

# Bishop Canevin High School



## Course Catalog 2015-2016

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## Course Catalog 2015-2016

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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 HS 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 HS 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 (AP) 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.

***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.**  
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

Your teachers have made recommendations in the core courses that you are required to take next year. These are indicated on your grade level Course Registration Form. Carefully read the course descriptions, academic pre-requisites, and expectations for each course for which you have been recommended. Discuss your program with your parents, teachers, and counselor.

List your elective choices in order of preference. Every attempt will be made to honor elective requests, however, due to scheduling complexities, you may not be able to be scheduled into your first choice. Once registration forms are returned to the Guidance Office, teachers of elective courses will be asked to approve student admission into their requested elective course. Students will not be scheduled into an elective without teacher approval.

Parents should sign and date the Course Selection Form and students must submit it to their homeroom teacher by Thursday, April 30, at the latest. Students who are late submitting their forms will be scheduled last.

## GENERAL REMINDERS

- Elective courses will be offered only if there is sufficient student demand and staffing permits.
- All students should list alternate elective courses on their Course Selection Form 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.** 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 Honors Level, College-in-High-School (CIHS), and/or Advanced Placement (AP) courses should carefully read the requirements for enrollment listed on p. 3. The administration reserves the right to restrict enrollment in these courses based on past student achievement and teacher recommendation.
- **Any student who still owes fees and tuition as of May 1, 2015, will not be scheduled for classes for the 2015-2016 school year.**
- Any student who fails a total of three full credit subjects, as of June 2015, may not return to Bishop Canevin HS.
- Any student with failures totaling fewer than three credits may return to Bishop Canevin HS provided all of the courses failed are passed in an approved summer school program.

## 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	Electives	7 credits
Science	3 credits		

## REQUIREMENTS OF STUDENTS TAKING HONORS, COLLEGE IN HIGH SCHOOL, AND/OR ADVANCED PLACEMENT CLASSES

Students wishing to enroll in Honors, College in High School, and/or Advanced Placement classes require teacher recommendations based on the following criteria:

- The student has mastered the fundamental skills of the academic discipline.
- The student has attained the pre-requisite level of achievement in previous courses within the same discipline.
- The student has above-grade-level capabilities in the areas of critical thinking, problem-solving, research skills, and communication skills.
- The student has demonstrated the capability to work independently, take responsibility for his/her own learning, and seek help from the teacher or a peer when necessary without prompting.
- The student has demonstrated a willingness to spend a greater amount of time on course work outside of the classroom, including outside reading, attending enrichment activities, or doing additional research in the subject area.
- The student has demonstrated a personal commitment to the subject matter, and to doing their best work, not the least work necessary.

In addition, students and parents should be aware of the following requirements:

- All students enrolled in CIHS and/or AP courses are required to pay the necessary fees associated with those courses.
- **Students enrolling in AP courses are required to take the appropriate AP test administered in May** (College Board fee required).
- While most colleges/universities grant credit for successful performance (score of 3 or better) on the Advanced Placement tests, not all adopt the same policy. If you are enrolling in an AP course, it is your responsibility 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. If you are enrolling in a CIHS course, it is your responsibility to investigate the policy followed by those colleges/universities to which you plan to apply.
- Waivers will not be accepted for admittance into a CIHS or AP course. Teacher recommendation is required.

## JESUIT VIRTUAL LEARNING ACADEMY (JVLA) COURSES

Online courses in a variety of subject areas are offered to recommended Junior and Senior students through the Jesuit Virtual Learning Academy. JVLA courses are taught by Ignatian educators from Jesuit schools throughout the United States. They are certified in the subject area in which they are teaching, and have gone through extensive training in the development and delivery of online courses.

Students enrolled in JVLA courses will participate in lectures, discussions, projects, and assessments online. Much of the work is done independently on students' own time utilizing learning tools (discussion boards, blogs, wikis, group projects) that depend on active participation. When possible, students will be provided the opportunity to pursue their JVLA course work during the school day during a free period. There will also be occasions when students gather online at the same time for live discussions, teacher instruction, and guest lectures.

JVLA courses are designed to be challenging and are appropriate for students capable of succeeding in honors-level courses or above. To be recommended for enrollment in a JVLA course, students must have previously demonstrated good time management skills, self-discipline, and willingness to accept responsibility for their own learning.

Only courses not currently offered at Bishop Canevin HS are open for enrollment through the JVLA program. At times, when course scheduling conflicts occur, students may be permitted to enroll in a JVLA course to replace a desired course. However, only students who have demonstrated exceptional learning skills and have been recommended by their teacher and guidance counselor will be permitted to enroll.

Please contact the guidance department for more information about JVLA courses

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 half-credit course offered to the students in their sophomore or junior 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
029	Physical Education	All Grades	A	1/2	None	1
040	Health	SO/JR	A	1/2	None	1

#### PHYSICAL EDUCATION and HEALTH COURSE DESCRIPTIONS

**029 Physical Education.** 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.

**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 include: 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

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 spirituality development.

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 in the model of Ignatian Spirituality by taking some time to create an atmosphere for prayer and reflection as established by Saint Ignatius of Loyola;
- to provide opportunities for participation in the liturgical and sacramental life of the Church;
- to assist the young person in integrating his/her-parish life with his/her scholastic world.

