



# Our Lady of the Elms

2017 - 2018

DESCRIPTION OF COURSES,  
POLICIES AND  
REQUIREMENTS

GRADES 9 - 12

# Our Lady of the Elms High School

## 2017 - 2018 Course Descriptions

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**REGISTRATION BULLETIN  
2017 - 2018**

Your high School education is the foundation for your college years and for your future. In order to reach your full potential, to achieve the very best you are capable of being, you must choose wisely:

“The easiest curriculum may be tempting in the present, but may be very costly in time, money, and frustration in the future.”

*~E. H. Jennings, Former President, The Ohio State University~*

Selecting courses requires much planning. The decisions you make must be in your best interest; you must understand the consequences as well and the obligations of your curriculum choices. Choose what is best for your educational goals, not just to be with your friends, or a particular teacher.

***\*FAILURE TO READ THIS REGISTRATION BOOKLET DOES NOT EXCUSE A STUDENT FROM THE REQUIREMENTS DESCRIBED HEREIN.***

**GRADUATION REQUIREMENTS**

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

**RECOMMENDED COLLEGE PREPARATORY SCHEDULE**

The following course of studies is recommended for all students preparing for college. Courses marked with an asterisk (\*) are required for graduation.

**Each year, a student must have at least 6 course credits, 4 of which must be academics, and 7 periods of classes.**

**FRESHMAN SCHEDULE**

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

**SOPHOMORE SCHEDULE**

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

**Optional Electives: Elms Ensemble, Dance, Art I**

**JUNIOR SCHEDULE**

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

**SENIOR SCHEDULE**

- \*Theology and Service
- \*English
- \*Math
- \*Government -or- AP Government
- \*[another 1 to 1 ½ credits in academics]
- \*\*2 -3 Electives**

## GRADUATION AND COLLEGE PREPARATORY RECOMMENDATIONS

<u>Subject</u>	<u>Graduation Requirement</u>	<u>Ideal College Preparatory Recommendation</u>
Theology & Service	4	4
English	4	4
Health / PE	1	1
Independent Living	½	1/2
Mathematics	4	4
Science	3	4 <i>[should include Chemistry &amp; Physics]</i>
Social Studies	3	3
Visual & Performing Arts	1	1
World Language	2	3 -or- 4
Electives	2	
*Information Technology	½	½
**Information Management		
**Computer Proficiency		
**Acceptance to a 4-year College		
Total	25	

***(State requirements are subject to change.)***

\*Information Technology is integrated into the curriculum. A student who passes the Study Skills/Information Management course [Freshman Year] and passes the “21<sup>st</sup> Century Skills Technology” post-assessment with an 80% or higher [in the Spring of the Junior year] earns ½ credit in Information Technology.

\*\* Non-credit Requirements

### EXPECTATIONS OF AN HONORS STUDENT

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

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

1. Changes in course request may be made until April 1, 2017. After that date, few changes will be made and the cost will be **\$15.00 per change until May 1<sup>st</sup>. After May 1<sup>st</sup>, the cost will be \$25.00 per change.**
2. All computer omission errors will be corrected prior to or immediately following the first day of school.
3. Schedule changes requiring the complete alteration of classes will not be made.
4. Students will **not** be admitted into a semester course after the third [3<sup>rd</sup>] full week that the course is in session.
5. Students will **not** be admitted into a year course after the third [3<sup>rd</sup>] full week that the course is in session.
6. **AFTER THE FIRST THREE [3] WEEKS OF ANY COURSE, REQUESTS FOR DROPPING WILL NOT BE HONORED. STUDENTS IN GRADES 10, 11 AND 12 WHO DROP A COURSE AFTER THAT TIME, WILL DROP IT AS A FAILURE. AN "F" WILL APPEAR ON THE REPORT CARD.**
7. Schedules will be made available on NetClassroom in August **if the registration fee** and July and August tuition payments have been received. You will be notified by mail when schedules will be available for you. (A second copy of your schedule can be obtained at the cost of \$ .50.)
8. **NO SCHEDULE CHANGES WILL BE MADE IN AUGUST. THE ONLY EXCEPTIONS TO THIS ARE:**
  - a. **IF THE REGISTRAR HAS MADE AN ERROR ON YOUR SCHEDULE. (THIS WILL BE CORRECTED AFTER SCHOOL ON THE FIRST DAY OF CLASSES WITH NO CHARGE.)**
  - b. **THERE WILL BE A \$25.00 CHARGE FOR ANY SCHEDULE CHANGE, INCLUDING ADDING AN ADDITIONAL NON-REQUESTED COURSE OR DROPPING A REQUESTED COURSE.**
9. Once a student passes a course, the grade(s) and credit(s) remain as is.
10. No student may drop or add a class without consulting with the Registrar.

### **NON-DISCRIMINATION STATEMENT**

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

## **SUMMER SCHOOL**

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

## **OHIO'S COLLEGE CREDIT PLUS (CCP) PROGRAM**

Students in grades 11 and 12 at Our Lady of the Elms High School are able to participate in Ohio's College Credit Plus (CCP) program. This program makes it possible for students to earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Taking a college course from a public college or university through College Credit Plus is typically **free**. That means no cost for tuition, books or fees if you attend public school in the state of Ohio. Students must choose between two options: (A) to receive only college credit or (B) to receive both college and high school credit.

