing world.

825 Accounting I. The Accounting 1 course is designed to enable the student to understand and use intelligently financial data of business organizations within our economic system. The procedures of accounting are taught with emphasis on the "why" behind them. The logic and theory of accounting become an integral part of the course. The approach is designed to aid the student to think logically and to arrive at correct conclusions, rather than remain entirely dependent upon the memorization processes.

The course material progresses from accounting principles applicable to the simplest type of proprietorship to the more complex corporate form of organization. At the end of the year the students will be able to put their knowledge of accounting to use in a practical business simulation.
This course is excellent preparation for those students intending to major in business, engineering, or pre-law in college.

828 Microsoft Office Specialist. The Microsoft Office Specialist course will build on the knowledge of Microsoft applications developed in the freshmen IC^3 course. In the first semester, students will complete MOS certification courses in Word and Excel. During the second semester, students move on to MOS certification in Access and then learn how to use Blackboard ©. Students will learn how to both create curriculum and deliver instruction using Blackboard ©, the industry leading learning management system. For more information about MOS visit:
http://www.certiport.com/portal/DesktopDefault.aspx?page=common/pagelibrary/TestObjectives_MOS.htm

830 College Internet and Computing Core Certification (IC^3). The Internet and Computing Core Certification (IC^3) program is the world's first validated, standards-based training and certification program for basic computing and Internet knowledge and skills. Successful completion of IC^3 ensures you have the knowledge and skills required for basic use of computer hardware, software, networks, and the Internet.

The IC^3 training and certification program covers a broad range of computing knowledge and skills that proves competency in the areas described below. Individuals seeking IC^3 certification are **REQUIRED TO TAKE AND PASS** all three IC^3 exams: Computing Fundamentals, Key Applications, and Living Online. Certiport certification exams are available from authorized testing centers called Certiport Centers, worldwide. **BISHOP CANEVIN** is the ONLY high school in the Pittsburgh/Southwestern PA area authorized as an IC^3 testing center. **The cost of the exam is $30 each for a total of $90.** Students are required to take this course in conjunction with the La Roche College Scholar program. The Scholar program awards three college credits for a cost of $135.00 to be paid by the student.

832 Business & Personal Law. The law is ever-present - just turn on the television or open the morning paper In this course, students will learn about the many aspects of the American legal system, such as Constitutional rights, civil rights, civil procedure and litigation, contracts, criminal law, and more. Students will also learn to think critically about tough cases and engage in lively discussions regarding the importance and complexity of the legal system.

BUSINESS AND TECHNOLOGY COURSE DESCRIPTIONS continued

833 Business and Personal Management. This class combines computer simulation units with projects, research, and "business meetings" to give students an understanding of what skills are needed to manage a business as well as the business aspects of their own lives. Business management applications require students to make decisions concerning marketing and advertising, pricing, inventory, staffing, and other aspects of running a business. Lessons in personal management include choosing a career and related post-secondary education; being a wise consumer; using checking, savings, credit, and debit accounts; buying insurance; investing; filing income tax, developing communication skills, and more. Whenever possible, students are encouraged to adapt projects to fit their own career interests.

836 Accounting II. Accounting II will enable the student to use the basic principles and procedures that were learned in Accounting I in order to analyze and interpret financial data vital to the decisions of management. Generally, Accounting II will provide the knowledge necessary to understand the business world and the operation of free enterprise within our national economy. This course is recommended for the student entering accounting or business administration in college.
This course is eligible for 3 college credits through the La Roche College Scholar Program (Level 4) for a cost of $135.00.

838 Multimedia. This course is designed to give students a chance to work with a variety of different imaging software. Students will learn to create, manipulate and enhance digital images in Photoshop, create different projects utilizing Windows Movie Maker, Microsoft PowerPoint and Publisher.
This course is designed for students who have previously taken IC^3 and have received teacher approval for the course.

840 Accounting III. Accounting III will focus on the use of the computer in accounting. It will use computer accounting packages in order to; 1) show the student how the computer is used in an office environment as a tool to eliminate repetitive tasks and, 2) to allow the student to focus on higher level problem solving, analysis, and interpretation of financial data. Over the course of the year, students will compete in various online business games and simulations sponsored by the Pennsylvania Department of Education and Future Business Leaders of America (FBLA).

841 Multimedia Design. This is an in-depth study of multimedia design, theory and application for upper-level Multimedia students. Students will create vector graphic animations using the software which includes Adobe Illustrator, Flash, Indesign, Photoshop, and After Effects CS4. The software will enable students to explore digital images, create special effects and facilitate interface with web design. This course is designed for students who have previously taken Multimedia (838) and have received teacher approval.

850 Web Programming (College in High School). This course introduces students to the fundamentals of web page development. Students will learn the basic HTML used to develop web sites and then develop more advanced sites using supplemental tools such as CSS for formatting, graphics, animation, and more. Students will also use the JavaScript language as a beginning programming tool, discussing fundamental concepts such as variables, calculations, functions, program looping and the processing of web-based forms. The course introduces programming terminology and techniques that are used in all other web and multimedia development tools.