### GENERAL REQUIREMENTS

All students are required to take a religion course each semester of the four (4) years at Bishop Canevin High School.

### RELIGIOUS EDUCATION COURSES

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
110	Sacred Scripture and Christology	FR	A	1	None	2
120	The Paschal Mystery and Mission of the Church	SO	A	1	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
193	HN Living as a Disciple of Jesus Christ in Society JVLA	SR	S	½	Departmental Approval	4
194	HN Responding to the Call of Jesus Christ JVLA	SR	S	½	Departmental Approval	4
175	Theology in Film	JR/SR	A	1	Departmental Approval	3
195	Bioethics JVLA	JR/SR	S	½	Departmental Approval	4
196	Science and Religion JVLA	JR/SR	S	½	Departmental Approval	4

## RELIGIOUS EDUCATION COURSE DESCRIPTIONS

**110 Sacred Scripture and Christology.** 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 Judaism 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. Building on the foundation of the 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?"

An introduction to Ignatian Spirituality will be incorporated into the Freshman religion curriculum in the following three ways:

- 1.) An overview of the life of St. Ignatius and his founding of the Society of Jesus;
- 2.) Highlights from the Spiritual Exercises, core themes of Ignatian Spirituality, and Ignatian prayers; and
- 3.) Weekly practice of the Examen of Consciousness.

**120 The Paschal Mystery and Mission of the Church.** This course provides students with an understanding of the important of the life, passion, death, and resurrection of Jesus Christ and an understanding of the Church as an ongoing development and as a community of believers in Jesus Christ. Students will begin the course with a brief review of the beginning of salvation history with an examination of the major people and events of the Old Testament. The material will then continue into the New Testament with special attention given to Christ's message of salvation and ministry in the world. The course will culminate to and conclude with a deep analysis of the paschal mystery of Jesus Christ. Throughout the course, the students will be presented with the principles of Ignatian Spirituality and how they relate to Christ's life and the paschal mystery.

The second semester begins 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 Four Marks of the Church, and the importance of the Church as Teacher for its members. In addition, the students will discuss the influence of the Fathers of the Church, the causes of the Protestant Reformation, and the major teachings promulgated by the Councils. The students will take time to examine the importance of Vatican II, a critical point in the development of the Church in the modern age. The course will conclude with the study of the importance of the recent papacies. Throughout the course, the students will reflect on Ignatian Spirituality in light of the various events in the history of the Church.

**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.

**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.** This one semester course is intended 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 including dignity of the human person, poverty, racism, work, and ecology. 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. Throughout the course, the students will reflect on Ignatian Spirituality in light of the call by Saint Ignatius to be men and women for others.

**170 Sacraments at the Service of Communion.** This one semester course will apply the Church's universal call to holiness to the vocation sacraments of Marriage and Holy Orders. For the sacrament of Marriage, 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. In regard to the sacrament of Holy Orders, students will 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. Throughout the course, the students will reflect on Ignatian Spirituality as it connects with the vocations to which they are called.

**RELIGIOUS EDUCATION COURSE DESCRIPTIONS continued**

- 193 HN Living as a Disciple of Jesus Christ in Society. (JVLA)** This one semester course is intended 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 including dignity of the human person, poverty, racism, work, and ecology. 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. This honors-level course is offered through the Jesuit Virtual Learning Academy. Due to the intensive nature of this course, departmental approval must be obtained. This course fulfills the requirement of first semester senior year religion.
- 194 HN Responding to the Call of Jesus Christ. (JVLA)** This one semester course will apply the Church's universal call to holiness to the vocation sacraments of Marriage and Holy Orders. For the sacrament of Marriage, 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. In regard to the sacrament of Holy Orders, students will 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. This honors-level course is offered through the Jesuit Virtual Learning Academy. Due to the intensive nature of this course, departmental approval must be obtained. This course fulfills the requirement of second semester senior year religion.

***The following Religion courses are elective courses that may be taken in addition to the regular Religion course requirements. These courses do NOT replace the Religion course requirements.***

- 175 Theology in Film.** This one-semester elective course will study selected classic and popular films from a Catholic viewpoint. These movies will include both overtly religious films, as well as films which explore religious and spiritual themes less directly. Special attention will be given to how movies shape our sense of what "religion" is, where we find it, and how it shapes human relationships and societies. In addition, students will examine how Catholic theology is contained in many films both consciously and unconsciously, and how the lessons these films teach can lead to a better appreciation and understanding of the Catholic faith. This course will be writing intensive, requiring students to evaluate and analyze the various viewed films.
- 195 Bioethics. (JVLA)** This one semester elective course offered through the Jesuit Virtual Learning Academy is a general introduction to ethical theory and reasoning and its application to a number of hot current world issues, with particular emphasis on bioethics (moral dilemmas of modern biological and medical fields). It begins by addressing the question, why do ethics and moral decision making matter at all in a world we see operating so frequently without them? It surveys major ethical paradigms (common-good ethics, rights ethics, virtue ethics, and ethical relativism) and considers how each can help and hinder our pilgrimage to responsible, life giving choices for us and for our larger human family. Respectful consideration of opposing viewpoints, including the official teachings of the Catholic Church, is a hallmark of the course. By the end of the course, students should be able to manage some real cases on a committee of fellow ethicists using the vocabulary germane to ethicists in hospitals today. This course is offered as an elective for juniors and seniors. Due to the intensive nature of this course, departmental approval must be obtained.
- 196 Science and Religion. (JVLA)** This one semester elective course offered through the Jesuit Virtual Learning Academy will analyze the historical and contemporary dialogue between religion and science through various theological, psychological and biological perspectives. From a philosophical viewpoint, various questions surrounding human nature will be addressed through the social sciences: What does it mean to be religious in a scientific age? Is human nature genetically determined or socially constructed? Are free will and determinism mutually exclusive concepts? Is evolution compatible with a humanity made in the image of God? Students will foster an appreciation for integrating what we believe with what we can prove while developing a research position paper on a contemporary issue of religion and science. Topics will include the anthropology of John Paul II; scientific factors in moral development; the debate between intelligent design theory and evolutionary biology; the moral challenges posed by genetic research; and how Catholicism has sought to integrate recent scientific advancements. This course is offered as an elective for juniors and seniors. Due to the intensive nature of this course, departmental approval must be obtained.