Please see the school counselor if you are interested in learning more about the College Credit Plus program and visit the CCP website for non-public school students at: <http://education.ohio.gov/Topics/Quality-School-Choice/Private-Schools/College-Credit-Plus-for-Nonpublic-Schools-Families>

Please take note of the deadlines on the website. In order to meet the deadlines listed on the website, students must notify the school counselor of their intent to participate in CCP by March 15<sup>th</sup>. Any student enrolling in CCP must schedule her courses at the University around her classes at the high school. All students are required to take Theology and English at the high school.

## **ADVANCED PLACEMENT EXAM POLICY**

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

## CREDIT FLEXIBILITY POLICY

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

### Legal References

Our Lady of the Elms High School has developed a credit flexibility plan consistent with: Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio's plan for credit flexibility shifts the focus from "seat time" to performance.* (March, 2009)

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

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

### Credit Flexibility Plan

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

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

### Procedures

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

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

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

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

The credit to be awarded is the decision of Our Lady of the Elms High School. The Elms retains the right and responsibility to determine what counts as curricular content, learning outcomes, methods of learning, assessment and criteria for assigning grades, all of which are to be addressed in the written Credit Flexibility Plan. Credit will be full or partial and may be for more than one content/course area. Credit will be determined based on credit equivalency for the Carnegie unit, which is one credit per 120 hours of course instruction and 150 hours for laboratory courses. All credit assigned to a student must be awarded by a teacher of record who is in possession of a State approved license or certificate.

### **Grading, Grade Point Average and Transcripts**

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

### **Athletic Eligibility**

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

Additional information about athletic eligibility see:

- <http://www.ohsaa.org/eligibility/default.asp>
- <http://www.ncaa.com>

### **Appeal Process**

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

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

### **Communication**

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

- the website of each diocesan high school
- the course description booklet of each high school [2017 - 2018]

### **Data Collection and Reporting**

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

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

### **Fees**

There is a non-refundable application fee of \$25.00 per course and a course supervision fee of \$100.00 per course. These fees must be paid to Our Lady of the Elms High School.

## THEOLOGY DEPARTMENT

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

The document *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age* was developed by a Committee of Bishops in November, 2007. The curriculum framework presents a new sequence of course content which details six **Core Curriculum courses** and electives for the senior year.

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

### THEOLOGY 9

**Each course is a semester course and earns ½ credit.**

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

**CORE II – JESUS CHRIST: GOD'S LOVE MADE VISIBLE:** This course introduces students to the Mystery of Jesus Christ, the Living word of God, the second Person of the Blessed Trinity. This course leads students toward a deeper understanding of Divine Revelation, the Trinity, the Incarnation, Jesus, salvation, and discipleship as a response to God's love.

### THEOLOGY 10

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

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

## **THEOLOGY 11**

**CORE V – SACRAMENTS: ENCOUNTERS WITH CHRIST:** This course helps students understand that they can encounter Christ today in a full and real way. The focus of this course is to help the students to learn about the Seven Sacraments, especially the Eucharist, in order to enable them to more fully participate in them. The course also explores the history, scriptural foundation, and current practices of the sacraments.

**CORE VI – CHRISTIAN MORALITY: OUR RESPONSE TO GOD'S LOVE:** This course addresses how a relationship with Christ and the Church can lead to choices that are in accord with God's plan. The students learn what it means to live as a disciple of Christ and how the Church strengthens the discipleship.

## **THEOLOGY 12**

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

**WORLD RELIGIONS, AND FAITH AND THE COLLEGE STUDENT:** This course is designed to help second semester seniors make the transition to college and beyond. The first portion of the course offers students the opportunity to develop an authentic understanding of the place of religion in the lives of their neighbors, as well as a deeper commitment to their own faith tradition. Students learn the beliefs, teachings, traditions and practices of the world's religions through a Catholic lens.

In an increasingly interconnected world, people of different faiths are morally obligated to try to understand each other and to learn how to speak with one another, as we create a more peaceful world.

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

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

## **OUR LADY OF THE ELMS SERVICE PROGRAM REQUIREMENTS – GRADES 9-12**

*Jesus calls us to love as He loved. This high calling is communicated clearly in Scripture. Our Lady of the Elms school believes that service to others is at the heart of a Christian way of life. Because of this, our Service Program is an essential element of the OLE curriculum.*

**Service hours are to be completed over a twelve month period beginning May 1.**

**Part of your hours will be completed by the end of Q2, the remaining hours and a Theological Reflection paper will be completed and turned in on, or before, May 1.**

Service hours should be performed at non-profit organizations such as public service agencies, environmental groups, and places of worship. Students should also consider the many volunteer opportunities at Our Lady of the Elms such as, Open Houses, February Fantasy and Seventh Grade Visitation, to name a few.

**You must complete a number of your service hours by the end of Q2 or points will be deducted from your Q2 Theology grade.**

**Grades 9 & 10 = 10 hours (20 points)**

**Grades 11 & 12 = 15 hours (30 points)**

**By May 1 you will complete the remaining hours for the following totals:**

**Grades 9 & 10** – remaining 15 hours for a total of 25 hours (30 points)

**Grades 11 & 12** –remaining 20 hours for a total of 35 hours. (40 points) ***10 of these hours must be done at an agency that provides “hands on” service with the poor or needy.***

Please note, there are no longer any limitations on the number of hours you may complete at either school or church.