This course will be taught completely online using Edline. Students must have available a reliable home computer that can access the Internet. This course is offered for credit (with applicable fee) in conjunction with the Duquesne University College-in-High-School program.

Department: ***ART DEPARTMENT***

GENERAL INFORMATION

THE ART DEPARTMENT courses provide the opportunity for students to learn about and then creatively express themselves through various art methods and materials. Basic concepts and historical overviews are presented in the required freshman course of Art Fundamentals.
Other classes are electives that may be taken by general and serious students who meet the class prerequisites.

ART DEPARTMENT COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
912	Art Fundamentals	FR	S	1/2	None	1
915	Intro to Studio Art	FR	A	1	Teacher Approval	2
920	Beginning Studio Art	SO/JR/SR	A	1	FR Art course 912 or 915 and Teacher Approval	2
930	Intermediate Studio Art	JR / SR	A	1	FR Art course 912 or 915, Beginning Studio Art, and Teacher Approval	2
940	Advanced Studio Art	SR	A	1	FR Art course 912 or 915, Beginning Studio Art, Intermediate Studio Art, and Teacher Approval	3

ART DEPARTMENT COURSE DESCRIPTIONS

912 **Art Fundamentals.** This half year course is designed as an introduction to the basic elements and principles of art. The student uses these concepts in completing assignments, along with learning about and appreciating related aspects of art history. Different kinds of art materials are also used throughout the course, including oil pastels, tempera paint, papier mache, and textiles. Music Exploration (964) must also be selected as the other ½ credit.

915 **Introduction to Studio Art.** New to the art curriculum is this class intended for freshmen who truly enjoy art and plan to take studio art courses as electives through their senior year. As a full year course it will cover all the same areas as Art Fundamentals (912) with additional in depth projects, exploration of Art History, and use of an expanded variety of materials.

920 **Beginning Studio Art.** The full year program of Beginning Studio Art is designed to give a concentrated study of drawing, painting, sculpture, and printmaking. In each of these areas the student has the opportunity to experiment with different techniques and media on both assigned and personal choice ideas. Materials will include clay, plaster, pen and ink, charcoal, pencil, watercolor, tempera paint, and printing ink. Various subjects are selected for homework drawing assignments in this class and Intermediate and Advanced Studio Art.

930 **Intermediate Studio Art.** Exploration of new and more complex aspects of materials and techniques is covered in Intermediate Studio Art. Emphasis is placed on refining basic skills and developing new talents through varied projects that include perspective and portrait drawing, clay sculpture, calligraphy, woodworking, scratchboard, and exploration of new art materials available on the market. Students are expected to have a mature attitude and be able to take initiative in responsibly exploring all possibilities of a project.

940 **Advanced Studio Art.** Students in Advanced Studio Art choose an area or media of concentration for each quarter, do written research about the chosen area, and then work on pieces of their own selection and design. Because this class provides the opportunity for individual talents and interests, the serious art student is expected to be creative and unique in areas that could include: airbrush, art history, calligraphy, candle making, ceramics, copper enameling, drawing, fabrics/textiles, jewelry making, needlework, painting, printmaking, sculpture, stained glass and woodburning

Department: ***MUSIC DEPARTMENT***

GENERAL INFORMATION

THE MUSIC DEPARTMENT'S courses are designed for participation by all students. Some courses do not require prior experience; others require prior experience and/or approval of the Music Director.

MUSIC DEPARTMENT COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
115	Liturgical Music	All levels	A	1/4	Departmental Approval	1
950	Jazz Ensemble	SO/JR/SR	A	1/4	Director Approval, Member of Honors, Marching and/or Concert Band	2
951	Concert Band	All levels	A	1	Prior playing experience on Woodwind, Brass or Percussion instruments	1
952	Marching and Concert Band	All levels	A	1	Prior playing experience on Woodwind, Brass or Percussion instruments	2
954	Honors Band (Marching and Concert)	JR / SR	A	1	Prior playing experience on Woodwind, Brass or Percussion instruments, Director Approval	3
955	Chorus I	All levels	A	1	None	1
957	Chorus II	SO/JR/SR	A	1	Chorus I or Director Approval	2
958	Advanced Chorus III	SO/JR/SR	A	1	Director Approval and Possible Audition	3
959	Handbell Choir	All levels	A	1/4	Director Approval, Basic Music Reading Skills	2
964	Music Exploration	FR	S	1/2	None	1
971	Social Justice in Literature, Music and Art	JR / SR	A	1	None	3
975	Comprehensive Musicianship	JR / SR	A	1	Teacher Approval and Adequate Music Background	4

MUSIC DEPARTMENT COURSE DESCRIPTIONS

115 **Liturgical Music**. Students will meet once a week before school for liturgical choir rehearsal. During this time of a history of diverse liturgical songs will be learned from sacred to folk to gospel genres. Singers will learn to cantor and harmonize with one another. Musicians will learn to synchronize their musical skills as a rhythmic team. Collaborative skills will be developed.