Department: **ENGLISH**

### GENERAL INFORMATION

Each year, the English department groups students according to their ability levels and learning needs. Incoming freshmen are initially placed according to the entrance exam and performance in grade school. For upperclassmen, placements are reassessed at the end of each year. To move up a level, a student must have a 93% average. If they do not, they must obtain a teacher recommendation and may be asked to submit a writing sample. Electives are offered to students during their junior and senior years.

The English program is divided into four years:

**1. FRESHMAN ENGLISH** will be skills-oriented. Students have different levels of competence in language arts skills and, as evidenced in their placement tests, some need more work, especially in writing. In addition, students will be given an introduction to major literary genres (myths, short stories, novels, drama, and poetry) as well as the writing process.

**2. SOPHOMORE ENGLISH** will focus on American literature. This course is a chronological approach to essays, short stories, poems, plays and novels that are part of the American experience. Reading, writing, public speaking, and vocabulary building will be emphasized throughout the year. Students will complete several paragraph and essay assignments in addition to a research paper.

**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 be expected to improve their writing skills by continually revising their work. They will complete an independent research project. Vocabulary building will also be stressed.

**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 abilities 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	3
215	World Literature	JR	A	1	SO English	2
216	World Literature	JR	A	1	SO English	3

## ENGLISH COURSES continued

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
217	HN World Literature	JR	A	1	SO English, 93% in Level 3 or 96% in Level 2	4
218	British Literature	SR	A	1	JR English	2
219	British Literature	SR	A	1	JR English	3
220	HN British Literature	SR	A	1	JR English, 93% in Level 4 or 96% in Level 3	4
221	AP English	SR	A	1	JR English, 96% in Level 4	5
233	Creative Writing	JR/SR	A	1	Departmental Approval	3
241	Journalism	JR/SR	A	1	Departmental Approval	3
242	Journalism II	SR	A	1	Journalism (241) Departmental Approval	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.
- 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. 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*, *Flowers for Algernon*; Drama: *Julius Caesar*, *Medea*, *The Miracle Worker*, *Twelve Angry Men*
- 204 HN Freshman English.** This Freshman English program involves mastery of the writing process 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 (various selections), Greek drama (*Medea*), Shakespearean drama (*Julius Caesar*, *Romeo and Juliet*), modern drama (*Our Town*, *Twelve Angry Men*), short stories, contemporary poetry and narrative poetry the novel (*Flowers for Algernon*, *The Hound of the Baskervilles*). Students will keep a writer's journal.

**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 offers a chronological survey of major American authors, eras, subcultures, and genres. Through a selection of historical narratives, short stories, essays, poems, plays, and novels, students will study the American identity and the American dream. Students will develop verbal communication skills through regular class discussion and written communication skills through journals, informed opinion essays, personal interviews, and a research paper. Vocabulary building is also an essential part of this course. Major works may include: *The Glass Menagerie*, *The Crucible*, *The Great Gatsby*, *Of Mice and Men*, and *The Catcher in the Rye*.
- 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*, *The Catcher in the Rye*, *A Separate Peace*, and *The Great Gatsby*. 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** This course will provide students with a survey of world literature, covering a variety of texts from both the classical and contemporary world. Major units of literature will originate from Ancient & Arabic cultures, India, Asia, Classical Greece, Latin America, Africa, and Europe. This course also emphasizes the writing process, and students will develop the Ignatian attribute of "eloquentia perfecta" by improving written communication through the process of drafting, receiving peer and instructor feedback, and revising formal essays. Students will compile a writing portfolio throughout the year and will complete an extensive independent research project on a novel and country of their choice. Vocabulary building is also an essential part of this course.
- 216 World Literature** This course will provide students with a survey of world literature, covering a variety of texts from both the classical and contemporary world. Major units of literature will originate from Ancient & Arabic cultures, India, Asia, Classical Greece, Latin America, Africa, and Europe. This course also emphasizes the writing process, and students will develop the Ignatian attribute of "eloquentia perfecta" by improving written communication through the process of drafting, receiving peer and instructor feedback, and revising formal essays. Students will study techniques of persuasive writing, compile a writing portfolio throughout the year, and complete an independent research project on a novel and country of their choice. Vocabulary building is also an essential part of this course.
- 217 HN World Literature** This course will provide students with a survey of world literature, covering a variety of texts from both the classical and contemporary world. Major units of literature will originate from Ancient & Arabic cultures, India, Asia, Classical Greece, Latin America, Africa, and Europe. This course strongly emphasizes the writing process, and students will develop the Ignatian attribute of "eloquentia perfecta" by improving written communication through the process of drafting, receiving peer and instructor feedback, and revising formal essays. Students will study elements of rhetoric, compile a writing portfolio throughout the year, and complete an independent research project on a novel and country of their choice. Vocabulary building and attending quarterly cultural events are also essential parts of this course.