The **Service Log** is to be completed with the number of hours and the signatures from the agency confirming student service hours, including those completed at Our Lady of the Elms.

The **Theological Reflection Paper** must be completed following the rubric provided by your theology teacher. It will be graded according to the Elms grading scale and incorporated into the Q4 Theology grade.

Turning in any portion of the requirements late will result in an **8% deduction per day**. Theological Reflection Papers will only be accepted up to **3 days late**, or result in a failing grade which will be added to your Q4 Theology grade.

The fulfillment of both the service documentation and the theological reflection paper are **required both to pass to the next grade level and to graduate from Our Lady of the Elms.**

All Service Hour paperwork and forms can be found online in the Documents section of your theology class in Netclassroom.

## ENGLISH DEPARTMENT

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

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

### TRADITIONAL CURRICULUM – Required courses

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

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

\***ENGLISH III (one credit; grade 11) British Literature-COMPOSITION:** Writing assignments include both literary analysis and research writing. Other assignments may include creative writing, visual arts projects, performance options, and integrated technology pieces. A research paper is also required; students select from a wide range of topics connected to the United Kingdom. **LITERATURE:** Students read the classics of British fiction and non-fiction.

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

## ENGLISH ELECTIVES

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

**ADVANCED SPEECH: FORENSICS PRACTICUM (one-half credit; grades 11-12):** Advanced Speech further develops communication techniques through oratory, debate, oral interpretation, acting, and extemporaneous speaking. Students must practice and compete extensively during the Ohio High School Speech League season. Final evaluation of ballots and coach's critiques document the student's growth. Teacher recommendation is required.

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

**-Minimum number of students - 10; course offered depending on teacher availability.**

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

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

**-Minimum number of students - 8, maximum - 16.**

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

**-Minimum number of students - 6. Maximum number of students - 16.**

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

**-Prerequisite: A or B in English and recommendation.**

**INTRODUCTION TO FILM HISTORY (one-half credit; grades 11-12):** Students will explore the invention and development of an artistic medium that continues to define and reflect humanity. Students who are passionate about all genres of film will trace the history of cinema, from the silent years to the present era of globalization and digital technology. Drama, comedy, documentary, animated and experimental films will be studied in order to recognize the powerful impact of this ever-changing platform for self-expression. Students will recognize the prominent inventors, technicians, designers, directors, cinematographers, producers, and actors who have influenced film history.

**CREATIVE WRITING (one-half credit; grades 11-12):** This semester course offers the opportunity to study and write in genres such as short story, essay, microfiction, and poetry. Assessment will be based on collections within individual portfolios, workshop leadership and participation, and intrinsic motivation as revealed through the drafting process. Students will be encouraged to enter contests and publish work. Additionally, students will help in the creation of a club and a literary magazine celebrating Elms writers.

## **ENGLISH DEPARTMENT REQUIREMENTS**

### **Criteria for placement in English Honors**

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

### **Criteria for remaining in English Honors**

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

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

### **Criteria for placement in AP Literature**

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

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

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

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

## MATHEMATICS DEPARTMENT

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

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

Any student entering Our Lady of the Elms High School is expected to take the appropriate Placement Examination(s) to assist the Mathematics Department in formulating the appropriate courses of study for each student. **Students need 4 credits in Mathematics in High School [grades 9 - 12] to graduate.**

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

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

**-Prerequisite: Algebra I**

**ALGEBRA II/TRIGONOMETRY (one credit; grades 10-12):** This course includes modeling using algebra, real numbers, complex numbers, linear functions, exponential functions, logarithmic functions, quadratic functions, systems of equations and inequalities, radical functions, polynomial and rational functions, rational expressions, analytic geometry and trigonometry.

*Completion of Algebra II makes possible entry into Probability Statistics or Pre-calculus (with teacher recommendation).*

**-Prerequisite: Geometry**

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

**-Prerequisite: Geometry (with teacher recommendation)**

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

**-Prerequisite: Algebra II/Trigonometry**

- **Required equipment: TI-84 Calculator**

**PRECALCULUS (one credit; grades 11-12)**: This course covers the algebraic, exponential, logarithmic, and trigonometric functions and their graphs. Advanced algebra topics involving functions and the use of graphing technology are emphasized in preparation for a course in calculus.

**-Prerequisite: Algebra II/Trigonometry (with teacher recommendation)**

- **Required equipment: TI-84 Calculator**

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

**-Prerequisite: Precalculus.**

**AP Statistics (one credit; grades 10-12)**: Students will become proficient in the major concepts and tools for collecting, analyzing and drawing conclusion from data. The four broad conceptual themes are: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will be prepared to take the AP test in May.

**-Prerequisite: Algebra II/Trigonometry**

**-Required Materials: TI-84 Calculator & Online Access**

**Transition to College Mathematics (one credit; grade 12 only)**: This course integrates fundamental topics from previous courses (Geometry, Algebra, Trigonometry, Statistics) to prepare the student for credit-bearing college mathematics. Students will use critical thinking skills and problem solving techniques to see how mathematics applies to their lives and solves authentic problems. Test taking strategies taught will help the student succeed on college placement exams. Topics studied include number and set theory, functions (linear and beyond), geometric figures and trigonometry, counting theory and probability, and basic statistics.

