



Bishop Hendricken High School
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Curriculum Guide
2016-2017

**Bishop Hendricken High School does not discriminate on the basis of
race, color, handicap, or national origin.**

Bishop Hendricken reserves the right to waive and/or deviate from any and all disciplinary regulations for just cause.

ADMINISTRATIVE PERSONNEL

President	Mr. John Jackson
Vice President for Operations	Mr. Paul Danesi
Vice President for Mission Integration	Mr. Vincent Mancuso
Principal	Mr. Joseph Brennan
Assistant Principal	Mr. Dave Flanagan
Chaplain	Fr. Christopher Murphy
Vice President for Advancement/ Director of Admissions	Mrs. Catherine Solomon
Director of Arts	Mr. Richard Sylvia
Director of Athletics	Mr. Paul Alianiello
Director of Campus Ministry	Mr. Thomas Gambardella
Director of Communications	Mrs. Michele King
Director of Guidance	Mrs. Nancy Rocha
Director of Student Activities	Mr. Michael Monahan
Director of Technology	Mr. David Wright

DEPARTMENT CHAIRPERSONS

English Department	Mrs. Elizabeth Thompson
Fine Arts Department	Mr. Richard Sylvia
Library/Media Center	Mrs. Regina Connolly
Mathematics Department	Mrs. Susan Ryan
Modern Languages Department	Mr. Joseph Theroux
Phys. Ed./Health Department	Mr. John Burnett
Science Department	Mrs. Jeanne Babula
Social Studies Department	Mrs. Donna Lynch
Theology Department	Mr. Michael Curran

GUIDANCE PERSONNEL

Director of Guidance	Mrs. Nancy Rocha
	Mr. Joseph Adamec
	Mrs. Erin Casey
	Mr. Jamal Gomes
	Mr. Robert Zonfrillo

Mission Statement

IDENTITY

Rooted in the Catholic Faith and traditions of the Congregation of Christian Brothers, Bishop Hendricken High School is a college preparatory school community of

- spirited young men
- dedicated, compassionate religious and lay teachers
- committed staff, involved parents and supportive alumni

MISSION

The mission of Bishop Hendricken High School is to strengthen the relationship of all members of the community with our God – Father, Son and Holy Spirit. We do this through the development of the total human person: heart, mind, soul, and body. Our ministry in the Church calls us to:

- invest time, energy and resources in the spiritual growth of our young men
- provide challenging and enjoyable academic, athletic, and extra-curricular activities
- maintain a structured, caring environment based on Christian values
- foster an atmosphere for creativity
- encourage the development of critical thinking
- cultivate a reverence for learning
- deepen an appreciation for beauty, goodness, and truth
- create a climate for the growth of a social conscience committed to peace and justice

VISION

The Hendricken man is

- conscious of his own self-worth fashioned in the image of God
- confident in the power of the Gospel to meet the challenges of the future
- committed to responsible decision making in the service of the common good.

ACADEMICS

ACADEMIC PURPOSES AND REQUIREMENTS FOR STUDENTS

The purpose of Bishop Hendricken High School is the religious and academic education of our young men. Our academic mission is considered primary in the life of our school community.

Challenging and competitive for each student, the Bishop Hendricken course of studies offers the traditional curriculum required for college entrance. Within our college-preparatory framework, efforts are made to direct a student into a program of study consistent with his academic abilities.

An honors section is offered in many academic areas to challenge gifted students. Advanced Placement (AP) courses, i.e., courses for college credit, are offered to students who meet additional requirements. (A standard fee for the AP test is charged per student.) While each academic department sets up its own criteria, general criteria for admission to honors or AP courses are based on teacher recommendation and demonstrated ability and achievement in the field of study. Every student, however, is given ample opportunity to discover and develop his true educational abilities. **Students who register for an AP course are required to take the AP test; failure to do so may result in academic penalties. No make-ups or refunds will be allowed. Any absence will require a doctor's note.**

ACDEMIC REQUIREMENTS

At any given level, students must successfully complete the following requirements in order to be promoted or, in the case of seniors, to graduate from Bishop Hendricken High School:

8th Grade SELECT Program

- Honors Algebra I
- Honors English 8
- Honors Theology 8
- Honors World History 8
- Honors Spanish I
- Honors Science 8
- Visual Art 8