**ENGLISH COURSE DESCRIPTIONS continued****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 SAT skills will also be stressed during the first semester.
- 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. 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 AP 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 AP 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 AP English instructor. **Students who register for this course are required to take the AP English examination in May (approximate cost \$90).**

**The following English courses are elective courses that may be taken in addition to the regular English literature requirement. These courses do NOT replace the literature requirement.**

- 233 Creative Writing.** This elective course is offered to juniors and seniors who have an aptitude for creative writing and a serious interest in improving their skills through journaling, drafting, revising, and participating in peer workshops. Students will explore their creativity in a variety of genres, including fiction, poetry, creative non-fiction, and play-writing. Students will also read stories and poems by published authors to discuss the use of style and technique.
- 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.
- 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 (AP) 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	90% 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	'C' average in Modern World Studies (316) or passing grade in Modern World Studies (317)	2
322	HN United States History	SO	A	1	88% in HN Modern World Studies (317) or 96% in Modern World Studies (316); Teacher Recommendation	3
324	<i>Elective course:</i> History of Pittsburgh	JR/SR	S	1/2	U.S. History; Taken in conjunction with World at War (325)	3
325	<i>Elective course:</i> World at War: WWI, WWII and the Holocaust	JR/SR	S	1/2	U.S. History; Taken in conjunction with History of Pittsburgh (324)	3
334	Asian Studies	JR	A	1	None	1
335	Asian Studies	JR	A	1	'C' average in U.S. History (321) or passing grade in HN U.S. History (322)	2
337	HN Asian Studies	JR	A	1	88% in HN U.S. History (322) or 96% in U.S. History (321); 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	AP European History (CIHS)	SR	A	1	90% in AP U.S. History (346) or Teacher Recommendation	5
346	AP United States History (CIHS)	JR	A	1	88% in HN U.S. History (322), or Teacher Recommendation;	5
350	HN American Politics/ Contemporary Global Issues	SR	A	1	AP U.S. History (346) or 96% in Asian Studies (335) or 88% in HN Asian Studies (337)	4
351	American Politics / Contemporary Global Issues	SR	A	1	U.S. History (320, 321 or 322)	2

**SOCIAL STUDIES COURSE DESCRIPTIONS**

- 315 Modern World Studies.** This course will offer an introduction to the disciplines of history and social science, focusing on the study of the world's people, communities, and cultures. Topics will include physical geography, population, cultural patterns and processes, political organization of nations, agriculture and rural land use, industrialization and economic development, cities and urban land use. The course will also use modern current events to understand the global issues facing our world today.
- 316 Modern World Studies.** This course will offer an introduction to the disciplines of history and social science, focusing on the study of the world's people, communities, and cultures. Topics will include physical geography, population, cultural patterns and processes, political organization of nations, agriculture and rural land use, industrialization and economic development, cities and urban land use. The course will also use modern current events to understand the global issues facing our world today. 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 course will offer an introduction to the disciplines of history and social science, focusing on the study of the world's people, communities, and cultures. Topics will include physical geography, population, cultural patterns and processes, political organization of nations, agriculture and rural land use, industrialization and economic development, cities and urban land use. The course will also use modern current events to understand the global issues facing our world today. Throughout this course the students will develop critical reading skills through analyzing, synthesizing, and developing solutions pertaining to current global issues.
- 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 United States 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 United States 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.

**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 governments' 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.

**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).

### SOCIAL STUDIES COURSE DESCRIPTIONS continued

**345 AP 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*, and *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.

**Students enrolled in this course must choose to also enroll in the College in High School program through Duquesne University** (approximate cost \$250; 3 college credits awarded upon completion of the course with a “C” average or better) **or take the AP European History exam in May** (approximate cost \$90). Students may also choose to elect both options.

**346 AP 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.

**Students enrolled in this course must choose to also enroll in the College in High School program through Duquesne University** (approximate cost \$250; 3 college credits awarded upon completion of the course with a “C” average or better) **or take the AP US History exam in May** (approximate cost \$90). Students may also choose to elect both options.

**350 Honors American Politics / Contemporary Global Issues.** 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. This course will also shed light on today’s events and issues, how they connect to the past, and how they affect our future. Students will also read and discuss current events and issues through classroom magazines published by the *New York Times*.

**351 American Politics / Contemporary Global Issues.** This 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 will also 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. Students will also read and discuss current events and issues through classroom magazines published by the *New York Times*.

***The following Social Studies courses are elective courses that may be taken in addition to the regular Social Studies requirements. These courses do NOT replace required Social Studies courses.***

**324 History of Pittsburgh.** This elective course will focus on the history of the city of Pittsburgh. Students will follow the history of Pittsburgh from its frontier beginnings through its evolution into the most heavily industrialized city in the world, to the city’s renewal of itself as “America’s Most Livable City.” Course will include numerous interactive activities, including trips to the Fort Pitt Museum and the Heinz History Center and numerous supplemental videos on the history of the city.