**Teacher Recommendation Only.**

## **MATHEMATICS DEPARTMENT REQUIREMENTS**

### **Required Courses**

- Algebra I
- Geometry
- Algebra II / Trigonometry

### **Electives**

- Algebra II / Trigonometry Honors
- Probability - Statistics
- Precalculus
- AP Calculus
- AP Statistics

## PRACTICAL ARTS DEPARTMENT

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

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

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

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

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

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

**HEALTH (one-half credit; grades 9 or 10):** Health Education enables each student to make informed decisions concerning her physical, social, mental and emotional health. The course covers a comprehensive curriculum of current health issues. Topics include: nutrition, eating disorders, conflict management, dating violence prevention, tobacco, alcohol and drug abuse, prescription opioid abuse prevention, communicable diseases and mental health/stress management. Students will learn how to advocate for their health and the health of their peers and family by applying life skills. Life skills include assessing health, effective communication, using refusal skills, coping, evaluating media messages, being a wise consumer, using community resources effectively, making great decisions, setting goals and practicing wellness.

**PHYSICAL EDUCATION (one-fourth credit; grades 9-12):** Physical Education enables each student to develop an understanding of the importance of an active lifestyle versus a sedentary lifestyle; thus promoting a lifelong interest in maintaining health, and achieving optimal wellness. The class takes place in our fitness center, dance room and gymnasium. In the fitness center, students utilize the cardiovascular equipment, weight machines and free weights to enhance their 5 components of fitness. In the dance studio, students practice yoga, experiencing the emotional, mental and physical benefits. The students participate in team, dual and individual sports, fitness and lifetime recreational activities. Students are expected to demonstrate proper

etiquette and sportsmanship. **Two semesters are required for graduation**, usually taken in the freshman and sophomore years.

**FITNESS (one-half credit; grades 10-12)**: This elective course is for the student who would like to expand upon their experience in Physical Education. Students will assess their current fitness level at the beginning of the class and re-evaluate at the end of the semester. Students will journal their activity level and nutrition becoming more aware of their current choices and how they affect their overall well-being. Each student will design an exercise plan to be utilized in class in order to reach their specific fitness goals. Students will learn effective training methods including circuit training, interval training, and cross training. Information on the musculoskeletal system, nutrition and maintaining a healthy body composition are also a part of this course.

**-Minimum number of students - 8 Prerequisite - ½ credit Physical Education**

**INDEPENDENT LIVING (one-half credit; grades 11-12)**: This course will cover many topics which will prepare the student for living away from home with its many challenges. These topics include: cooking quick and nutritious meals, budgeting, handling a checking account and credit card, renting an apartment, buying a car. Class will consist of lecture, discussion textbook use and laboratory experience. Stress will be placed on practical and personal finance skills. **This is a required class.**

**-Minimum number of students - 6**

## SCIENCE DEPARTMENT

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

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

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

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

The Elms Science Department provides two pathways by which students may enter the Science Program. In order to ensure that all students acquire the knowledge and skills necessary to meet state-mandated requirements, all students entering in the ninth grade will write a Science placement examination. This examination may have several components relating to the 7<sup>th</sup> and 8<sup>th</sup> grade Ohio curriculum in the Physical, Biological and Earth Sciences. Students who do not meet the required standard in a particular component will be required to take the appropriate entry level course[s] before proceeding to the core Science program. Students who achieve satisfactory results in the placement examination may register for the core program.

**SCIENCE FOUNDATIONS I (one-half credit):** This 9<sup>th</sup> grade introductory level required class is for students based on the student's foundation in science as determined by a diagnostic test. The ways of science (observing patterns, forming hypotheses, designing experiments, making measurements in the metric system, collecting and evaluating data and drawing conclusions) will be taught in the context of basic physical concepts; motion, forces and various forms of energy.

**SCIENCE FOUNDATIONS II (one-half credit):** This 9<sup>th</sup> grade introductory level required class is for students based on the student's foundation in science as determined by a diagnostic test. Practice in scientific methods and analysis will be done in the context of changes of matter and energy found in the chemical, biological and earth sciences.

**BIOLOGY (one year; one credit) grades 9-10):** This year-long, laboratory course covers four main themes: heredity, evolution, diversity and the interdependence of life, and cells. Topics covered in class include Mendelian genetics, macroevolution and microevolution concepts, taxonomy, the five kingdoms, mitosis and meiosis, energy synthesis, cell structure and function, macromolecules and ecology. **This is a freshman or sophomore required class. Entrance as a freshman is based on a placement test and recommendation.**

**BIOLOGY HONORS (one year; one credit); grades 9-10**: This year-long, laboratory course covers topics typically covered in a high school biology course and prepares students for Advanced Placement Biology. Students study the structures, functions, and processes of living organisms and their interactions with the environment. Major themes include cell structure and specialization, energy and chemistry of life, genetics and evolution, diversity of life, plant systems, and ecology. Enrollment in the course is determined by placement test scores and/or teacher recommendation. This is a freshman or sophomore level course.  
**Entrance as a freshman is based on a placement test and recommendation.**

**ANATOMY AND PHYSIOLOGY (one-half credit; grades 11-12)**: In this laboratory course students will cover the basics of anatomy and physiology. Given the nature of the course, labs will focus on dissection of several organisms. Dissection labs will provide students with an opportunity to explore and investigate the structure and physiological functioning of the various organ systems found in mammals including: integumentary, muscular, skeletal, cardiovascular, respiratory, excretory, nervous and reproductive systems.