Freshman Year

- Theology I
- Algebra I or Algebra II
- Biology, Cellular Biology, or Physical Science
- English I
- Modern Languages (French, Italian or Spanish)
- Computer Applications
- World Cultures
- Fine Arts or Music elective
- Physical Education/Health
- Library Literacy
- Twenty Five Hours of Christian Service

Sophomore Year

- Theology II
- Chemistry or Physiology or Physical Science or Biology
- English II
- Modern Languages (French, Italian or Spanish)
- Algebra II, Geometry or Geometry/Trigonometry
- U.S. History I
- Physical Education/Health
- Twenty Five Hours of Christian Service

Junior Year

- Theology III
- Algebra II, Geometry, Algebra II/Trigonometry or Analysis
- Advanced Placement Biology or Advanced Placement Chemistry or Chemistry or Bio-Chemistry/Human Nutrition or Physiology
- English III or Advanced Placement English Language and Composition
- U.S. History II or Advanced Placement U.S. History
- Physical Education/Health
- One elective (one full year or two semester courses depending upon availability)
- Successful completion of Junior Term Paper
- Twenty Five Hours of Christian Service

Senior Year

Each senior is required to take and pass a minimum of eleven semesters, excluding physical education. If a student elects a course that runs for two semesters, he must take both semesters.

The following are required of all seniors:

- Theology IV (two semesters)
- English IV or Advanced Placement English Literature and Composition
- European History (CP, CP1, Honors, or AP)
- Senior Experience Program
- Physical Education/Health Issues
- Successful completion of Senior Term Paper
- Twenty Five Hours of Christian Service

Senior electives, depending upon availability, will be chosen from the following:

Two-semester Courses

- Advanced Placement Calculus, AB and BC
- Advanced Placement Chemistry
- Advanced Placement Computer Science
- Advanced Placement French IV/V
- Advanced Placement Spanish IV/V
- Advanced Placement United States Government
- Advanced Placement Physics
- Bio-Chemistry/Human Nutrition
- Math Topics I/II
- Modern Languages (French, Italian, Spanish)
- Physics (CP1 or Honors)
- Pre-Calculus or Probability and Statistics
- Theater Studies or Theater Workshop

One-Semester Courses

- A+ Programming (computer science)
- Accounting I or Accounting II
- Business Management
- Computer Aided Design (C.A.D.)
- Criminology
- Environmental Science
- Finance
- Psychology
- Theater Studies
- Web Development
- Writing 104

BISHOP HENDRICKEN STATEMENT TO STUDENTS WITH LEARNING DIFFERENCES

Bishop Hendricken High School is a four year college preparatory school that has discretion in selecting the quality of students that attend Bishop Hendricken and the curriculum that is offered to those students. Unlike public schools, Bishop Hendricken High School is not legally required to follow “Individual Education Plans” [IEP] commonly used in the public schools, or otherwise offer special educational programs, or curriculum to accommodate and/or address learning differences of a particular student. Since Bishop Hendricken High School accepts students from various school systems, the purpose of this statement is to explain the schools policy concerning learning differences to the parents of incoming students to avoid any confusion and to enable parents and guardians to make an informed decision concerning the education of their son.

Bishop Hendricken High School accepts students who have demonstrated average to above-average scholastic ability, achieved strong academic records and received favorable grade school recommendations. In the exercise of its discretion as a private institution, Bishop Hendricken High School may choose to accept students who have learning differences, but who, in the estimation of Bishop Hendricken High School can nonetheless succeed academically in the schools educational environment. However, in so doing, Bishop Hendricken High School does not agree to alter and/or modify its curriculum to accommodate the specific needs of individual students. For example, Bishop Hendricken High School will not waive a foreign language requirement even though such treatment is recommended in the IEP of an admission candidate from a public school district. However, Bishop

Hendricken High School will entertain granting individual students non-curriculum based accommodations such as preferential seating in a classroom or extended time on major exams. Bishop Hendricken High School will make these decisions on a case-by-case basis. (this statement is exclusive of students in the Options program)

ACADEMIC INTEGRITY

Issues of academic integrity touch at the core of our mission to foster personal responsibility and high moral standards. Therefore, they will be handled firmly regardless of the type of assignment or test. Violations of academic integrity include cheating, plagiarism, and forgery.

Cheating is defined as the giving or receiving of unauthorized assistance from any verbal or written source. Plagiarism occurs when a student intentionally or unintentionally fails to acknowledge all materials quoted, paraphrased, or summarized from any published or unpublished work.