**325 World at War: WWI, WWII and the Holocaust.** This elective course will provide students an in depth opportunity to study the two greatest conflicts in world history. The course will examine the causes of the wars, the experience of battle, the home front, the war’s imperial and overseas impact, the consequences of the wars and the causes and legacies of the assault on humanity and violations of human rights during the Holocaust.

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	A	1	Passing Grade in Algebra I (414 or 416)	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	Passing Grade in Geometry (426) or (435)	2
446	Trigonometry / Pre-Calculus	JR / SR	A	1	'B' average in ALG II (436) and GEOM (426) or 'C' average in HN ALG II (437) and HN GEOM (427)	3
447	HN Trigonometry / Pre-Calculus	JR / SR	A	1	'B' average in HN ALG II (437) or 'A' average in ALG II (436)	4
448	Statistics	JR / SR	A	1	'C' average in ALG II (436/445) or Passing grade in HN ALG II (437)	3
457	HN Calculus AB	JR/SR	A	1	'88' average in Trig (446) or 'C' average in HN Trig (447)	4
458	AP Calculus AB (CIHS)	JR/SR	A	1	'90' average in HN Trig (447)	5

**MATHEMATICS COURSES continued**

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
460	AP Calculus BC (CIHS)	SR	A	1	'88' average in AP Calculus AB (458)	5
461	AP Statistics	JR / SR	A	1	'A' average in ALG II (436) or '88' average in HN ALG II (437)	5

**MATHEMATICS COURSE DESCRIPTIONS**

- 414 Algebra I.** This course is designed to strengthen students' basic math skills and their understanding of algebraic concepts. Topics presented include: evaluating algebraic expressions, solving linear equations, functions, operations with polynomials, operations with algebraic fractions, solving quadratic 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, functions, operations with polynomials, operations with algebraic fractions, solving quadratic 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, functions, operations with polynomials, operations with algebraic fractions, solving quadratic equations, ratios and proportions, integral exponents, equations in two variables, slope, and systems of 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 and paragraph 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, and coordinate-based arguments are stressed to strengthen student understanding of the Algebra-Geometry connection. Topics are presented in more depth at this level.
- 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, transforming linear, quadratic, and polynomial functions, irrational and imaginary numbers are covered in this course, as well as conic sections. Application problems are presented throughout.
- 437 HN Algebra II.** Emphasis throughout this course is on reading, analyzing and solving application problems, and SAT 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.

**MATHEMATICS COURSE DESCRIPTIONS continued**

- 445 Algebra II.** This course consists of a review of Algebra I and an introduction and extension of basic algebra skills and concepts. 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, transforming linear, quadratic, and polynomial functions, irrational and imaginary numbers are covered in this course, as well as conic sections.
- 446 Trigonometry/Pre Calculus.** Students in this course will be introduced to trigonometric functions, their graphs, identities, solving trigonometric equations and triangle trigonometry. The course also includes highlights of topics, such as, right triangle trigonometry, degree to radian to polar conversions, static trigonometry. Covered as needed will be functions and their graphs, including piecewise, composite, polynomial, rational, exponential, and logarithmic functions. Topics also include the real and complex number zeros, vectors, and transformations. Graphing calculators are required. A TI-83 or a TI-84 is recommended.
- 447 HN Trigonometry/Pre Calculus.** Students in this course will be introduced to trigonometric functions, their graphs, identities, solving trigonometric equations and triangle trigonometry. The course also includes an in depth look at functions and their graphs, including piecewise, composite, polynomial, rational, exponential, and logarithmic functions. Topics also include the real and complex number zeros, vectors, and transformations. Graphing calculators are required. A TI-83 or a TI-84 is recommended. This course is a prerequisite for AP Calculus AB (458).
- 448 Statistics.** 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. Additional attention will be given to practical financial applications in the aforementioned topic areas. Graphing calculators are required. A TI-83 or a TI-84 is recommended.
- 457 HN Calculus AB.** 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. Antiderivatives and indefinite integrals lead to definite integrals and the applications of definite integrals. Graphing calculators are required. A TI-83 or TI-84 is recommended.
- 458 AP Calculus AB (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 \$200) and the Advanced Placement Test administered in May (approximate cost \$90). **Students who register for this course must register for College in High School or take the AP Calculus AB examination.** Graphing calculators are required. A TI-83 or TI-84 is recommended.
- 460 AP Calculus BC (College in High School).** This course is a continuation of AP Calculus AB. The course will begin with a review of important topics from that course, where the concept of area under a curve is extended and explored, leading into a discussion of alternative methods of integration. Additional topics for study include vectors, parametric and polar coordinate systems, sequences, and series (both Taylor and Maclaurin). The course will conclude with a study of first and second order differential equations, preparing students for advanced study of that topic. 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 the High School course through the University of Pittsburgh (approximate cost of \$200) and the Advanced Placement Calculus BC test administered in May (approximate cost of \$87). For participation in the CIHS course, the University of Pittsburgh requires a 'C' average in the previous CIHS course or a score of 4 on the AP Calculus AB exam. **Students who register for this course must register for either the College in High School course (if qualified) or take the AP Calculus BC examination.** If possible, both are recommended. Graphing calculators are required. A TI-83 or TI-84 is recommended.
- 461 AP Statistics.** In this course, students will be introduced to experimental design and its connections 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. **Students who register for this course must take the AP Statistics examination in May (approximate cost \$90).**