**-Prerequisite: Biology or Biology Honors and Chemistry or Chemistry Honors**

**-Minimum number of students - 6.**

**-Course offering dependent on scheduling availability.**

**AP BIOLOGY (one year; one credit; grades 11-12)**: This year-long course requires all students to participate in the Advanced Placement exam in May. We examine in depth biological concepts and topics covered within four essential ideas: (1) the process of evolution drives diversity and unity of life; (2) biological systems utilize energy and macromolecules to grow, reproduce, and maintain homeostasis; (3) living systems store, retrieve, transmit and respond to information essential to life processes; and (4) biological systems interact and are interdependent with one another.

**-Prerequisite: Students must have an overall GPA of at least 3.0 and a B or higher in all prior science courses.**

**-Students must have completed Biology or Biology Honors, Algebra I & Chemistry or Chemistry Honors before enrolling this course.**

**-Teacher recommendation is required.**

**Chemistry (one year; one credit; grades 10-11)**: Chemistry is an inquiry based, problem solving, laboratory course that examines matter and the changes it undergoes. Topics covered include measurement, atomic structure, chemical composition, periodicity, chemical quantities, electron configurations, chemical quantities, bonding, gas laws, equilibrium, acids and bases and oxidation-reduction reactions. Special emphasis is placed on chemistry in our daily lives through journal writing.

**-Prerequisites: Algebra I and Biology**

**Chemistry Honors (one year; one credit; grades 10-12)**: Chemistry Honors is an advanced comprehensive inquiry-based laboratory course investigation the composition of matter and the changes it undergoes. Due to the heavy math component, faster pace, and advanced depth of study, the Chemistry Honors course is geared toward preparation of chemistry at the college level, hence is intended for students who excel in algebra and analytical problem-solving and possess a strong interest in chemistry. The topics to be studied include the makeup of matter, atomic structure, bonding, periodicity, formulas, chemical equations, stoichiometry, gasses, acid-base theory, solutions, thermochemistry, and equilibrium. Laboratory experiments and computer simulations complement theory while emphasizing safety and science writing skills. Project work and additional readings round out this intensive course of scientific study.

**-Prerequisites: A 3.0 grade average in all previous math and science courses, including Algebra I and Biology**

**-Teacher recommendation is required.**

**AP CHEMISTRY (one year; one credit):** This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This is an academic, quantitative chemistry course that covers atoms and molecules and how they interact according to physical laws. Such study is applicable to everyday life: this concept will be demonstrated repeatedly throughout the year. Topics of study include the structure of matter, chemical reactions, descriptive chemistry, and chemical calculations. The laboratory plays an integral role in this course. Students are required to take the AP Chemistry exam.

**-Prerequisite: A 3.0 grade average in Chemistry I, Chemistry II Honors, Physics I and Algebra II.**

**-Minimum number of students - 6.**

**-Course offering dependent on scheduling availability**

**EARTH SCIENCE I (one-half credit; grades 11-12):** This is a semester course focusing on the geology of the earth, including its materials, processes, structure and changes. A college level text is the basic reference with class discussion and laboratory work to help in concept understanding. A field trip to see local geological feature may be included.

**-Prerequisite: Biology/Biology Honors**

**-Minimum number of students - 6.**

**EARTH SCIENCE II (one-half credit; grades 11-12):** This semester course uses a college level textbook to examine the Earth's oceans and atmosphere and their influence on each other and our planet's surface. Class discussion, laboratory work and supplemental research will aid in understanding of concepts.

**-Prerequisite: Biology/Biology Honors**

**-Minimum number of students - 6.**

**CONCEPTUAL PHYSICS (one credit; grades 10-12):** This year-long laboratory course is intended to give an overview of four of the main areas in physics for non-science focused students. Although relationships of quantities such as force and energy will be examined in discussions, demonstrations and laboratory investigations, mathematical calculation will be kept to a minimum.

**-Prerequisite: Biology, Algebra I**

**PHYSICS HONORS (one credit; grades 10-12):** This year-long laboratory course is intended for students with a strong science interest who want a good background in the main areas of physics: mechanics, thermal physics, wave motion and electricity. Concepts will be examined by class demonstrations and discussions, laboratory investigations, and mathematical application of equation relationships.

**-Prerequisites: 3.0 grade average in previous Science and Math classes; Algebra I, Chemistry or Chemistry Honors**

**-Teacher recommendation is required.**

**AP PHYSICS 1 (one credit; grades 11-12):** This is a year-long college level laboratory course for science oriented students. Course focus includes Newtonian mechanics, work, energy and power, mechanical waves, sound and static electricity. Students will be expected to take the AP Physics 1 Exam. A score of 3, 4, or 5 on the Exam may earn one semester of college credit.

**-Prerequisites: 3.0 grade average in previous Science and Math classes; including Geometry, past or current enrollment in Algebra II, Pre-Calculus or Calculus**

**-Minimum number of students - 6.**

- Teacher recommendation is required.
- Course offering depends on scheduling availability

**AP PHYSICS 2 (one credit; grade 12):** This is a year-long college level laboratory course for science oriented students. The course includes concepts of fluid mechanics, electricity and magnetism, optics, nuclear physics and quantum mechanics. Students will be expected to take the AP Physics 2 Exam. A score of 3, 4, or 5 on the Exam may earn one semester of college credit.