Forgery is imitating or counterfeiting documents, signatures, etc. to deceive

These definitions encompass, but are not limited to the following infractions:

- Possession of unauthorized materials during a test
- Copying of assignments
- Forgery
- Copying of electronic media
- Fabricating a source used in a research assignment
- Other unauthorized procedures as determined by the classroom teacher

Procedures:

- The teacher will submit a detailed disciplinary referral and incident report to the Principal
- The Principal and Assistant Principal of Student Life will meet individually with both the teacher and student
- The Assistant Principal of Student Life will call the parents

Minimum Consequences for cheating and plagiarism:

1st Offense of career: Grade on Assignment = 0

Student will serve Saturday detention

Student is ineligible for that quarter's Honor Roll

2nd Offense of career: Grade on Assignment = 0

An Automatic 2-day out of school suspension and an administrative hearing

Student is ineligible for that quarter's Honor Roll

Student is ineligible for all honor societies and academic awards

3rd Offense of career: Student may appear before the Student Life Committee with the possibility of expulsion.

PLEASE NOTE Once a student has been inducted into the National Honor Society or auxiliary honor societies, violations of the academic integrity policy may result in dismissal from that organization.

GRADES - RANK - CREDITS

Grades are the main source for a student and his parents to check academic progress. Grades are recorded in letters. Following are letter grades (numerical equivalents) which are given at Bishop Hendricken:

A	(95 - 100)	C+	(77 - 79)
A-	(90 - 94)	C	(73 - 76)
B+	(87 - 89)	C-	(70 - 72)
B	(83 - 86)	D	(65 - 69)*
B-	(80 - 82)	F	(0 - 64)*

- "D" is the minimum grade for passing; "F" indicates a failure.

The passing or failing of a particular subject is based on the final average in that subject.

QUALITY POINTS

Since the same subjects are taught at various levels, the student's subject level as well as grade is indicated on his permanent record card. Bishop Hendricken makes use of a quality point system. Quality points are awarded according to the following formulas:

Students will use this chart to determine GPA:

A	95-100	4.0	C+	77-79	2.33
A-	90-94	3.67	C	73-76	2.0
B+	87-89	3.33	C-	70-73	1.67
B	83-86	3.0	D	65-69	1
B-	80-82	2.67	F	0-64	0

Students will use this chart to determine class rank:

		CP	CP1	Acc	Honors	ERS	AP
A	95-100	4.0	4.5	5.0	5.5	5.75	6.0
A-	90-94	3.67	4.17	4.67	5.17	5.42	5.67
B+	87-89	3.33	3.83	4.33	4.83	5.08	5.33
B	83-86	3.0	3.5	4.0	4.5	4.75	5.0
B-	80-82	2.67	3.17	3.67	4.17	4.42	4.67
C+	77-79	2.33	2.83	3.33	3.83	4.08	4.33
C	73-76	2.0	2.5	3.0	3.5	3.75	4.0
C-	70-72	1.67	2.17	2.67	3.17	3.42	3.67
D	65-69	1.0	1.5	2.0	2.5	2.75	3.0
F	0-64	0	0	0	0	0	0

CLASS RANK

At the end of each semester, all students are ranked according to quality points in the total population of their grade level. As regards seniors, for purposes of special awards and college notifications, class rank closes at the end of their second semester.

SEMESTER GRADE COMPILATION

The following percentages are used as a guideline for the first and second semester grade compilation:

1st or 3rd quarter	=	40%
2nd or 4th quarter	=	40%
Semester Examination	=	20%
Semester Grade	=	Total of above

GRADUATION

Requirements

A student who has fulfilled all of our requirements for graduation will receive a Bishop Hendricken High School diploma. A senior student who has not fulfilled our requirements for graduation or whose behavior has been unacceptable may be excluded from the senior prom, commencement breakfast and Mass as well as from graduation exercises. In these cases, a Bishop Hendricken diploma will be granted upon satisfactory completion of all our requirements.

Any senior who fails more than two classes for the year will not be allowed to process at graduation.

The requirements for graduation from Bishop Hendricken High School include requirements contained in Rhode Island State Law. Also, no student may graduate unless he has pursued a Theology program in each of the years during which he has been enrolled at Bishop Hendricken.

The Senior Experience Program offers our seniors the opportunity to observe and interact with professionals in many different settings.