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 (Biology, Chemistry & Physics). 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	None	2
515	HN Biology	FR	A	1	Exceptional Elem. Sch. Performance, Standardized Test Scores & Interest	3
534	Chemistry	SO/JR/SR	A	1	Biology	2
535	HN Chemistry	FR/SO/JR	A	1	90% in HN Biology or Department Approval	3
544	Physics	JR / SR	A	1	Chemistry	3
545	HN Physics	SO/JR / SR	A	1	90% in HN Chemistry or Department Approval	4
553	Human Structure	JR / SR	A	1	Department Approval	3
561	Advanced Biology	JR / SR	A	1	90% in HN Biology, HN Chemistry, & HN Physics or Department Approval	4
575	AP Chemistry	JR / SR	A	1	HN Biology, 90% in HN Chemistry, & HN Physics or Department Approval	5

## SCIENCE COURSES continued

COURSE NUMBER	COURSE TITLE	OPEN TO	SEMESTER CODE	CREDIT	PREREQUISITE	LEVEL
580	AP Physics I	JR / SR	A	1	HN Biology, 90% in HN Chemistry or Department Approval	5
582	AP Physics II	SR	A	1	AP Physics I and Department Approval	5
592	Robotics	JR/SR	A	1	Department Approval	3

## 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. In addition students will study more complex organisms and the relationship between their complex structures and their ability to perform the basic functions of life.

**515 HN Biology.** This is a comprehensive honors course that begins with the history and philosophy of science and extends to the predominant themes of Biology. Subjects to be studied include Biochemistry, Cell Structure and Function, Photosynthesis, Cellular Respiration, Cellular Reproduction, and Genetics. This course includes a laboratory period in which students will be expected to learn and demonstrate scientific techniques using microscopes and other equipment and materials to study specimen.

**534 Chemistry.** This course covers the main topics of general chemistry. Conceptual themes include the study of the particles that make up matter, energy changes, the periodic table of elements, types of chemical compounds, and chemical reaction equations. The study of chemistry involves the understanding of quantitative data; this course also focuses on the mathematical concepts of chemistry including energy changes, the mole, chemical composition, and stoichiometry. This course includes a laboratory period in which students will be expected to learn and demonstrate scientific techniques using equipment and materials to investigate the physical and chemical properties of matter.

**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.** Physics is an algebra based course that covers the following topics: motion, vectors, forces, work, energy, power, momentum and basic circuits. Students learn physics concepts and problem solving techniques in each unit. In addition, they spend approximately 25% of their class time in lab, reinforcing concepts through hands-on activities designed to both increase their interest in the subject matter and provide meaningful applications of physics concepts to the real world. Students will write a minimum of one lab report each semester and one research paper/presentation per school year.

**SCIENCE COURSE DESCRIPTIONS continued**

- 545 HN Physics.** Honors Physics is a rigorous course, equivalent to a first semester college physics course. This course will focus both on concepts and problem solving. Topics covered include: motion, vectors, forces, work, energy, power, momentum and DC circuits. Students will spend approximately 25% of the class time doing hands-on work in the physics lab and will work with partners to design labs to accomplish objectives. They will record their procedures, data, analysis and summary in a lab notebook. In addition, they will write one lab report each semester and a minimum of one research paper/presentation during the school year. Depending on enrollment, this course may meet concurrently with the AP Physics I class. Pre-requisite: 90% in Honors Chemistry. Students who did not complete Trigonometry prior to the beginning of the school year in which they will take Honors Physics will be required to complete a summer packet on the use of sine, cosine, and tangent functions and vector addition.
- 553 Human Structure.** 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.
- 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 AP Chemistry.** Advanced Placement Chemistry is designed for those students who wish to complete college level coursework in Chemistry while in high school. 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. **Students who register for this course are required to take the AP Chemistry examination in May (approximate cost \$90).**
- 580 AP Physics I.** AP Physics I is a rigorous course, equivalent to a first semester college physics course. This course will develop students' deep understanding of physics concepts as well as their problem solving ability, both of which are evaluated on the AP Physics I exam. Topics covered include: motion, vectors, forces, work, energy, power, momentum and DC circuits. Students will spend approximately 25% of the class time doing hands-on work in the physics lab and will work with partners to design labs to accomplish objectives. They will record their procedures, data, analysis and summary in a lab notebook. In addition, they will write one lab report each semester and a minimum of one research paper/presentation during the school year. **Students who enroll in this course must take the AP Physics I exam in May (approximate cost \$90).** Depending on enrollment, this course may meet concurrently with Honors Physics, with the AP Physics students focusing more intentionally on AP test prep. Pre-requisite: 90% in Honors Chemistry. Students who did not complete Trigonometry prior to the beginning of the school year in which they will take AP Physics I will be required to complete a summer packet on the use of sine, cosine, and tangent functions and vector addition.
- 582 AP Physics II.** AP Physics II is a rigorous course, equivalent to a second semester college physics course. This course will develop students' deep understanding of physics concepts as well as their problem solving ability, both of which are evaluated on the AP Physics II exam. Topics covered include: fluids, light (optics, mirrors and lenses), thermodynamics, electricity and magnetism and modern physics. Students will spend approximately 25% of class time doing hands-on work in the physics lab and will work with partners to design labs to accomplish objectives. They will record their procedures, data, analysis, and summary in a lab notebook. In addition, they will write one lab report each semester and a minimum of one research paper/presentation during the school year. **Students who enroll in this course must take the AP Physics II exam in May (approximate cost \$90).** Pre-requisite: 90% in Honors Physics. Students who did not complete Trigonometry prior to the beginning of the school year in which they will take AP Physics II will be required to complete a summer packet on the use of sine, cosine, and tangent functions and vector addition.
- 592 Robotics.** This course presents an overview of robotics with topics including vision, motion planning, and sensors. While completing course projects, students will work in teams to construct robots which are driven by a microcontroller, with each project reinforcing the basic principles developed in class. This course will also expose students to some of the contemporary happenings in robotics, which includes current robot lab research, applications, robot contests and robots in the news.