- Prerequisites: 3.0 grade average in Chemistry, Geometry and Algebra II; past or current enrollment in Precalculus or Calculus.
- Minimum number of students - 6.
- Teacher recommendation required.
- Course offering depends on scheduling availability

**Food Science (one-half credit; grades 11-12):** This one semester elective lab course uses a combination of lecture, discussion, laboratory investigations and home-based inquiry learning projects allowing students to look beyond food itself into its physical, chemical and biological properties. The majority of the semester will be spent introducing and expanding upon the biochemical composition of foods. Food microbiology and sensory evaluation of foods will also be included. Global food choices will be integrated throughout the curriculum.

- Prerequisite: Biology

**Environmental Science (one credit; grades 10-12):** This year-long course is a laboratory-based science class emphasizing the function of the Earth's system. Emphasis is placed on human interactions with the Earth's geologic and environmental systems, predictability of a dynamic Earth, origin and evolution of the Earth system, geochemical cycles and energy in the Earth system.

- Prerequisites: Biology or Biology Honors

**Forensic Science (one-half credit; grades 11-12):** This semester-long class emphasized the practical application of science to matters of the law. It is designed around students using scientific knowledge and reasoning. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. Technology, problem-solving, communication and critical thinking skills will be used.

- Prerequisites: Biology or Biology Honors, Chemistry or Chemistry Honors, Anatomy & Physiology

**Introduction to Engineering (one-half credit; grades 11-12):** This is a semester-long projects based course introducing students to the various fields of engineering and the processes involved in designing a solution to a problem. Various methods of design, model building, and results testing will be part of the hands-on course. Students need both a good basic knowledge of physics and math, as well as being able to tap into some creativity and practicality.

- Prerequisite: A 3.0 grade average or better in previous science and math courses, including Geometry.

## **SCIENCE DEPARTMENT REQUIREMENTS**

### **Required Courses**

Biology I -or- Biology I Honors  
+Plus two more credits in lab  
sciences\*

### **Electives**

Anatomy & Physiology [one-half credit]  
AP Biology  
Chemistry  
Chemistry Honors  
AP Chemistry  
Earth Science I [one-half credit]  
Earth Science II [one-half credit]  
Conceptual Physics  
Physics Honors  
AP Physics 1  
AP Physics 2  
Food Science [one-half credit]  
Environmental Science [one-half credit]  
Forensic Science [one-half credit]  
\*All of the above courses are lab sciences

## SOCIAL STUDIES DEPARTMENT

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

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

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

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

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

**THE SHAPING OF WESTERN SOCIETY HONORS (one credit; grade 9):** Students in this course trace the rise of the modern nation-states through the events of the post-Cold War period. They study the major themes of modern Western History such as the development of Constitutional Monarchies, Nationalism, the Industrial Revolution, Imperialism, Expansion of Democracy, and the crises of the 20<sup>th</sup> Century, with special emphasis on analysis and interpretation of primary and secondary sources. They will look for the writer's point of view and any bias that affects what is written. Special emphasis is also placed on class discussion and essay writing for in-depth understanding of historical events and trends. Research presentations are required each quarter in increase higher level thinking and research skills.

**-Teacher recommendation required.**

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

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

**-Prerequisite: Teacher recommendations, all students are required to take AP Exam.**

**-Minimum number of students - 6**

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

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

**This is a required course.**

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

**-Prerequisite: Teacher recommendations, all students are required to take AP Exam**

**-Minimum number of students - 6**

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

**-Minimum number of students - 6**

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

**Students must have a teacher recommendation for this class, maintain a "C" average to remain in the course and are required to take 2 AP exams.**

**INTRODUCTION TO PSYCHOLOGY (one-half credit; grades 11-12):** This is a semester course designed as an elective for junior or senior year. The Introduction to Psychology course attempts to mirror a college level PSY 101 in terms of content covered. Its focus is to examine human behavior and mental processes while exploring the following topics: history of psychology, psychological perspectives, sensation, perception, learning, memory, personality, disorders and development. Students should expect to read from the

textbook, journal/news articles, watch video clips, and engage in class discussions/activities to highlight how psychology provides insight into understanding our thought processes, learning, behavior and motivation.

**FACING HISTORY AND OURSELVES (one-half credit; grades 11-12):** This course focuses on developing and reinforcing a working understanding of the U.S. system of government and teaches, reinforces or extends a variety of skills central to citizenship in a democracy. *Choices in Little Rock*, the efforts to desegregate Central High School in Little Rock, Arkansas in 1957 are the focus of the semester course. The unit explores civic choices - the decisions people make as citizens in a democracy. A related topic may include *Holocaust and Behavior*.

**CULTURAL ANTHROPOLOGY (one-half credit; grades 11-12):** Anthropology, as a discipline, asks what it means to be human. This one semester course is an examination of the human experience. Human culture, which includes technologies, art, morals, law, politics, rituals, and any other capabilities acquired by humans as members of their society, will be examined through films, lectures, articles, and comparative case studies of various traditional and contemporary societies. Student will be introduced to the richness and variety of human life in the past and contemporary worlds. Students will be encouraged to understand their own culture in a comparative context. Students will develop critical analysis and writing skills. Includes a brief survey of archaeology and linguistics. **Maximum of 10 students**

### **SOCIAL STUDIES DEPARTMENT REQUIREMENTS**

#### **Required Courses**

- Western Society
- America in the Modern World
- or-**
- A.P. US History
- US Government [*one-half credit*]
- or-**
- AP US Government [*1 credit*]