950 **Jazz Ensemble.** The Bishop Canevin Jazz Ensemble explores traditional and contemporary styles of Jazz music with emphasis on instrumental and ensemble technique. Emphasis is placed on solo and improvisational skills as well as basic principles of Jazz rhythm, phrasing, intonation and section function. The Jazz Ensemble is a **performance-based** ensemble that performs at various functions throughout the year in addition to the annual Christmas and Spring Concerts. Students enrolled in Jazz Ensemble must also be members of the Honors Band or the Concert Band. In the event that there are too many players for one particular instrument, preference is given to the Honors Band students with possible auditions for participation.

MUSIC DEPARTMENT COURSE DESCRIPTIONS continued

951 **Concert Band.** The Bishop Canevin Concert Band is a **performance-based** ensemble that plays for various school and community functions, the annual Christmas and Spring Concerts as well as a mandatory performance for the Bishop Canevin Graduation ceremony. The Concert Band performs a wide variety of repertoire ranging from contemporary to semi-classical and standard band literature.

952 **Marching and Concert Band.** The Bishop Canevin Marching Crusaders is a **performance-based** organization composed of Instrumentalists, Cavettes and Crusettes. The Marching Crusaders strive to combine marching precision and playing ability in a finely polished and spirited unit. The Marching Crusaders appear at all home and away football games, community parades and festivals, as well as at various school and community functions. The Marching Crusaders repertoire includes various popular tunes as well as traditional marching music.

The Marching Crusaders attend a summer band camp, special summer rehearsals and after-school rehearsals during the season in preparation for their varied performances.

During the school day, members will participate in the Concert Band where work is focused toward preparing for various school and community functions in addition to the annual Christmas and Spring Concerts and a mandatory performance for the Bishop Canevin Graduation ceremony. The Concert Band covers a wide variety of repertoire including contemporary, popular and semi-classical works.

Cavettes and Crusettes must play in Concert Band to receive academic credit.

954 **Honors Band (Marching and Concert).** Students enrolled in this course must fulfill the same requirements as those in Course (952).

Honors Band is intended for Juniors and Seniors who wish to participate in a deeper study of their instrument through band performance.

955 **Chorus I.** This course is designed for students who have little or no experience in choral music performance. It provides an opportunity to explore repertoire from contemporary to traditional secular and sacred choral music. This course also covers basic concepts including vocal projection, theory, pitch, poise, confidence and vocal range. This is a **performance-based** course – this ensemble performs at the annual Christmas and Spring Concerts, as well as various school and community functions.

957 **Chorus II.** This is a **performance-based** ensemble that expands upon the fundamentals acquired in Chorus I. Students are required to perform at all Concerts and various school and community functions. Basic music theory skills acquired in Chorus I will be built upon in this course. Students will focus on a wide variety of music, including contemporary, popular and traditional secular and sacred choral music.

958 **Advanced Chorus III.** This is a **performance-based** ensemble where performances are the primary goal. The Advanced Chorus will perform at various school and community functions, in addition to the annual Concerts each year. This ensemble will emphasize the proper vocal technique, including tone production, rhythmic accuracy, proper enunciation of vowels and consonants, music notation and singing, as well as a cappella singing.

959 **Handbell Choir.** This is a **performance-based** ensemble that meets two days per cycle. Basic music reading is required for participation in this ensemble. The ensemble performs a variety of music including sacred, popular, and contemporary works using extended techniques and mallets. The ensemble performs at various school and community functions, as well as the annual Christmas and Spring Concerts.

964 **Music Exploration.** This is a non-performance course which focuses on the exploration of important periods, works and composers throughout music history. Students not electing Band, Chorus or Studio Art as freshmen will be required to schedule this course.

971 **Social Justice in Literature, Music and Art.** This is a non-performance course which focuses on the ways literature, music and art reflect issues of social justice. It is intended to raise student consciousness about issues of social justice, past and present, and to demonstrate how literature, music and art can change society.

975 **Comprehensive Musicianship.** This is a non-performance course designed for students who wish to study music theory, solfege and music history as well as for those students who will be preparing auditions for music school. Being a primarily independent study course, the course of study will be determined by the unique needs of each student.

SAMPLE WORKSHEET

NAME _____ HOMEROOM _____

PRE-REGISTRATION for 2011-2012

Sophomores must register for 6 required courses and 1 elective, in addition to Health.
Juniors must register for 5 required courses and 2 electives, in addition to P.E.
Seniors must register for 3 required courses and 4 electives, in addition to P.E.

REQUIRED COURSES: 1 Credit must be taken in each of the following disciplines (in addition to Health or P.E.):

DEPARTMENT	COURSE #	COURSE TITLE	CREDITS	LEVEL	TEACHER SIGNATURE
Religion					
English					
Social Studies					
Mathematics (Elective for Sr.)					
Science (Elective for Sr.)					
World Language (Elective for Jr. & Sr.)					

ELECTIVES:

DEPARTMENT	COURSE #	COURSE TITLE	CREDITS	LEVEL	TEACHER SIGNATURE

ALTERNATE COURSE: List an alternate course, in case your elective is unavailable.

DEPARTMENT	COURSE #	COURSE TITLE	CREDITS	LEVEL	TEACHER SIGNATURE

The *formal* Pre-registration form is due to the Guidance office **by Friday, March 4, 2011** at the latest.