Department: **WORLD LANGUAGE**

### GENERAL INFORMATION

The WORLD LANGUAGE department offers a 4-year program in Spanish and Latin.

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 students 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
621	Spanish 1	All levels	A	1	Departmental Approval	2
624	Spanish 2	All levels	A	1	Passing grade in Spanish 1	2
625	Spanish 3	JR / SR	A	1	Spanish 2 Departmental Approval	2
627	HN Spanish 3 (CIHS)	SO/JR/SR	A	1	93% Avg. Spanish 2 Departmental Approval	3
629	AP Spanish 4	JR / SR	A	1	85% Avg. HN Spanish 3 Departmental Approval	5
630	AP Spanish 5 JVLA	SR	A	1	AP Spanish 4 Departmental Approval	5
642	Latin 1	FR/SO/JR/SR	A	1	None	2
644	Latin 2	SO/JR/SR	A	1	Latin 1	3
646	Latin 3	JR/SR	A	1	Latin 2	3

### WORLD LANGUAGE COURSE DESCRIPTIONS

**621 Spanish 1.** This introductory course provides students with basic language skills that focus around fundamental vocabulary and grammar topics. The student centered environment will engage students in a variety of learning activities that will help develop their total language acquisition skills—reading, writing, speaking, and listening to the language.

**WORLD LANGUAGE COURSE DESCRIPTIONS continued**

**624 Spanish 2.** In order to be placed into this level, students must have successfully completed Spanish I (621). This course will offer students a more intermediate level of language acquisition skills with a greater emphasis on grammar. In addition, students will be required to participate in intermediate writing and speaking activities regularly. Finally, students will also be required to call on 21<sup>st</sup> century learning skills and technology use to supplement their work.

\*\*With a passing score on a placement exam, 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 and grammar skills to further their language acquisition.

**627 HN Spanish 3 (College in High School).** This course is offered only for students who have successfully completed Spanish 2 (624). Furthermore, the rigor of this course will enable honors students to dynamically enhance their language skills through various advanced outlets. Within this course, there is a strong emphasis in advanced 21<sup>st</sup> century learning techniques such as presentational skills, collaborative opportunities, creative writing, technology use, research driven projects, and authentic reading activities. Students who take this course will have the option to enroll in the College in High School program and obtain 3 college credits from Duquesne University (approximate cost \$200).

**629 AP HN Spanish 4.** In this year of study, students will broaden their total language acquisition skills in addition to mastering test taking techniques while preparing for the AP exam. During this course, students will master all grammar skills within the Spanish language in addition to enhancing their speaking and listening skills. In addition, there is a large emphasis on reading skills. Students will read many works of literature from the Spanish culture. Furthermore, cultural competency also plays a large role within this course. Students in this course will master all total language acquisition skills through the use of 21<sup>st</sup> century learning methods and activities. **Students who register for this course are required to take the AP Spanish examination in May (approximate cost \$90).**

**630 AP Spanish 5 JVLA.** Students who enroll in Spanish 5 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. Students will take this class online through the JVLA program. **Students who register for this course are required to take the AP Spanish examination in May (approximate cost \$90).**

**642 Latin 1.** Beginning Latin I is an introductory course in the pronunciation, vocabulary, and basic grammatical structures of the Latin language. Students will begin to develop a competence in reading the language through Latin stories illustrating the mythological history of Rome. In addition to a focus on vocabulary and grammatical forms, students will gain competence in speaking the language through basic conversational Latin. Students will study and appreciate the influence of ancient language, history, and culture on the modern world and will also learn over one hundred common Latin phrases that are used in English today. Prayers to be learned include the Signum Crucis, Pater Noster, Ave Maria, Gloria Patri, Salve Regina, Requiem Aeternam, and Regina Caeli.

**644 Latin 2.** This course builds on the basic knowledge of the Latin language and cultural aspects of the Roman world gained in Latin I. Through close reading and analysis of selections of Latin prose, students will develop a sense of Latin word order and sentence structure and for characteristic patterns of thought and expression. Students will be expected to memorize forms and to apply syntactical rules to translations. Students will learn Latin phrases commonly used in English today as well as state mottoes in Latin. The major cultural and historical focus involves the Christian martyrs of the early Roman Empire. Passages from the Latin Vulgate Bible will enhance the study of grammar and vocabulary, and new prayers to be learned include the Pange Lingua, Angelus, Angele Dei, Oratio Fatimae, Veni Sancte Spiritus, and Sanctus.