#### **Electives**

- AP European History
- Global Studies [*one-half credit*]
- Economics [*one-half credit*]
- Intro to Psychology [*one-half credit*]
- Facing History and Ourselves
- Cultural Anthropology [*one-half credit*]

#### **Criteria for placement in AP history classes**

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

#### **Criteria for remaining in AP history classes**

1. Maintain a C average
2. Continuing commitment

## VISUAL AND PERFORMING ARTS DEPARTMENT

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

### VISUAL ARTS

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

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

**-Prerequisite: Art I**

**AP ART (one-credit; grade 12):** Advanced Placement Art (a year-long course) is a demanding course for the serious art student who knows that pursuing fine arts in college is her goal. This course develops the student's portfolio in the required areas of breadth of skill, development of concept, and outstanding execution necessary for AP review. The final AP portfolio is a **requirement for AP credit.**

**-Prerequisite: at least one previous art class and consultation with the instructor. Serious independent study by the junior year is preferred.**

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

**-Prerequisite Art I.**

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

**-Prerequisite: Ceramics I**

**-Minimum number of students - 10**

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

**-Prerequisite: Art I**

**PHOTOGRAPHY (one-half credit; grades 11-12):** An introductory course in digital photographic techniques. Photography will be explored as a medium for expression, discovery and communication. Elements of graphic design will be included. A digital camera is required.

**-Prerequisite: Art I**

**WORLD CULTURES THROUGH ART (one-half credit; grades 9-12):** This course provides the opportunity to explore diverse world cultures through a wide variety of craft projects, techniques and media. Students will learn how symbols in artwork reflect a culture's history and religion. Textiles, weaving, pottery and beading are just a few of the topics that will be covered.

**-Prerequisite: Art I**

## **PERFORMING ARTS**

**MIDDLE SCHOOL CHORUS:** The Middle School Chorus is required for all 7<sup>th</sup> and 8<sup>th</sup> Grade students. The Chorus prepares music to be performed at the Holiday and Spring concerts. Students are introduced to basic music theory which is incorporated into our study of each piece of music which will be performed. This includes: musical notation, dynamics, interval training, sight singing and proper interpretation of text and appropriate expression of music. The students begin to study two and three part singing early in the year, understanding the elements of harmony and the interplay of voices throughout a piece. During the year, the students are introduced to music history and appreciation. They will be introduced to the significant periods of music, composers and compositions.

**CHAMBER SINGERS (one credit):** The Chamber Singers are a select group of voices auditioned in the spring of each school year. Auditions are open to all 10<sup>th</sup> through 12<sup>th</sup> grade students. Singers are encouraged to have some choral experience prior to auditioning for Chamber. The singers are a performing group consisting of 12 - 14 voices. They perform three and four part harmony, and genres ranging from Madrigals, Masterworks, Sacred Music, Jazz and popular seasonal selections. The Chamber Singers perform within our community, at school concerts, school liturgies, the Junior Ring Ceremony, Baccalaureate and Commencement.

**THE ELMS ENSEMBLE (one credit):** The Elms Ensemble is a performing arts elective course. The Ensemble meets daily and prepares music for the Holiday and Spring Concerts. The student learn the basic elements of choral singing, music theory, music history and appreciation. Students are introduced to two and three part harmony. The Ensemble's repertoire consists primarily of student choral music appropriate for school concert performances.

**THE ENCORES (one credit):** This select vocal group auditions in the spring. It is open to all incoming freshmen and high school students at the Elms. This is the school's show choir which performs song and dance medleys. Choreography is often times provided by our current dance students. The Encores perform throughout the year at community events, holiday gatherings, school functions and concerts. Basic costumes include black jazz pants, three quarter length black leotard and black jazz shoes which are available at Stage Center, N. Main St., Akron, Ohio. Additional costuming is determined throughout the year and varies according to programming.

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

**-Minimum number of students - 6**

**SPEECH** (see pg. 15) may be used as Performing Arts credit.

## WORLD LANGUAGES DEPARTMENT

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

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

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

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

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

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

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

**FRENCH I (one credit; grades 9-11):** This course introduces the student to the fundamentals of the French language and culture. Skills of listening, speaking, reading and writing will be practiced in the target language. There is a strong emphasis on speaking in the target language. Grammar and culture will be presented through the utilization of CDs, videos, lectures, songs, games, as well as the internet.

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

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

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

**-Prerequisite: C in French I**

**FRENCH III (one credit; grades 10-12):** This course reviews grammar from French I and II, increases verbal fluency through in class discussions. Students will expand their cultural awareness and appreciation of Francophone culture through discussion, reading and the internet.

**-Prerequisite: C in French II**

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

**-Prerequisite: A or B in French III**

**-Minimum number of students - 6**

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

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

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

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

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

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

**SPANISH II (one credit; grades 9-12):** Students will strengthen their comprehension and fluency in the areas of speaking, writing, reading and listening. Communicative skills, in verbal and written form, will be enhanced. Students will use the internet to enhance their language skills and to expand their cultural awareness and appreciation.

**-Prerequisite: C or above in Spanish I.**

**SPANISH III (one credit; grades 10-12):** This course develops advanced grammar and vocabulary applications. Course assignments will strengthen comprehension, speaking, listening and writing skills. Conversational skills will be practiced through meaningful communicative activities. Textbook CDs will be used to reinforce understanding of native Spanish speakers. Students will refine their language skills and cultural enhancement through internet web sites.