Successful completion of the Senior Experience Program is a graduation requirement. Students are introduced to the program in September and provided with all details concerning the dates of the program, and the process for obtaining placement; students must have a placement form submitted directly to the Coordinator of Senior Experience prior to Columbus Day. If a student does not submit a placement form by this time, he forfeits the right to choose his own placement and will be assigned to a site.

Minimum graduation requirements for Bishop Hendricken High School are the following:

Theology	4 units	Modern Language	2 units
Computer Technology	.5 unit	Science (lab science)	2 units
English	4 units	Social Studies	3.5 units
Fine Arts	.5 unit	Physical Education/Health	2 units
Mathematics	3 units	Approved Electives	2.5 units

Units (or credits)

Subjects may carry one-quarter, one-half, or one unit of credit depending on the length of the course and the frequency which it meets. Achieving a passing grade in a year-long subject normally entitles a student to one full unit or credit. If a subject terminates after only one semester or its equivalent, normally one-half unit or credit is earned. Minor subjects that meet three times per week for a year or for one semester earn 1/4 unit or credit. In a course that carries one unit or credit for a year's work in Grades 9, 10, 11, a failure in either semester can be made up if the average of the two semesters is passing.

HONOR SOCIETIES

National Honor Society

At the end of the first semester of the junior year, those students with a simple GPA of 3.0 or higher are considered by a faculty committee for membership in the Brother Rice Chapter of the National Honor Society. Each junior or senior seeking membership in the National Honor Society must fulfill service, leadership, and character requirements. Each Candidate's disciplinary record and compliance with the academic integrity policy will be reviewed in consideration for the character requirement. Students who are eligible will receive a packet of information that outlines the process and procedures for the National Honor Society.

Rhode Island Honor Society

Scholarship is the only basis for acceptance into the Rhode Island Honor Society. Students are admitted on the following conditions: they have maintained a 3.83 cumulative grade point average or higher on the weighted scale at the end of the first semester of their senior year; they may not have received a failing grade in any semester in any subject; they may not be failing any subject at the time of distribution of awards.

HONOR ROLL

Our honor roll is published on a quarterly basis. An index of 3.67 and higher is required for President's List; an index of 3.33 - 3.66 is required for High Honors; an index of 3.0 - 3.32 is required for Honors. *A grade of 'D' or 'F' in any subject, including Christian Service precludes a student from being on the honor roll.*

Academic Departments: Course Offerings

English Department

PHILOSOPHY: Drawing its inspiration from the Gospel of Jesus Christ, the Catholic Church and the charism of Edmund Rice, the mission of the English department at Bishop Hendricken is two-fold: to provide the student with the practical communication skills necessary for success in life, and to assist the student in becoming a more contemplative and compassionate person through a Christian exploration of human experience and literature. Students are challenged, through demanding reading, writing and analysis, to become more critically reflective about their own lives, about the lives of their neighbors and about the lives of God's global family.

EIGHTH GRADE SELECT HONORS PROGRAM

ENGLISH: *THE CLASSICS* (Honors)

This full-year course will explore the study of English from a classical perspective using the Trivium as a model. In medieval universities, the Trivium was comprised of the three subjects which are the tools that students need to understand the world: grammar (the structure of language), logic (reasoning), and rhetoric (expression). In a classical education, understanding issues such as audience and purpose is just as important as writing well-crafted essays. The addition of rhetoric will help students study the technique of using spoken and written language to persuade, influence, or please an audience effectively. In the area of writing, the course will focus on paragraph structure, organization, thesis statements, and word usage. The goal of this English course will be to develop critical readers, powerful writers, and confident public speakers.

FRESHMAN YEAR

English 1 CP1/Honors

The freshman student will focus on the development of basic language skills, correct usage, fundamentals of writing, grammar, vocabulary and types of literature. The student is introduced to a wide spectrum of literature through a selection of short stories, myths, essays, poetry, drama and the novel. A four-year vocabulary program is begun during this year, and there is an outside reading program in place. Writing assignments are often connected to the literature being studied. The difference between the two levels is based on the ability of the student. Both levels cover the same basic material, but they move at a different pace and have different reading and writing requirements.