**646 Latin 3.** In level 3, students will build on the knowledge and application of vocabulary and grammar begun in levels 1 and 2, and ultimately, this course completes the study of Latin grammar needed to translate Latin prose. Students will enhance their learning with Latin mottoes, sayings, and verses from the Latin Vulgate Bible. The major project involves research and presentations regarding cities from the ancient Roman Empire, and new prayers to be learned include the Memorare, Prayer before Meals, Magnificat, and Divine Mercy Chaplet.

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
825	Accounting I	SO/JR/SR	A	1	85% in Algebra	3
830	College Internet and Computing Core Certification (IC <sup>3</sup> )	JR / SR	A	1	Teacher Recommendation	4
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	Teacher Recommendation	3
840	Accounting III	SR	A	1	85%. in Accounting II (836); Teacher Recommendation	4
841	MultiMedia Design	SR	A	1	"B" average in Multimedia (838); Teacher Recommendation	4
850	Web Programming (CIHS)	JR / SR	A	1	Passing grade or Concurrent in Multimedia (838); Teacher Recommendation	4

**BUSINESS AND TECHNOLOGY COURSE DESCRIPTIONS**

**825 Accounting** 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.**

**BUSINESS AND TECHNOLOGY COURSE DESCRIPTIONS continued**

**830 College Internet and Computing Core Certification (IC<sup>3</sup>).** The Internet and Computing Core Certification (IC<sup>3</sup>) 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<sup>3</sup> ensures you have the knowledge and skills required for basic use of computer hardware, software, networks, and the Internet.

The IC<sup>3</sup> training and certification program covers a broad range of computing knowledge and skills that proves competency in the areas described below. Individuals seeking IC<sup>3</sup> certification are **REQUIRED TO TAKE AND PASS** all three IC<sup>3</sup> 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<sup>3</sup> testing center. **The cost of the exam is \$25 each for a total of \$75. This course is eligible for 3 college credits through the La Roche College Scholar Program (Level 4) for a cost of \$200.00.**

**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. Junior Achievement programs will be infused into this course where appropriate.

**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 \$200.00.**

**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, through various projects and lessons. In the 2<sup>nd</sup> semester, students will create vector graphic animations using the software which includes Adobe Illustrator, Flash, Indesign, Photoshop and After Effects CS4. Teacher approval is required.

**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.** 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 may be taken 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	A	1/2	None	1
920	Beginning Studio Art	SO/JR/SR	A	1	FR Art Fundamentals and Teacher Approval	2
930	Intermediate Studio Art	JR / SR	A	1	FR Art Fundamentals, Beginning Studio Art, and Teacher Approval	2
940	Advanced Studio Art	SR	A	1	FR Art Fundamentals, Beginning Studio Art, Intermediate Studio Art, and Teacher Approval	3

### ART DEPARTMENT COURSE DESCRIPTIONS

**910 Art Fundamentals.** This half credit, full 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.

**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.

**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
951	Concert Band	All levels	A	1	Prior playing experience on Woodwind, Brass or Percussion instruments	1
954	Honors Band (Marching and Concert)	All levels	A	1	Prior playing experience on Woodwind, Brass or Percussion instruments, Director Approval	3
955	Chorus I	All levels	A	1	None	1
958	Advanced Chorus	SO/JR/SR	A	1	Director Approval and Possible Audition	3
964	Music Exploration	SO	S	1/2	None	1
975	Comprehensive Musicianship	JR / SR	A	1	Teacher Approval and Adequate Music Background	4

### MUSIC DEPARTMENT COURSE DESCRIPTIONS

**951 Concert Band.** The Bishop Canevin Concert Band is a **performance-based** ensemble that performs for the annual *Christmas in the Courtyard* event, the Spring Concert, the annual Commencement Ceremony and various school and community functions. The Concert Band performs a wide variety of wind band repertoire.

**954 Honors Band (Marching and Concert).** The Bishop Canevin Marching Crusaders is a **performance-based** organization composed of Instrumentalists and Crusettes. The Marching Crusaders combine musical skill and visual artistry in a finely polished field performance unit. The Marching Crusaders appear at all home and away football games and at various school and community functions.

Participation in the Marching Crusaders requires a commitment to summer rehearsals where allowances are made for summer vacations.

During the school day, members will participate in the **Concert Band** whose requirements are included in this course selection.

Crusettes who play in Concert Band are eligible for this course selection.

**955 Chorus I.** This course is designed for students who have little or no experience in choral music performance. Often referred to as the Freshmen Chorus, the focus here is the development of the students' choral skills for future participation in the Concert Choir (Advanced Chorus). This ensemble performs with the Concert Choir for the *Christmas in the Courtyard* event, the Spring Concert and the Baccalaureate Mass.

**958 Advanced Chorus.** Referred to as the **Concert Choir** this is a **performance-based** ensemble where public performance is the primary goal. Considered the voice of Bishop Canevin High School, the Concert Choir presents many performances including the *Christmas in the Courtyard* event and the Spring Concert as well as providing musical leadership for important liturgical celebrations including the Baccalaureate Mass, the Christmas Prayer Service and other events as needed. Additionally, performances are presented throughout the region.

**MUSIC DEPARTMENT COURSE DESCRIPTIONS continued**

- 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 or Chorus will be required to schedule this course.
- 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.