**-Prerequisite: C or above in Spanish II**

**SPANISH IV (one credit; grades 11-12):** This course integrates interdisciplinary subjects as part of the overall task of achieving fluency in the target language. Extemporaneous speaking, pronunciation skills and listening skills will be refined through many verbal/audio exercises. Students will sharpen their writing skills through various assignments. A comprehensive review of basic and advanced grammar concepts will be integrated throughout the course. Internet websites will be used to enhance the students' language acquisition and cultural awareness. Students will read selected materials in the target language to elicit an understanding of the various cultures of Spain and Latin America and to grasp advanced grammatical concepts in context.

**- Prerequisite: A or B in Spanish III**

**-Minimum number of students - 6**

**Spanish V (one credit; grades 11-12):** This course would be combined with Spanish IV using different materials on alternating years.

**-Prerequisite: A or B in Spanish IV**

## OTHER EDUCATIONAL OPPORTUNITIES

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

**STUDY SKILLS/INFORMATION MANAGEMENT; grade 9):** This course is designed to evaluate, develop and reinforce study skills and to develop the critical thinking skills necessary to effectively use information. The course is non-traditional in that it is integrated into orientation and freshman homeroom during first semester. Students will participate in learning activities to increase their ability to use analytical reasoning and critical thinking across the curriculum and in their Internet research. **Students submit documentation of learning activities to earn a pass/fail grade and ½ credit.**

**CURRENT AND EMERGING TECHNOLOGIES (one-half credit; grades 11-12):** This course is a one semester upper-level elective seminar intended to help students move beyond passive interaction with technology and into active creation, personal expression, and effective communication using technology. The seminar will help students begin to develop an awareness and understanding of current and emerging trends in technology, engineering, and design while exercising systematic reasoning, problem solving, and collaboration.

**-Maximum number of students - 10**

## SUMMARY OF ELECTIVES

<u>Course</u>	<u>Grade Level</u>	<u>Semester or Year</u>
Journalism/Desktop Publishing	9, 10, 11, 12	Year
Yearbook/Desktop Publishing	9, 10, 11, 12	Year
<b><u>ENGLISH</u></b>		
Advanced Speech [Forensics Practicum]	11, 12	Semester
Grammar and Composition	10, 11, 12	Semester
Speech	9, 10, 11, 12	Semester
Theatre Arts	10, 11, 12	Semester
Introduction to Film History	11, 12	Semester
Creative Writing	11, 12	Semester
<b><u>VISUAL AND PERFORMING ARTS</u></b>		
Art I *	9, 10, 11, 12	Semester
Art II	10, 11, 12	Semester
Ceramics I	10, 11, 12	Semester
Ceramics II	10, 11, 12	Semester
Independent Study in Art	10, 11, 12	Semester
Photography	11, 12	Semester
World Cultures Through Art	9, 10, 11, 12	Semester
AP Art	12	Semester
<b>*Prerequisites for all Art Electives</b>		
Middle School Chorus	7,8	Year
Chamber Singers	10, 11, 12	Year
Elms Ensemble	9, 10, 11, 12	Year
Encores	9, 10, 11, 12	Year
Dance	9, 10, 11, 12	Semester
<b><u>WORLD LANGUAGES</u></b>		
French I / Spanish I / Latin I	9, 10, 11, 12	Year
French II / Spanish II / Latin II	9, 10, 11, 12	Year
French III / Spanish III / Latin III	10, 11, 12	Year
French IV / Spanish IV / Latin IV	11, 12	Year
<b><u>MATHEMATICS</u></b>		
-Algebra II / Trigonometry Honors	9, 10, 11	Year
-Probability - Statistics	10, 11, 12	Year
-Precalculus	11, 12	Year
-AP Calculus	11,12	Year
-AP Statistics	11,12	Year

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**PHYSICAL EDUCATION**

Physical Education*	9, 10, 11, 12	Semester [ $\frac{1}{4}$ credit]
<i>*<math>\frac{1}{2}</math> credit required, <math>\frac{1}{4}</math> credit must be earned at OLE</i>		
Fitness**	10, 11, 12	Semester
<i>**does not replace the PE requirement</i>		

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**SCIENCE**

Anatomy & Physiology	11, 12	Semester
AP Biology	12	Year
Chemistry	10, 11	Year
Chemistry Honors	10, 11	Year
AP Chemistry	12	Year
Earth Science I	10, 11, 12	Semester
Earth Science II	10, 11, 12	Semester
Conceptual Physics	10, 11, 12	Year
Physics Honors	10, 11, 12	Year
AP Physics 1	12	Year
AP Physics 2	12	Year
Food Science	11, 12	Semester
Forensics	11, 12	Semester
Environmental Science	10, 11, 12	Semester
Introduction to Engineering	11, 12	Semester

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**SOCIAL STUDIES**

AP European History	10, 11, 12	Year
AP US History	11	Year
AP US Government	12	Year
Economics	11, 12	Semester
Global Studies	11, 12	Semester
Government	12	Semester
Introduction to Psychology	11, 12	Semester
Facing History and Ourselves	11, 12	Semester
Cultural Anthropology	11, 12	Semester

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Leadership	9, 10, 11, 12	Year
Study Skills / Information Management	9	Semester
Current and Emerging Technologies	11, 12	Semester

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