Language Arts/English 1 CP

This course focuses on reading and writing strategies for the students who need a slower pace and enables the students to decipher the invisible reading and writing strategies that they may lack in the attempt to gain comprehension and communication success. Class size remains small, thus allowing more individualized instruction. These students also focus on vocabulary building and grammar application. In class and outside of class, reading is emphasized. Selected readings from the freshman text are included for analysis and discussion. These two courses are designed to work hand- in-hand to provide instruction at a level at which success can be experienced.

SOPHOMORE YEAR

English 2 CP1/Honors

The sophomore student will begin a year-long survey of American literature which will explore the literature of the early Native American writers and explorers, the early national writers, the Fireside Poets, the transcendentalists, the “dark writers” (Poe, Hawthorne and Melville), Dickinson and Whitman, writers of the Civil War period and on to contemporary times. The historical framework out of which this literature comes is always of great importance. Assigned outside reading is intrinsic to this course, and the ongoing study of vocabulary, grammar and writing helps to sharpen student skills. Both levels cover the same basic material, but they move at a different pace and have different reading and writing requirements.

English 2 CP

The emphasis for the sophomore CP student is on American novels which bring to light the historical times during which much great literature was produced. Outside reading and discussion in class enable the student to increase his knowledge of theme, plot, characterization, conflict and point of view. The vocabulary program, the grammar program and the writing program continue.

JUNIOR YEAR

English 3 AP

In preparation for the nationally administered Advanced Placement exam, this course presents a study of the major modes of rhetorical discourse (narrative, descriptive, expository and argumentative) through interdisciplinary nonfiction readings. In oral discussions and critical essays, students will analyze the various components of selected readings. The number of students is restricted. Students who elect to take this course are required to take the Advanced Placement Exam given in May. A persuasive research paper is required.

English 3 CP1/Honors

The junior student will embark on a year-long comprehensive survey of British literature which will explore the works of the Anglo-Saxons (“Beowulf”), the medieval period (Chaucer), the English renaissance (Shakespeare), the 17th and 18th centuries, the romantic period, the Victorian period to the modern and postmodern times. Assigned outside reading, vocabulary and writing help to build student proficiency. In the

second semester, the student is taught the fundamentals of the research paper. Attention is paid to methods of research, documentation, organizational techniques and the proper MLA format of writing. Both levels cover the same basic material, but they move at a different pace and have different reading and writing requirements.

English 3 CP

A major goal of this course is to help the students become active, independent learners by developing and refining writing skills that mature learners use constantly as they interact with literature. This course will focus on American literature tied to the writing process (pre-writing, writing, evaluating, revising, proof-reading and writing the final revision). Outside reading and vocabulary continue to be an integral part of this course. A persuasive research paper is required.

SENIOR YEAR

English 4 AP

In preparation for the nationally-administered Advanced Placement exam, this course presents a study of the major genres of literature: poetry, drama, fiction and nonfiction. In oral discussion and in critical essays, students will analyze the various components of selected readings, such as imagery, styles and figures of speech. A literary analysis research paper is assigned to reinforce those skills taught in the junior year. The number of students is restricted. Students who elect this course are required to take the Advanced Placement Exam given in May.

English 4 CP1/Honors

Students conclude their English studies at Bishop Hendricken with an intensive survey of world literature. The students study the writings of the ancient world and contemporary works, including the literature of Greece, Rome, India, China and Japan. Outside reading, vocabulary and writing are emphasized. The process of college application essays is explained and emphasized, and practice opportunities give the students a solid base to pursue the college application process. Once again, students are required to complete a research paper with a focus on literary analysis, in which the skills learned in the junior year (principles of research, organization of ideas, effective expression of those ideas) will be exercised in preparation for the formal writing expected at the college level. Both the CP1 and Honors levels cover the same basic material, but they move at a different pace and have different reading and writing requirements.

English 4 CP

This course allows students to enrich and develop an understanding of the evolution of British literature. A primary goal of this course is to guide the student as he learns to apply and reinforce skills of thinking, writing and research. Focus will be on the literature of Britain tied to the writing process. Assistance in college-essay writing, emphasis on outside reading and vocabulary and writing continue to shape this course. A literary analysis research paper is required.

Writing 104 ACC

This course is held in conjunction with the University of Rhode Island. It is a college freshman level composition course designed to increase a student's ability to write short and medium length essays. Emphasis is placed upon locating and supporting a thesis, upon using personal experience, readings and library sources to argue a position, upon strategies of argument and persuasion, and upon techniques of drafting and peer criticism that lead to coherent polished papers. Upon successfully completing this course, the student will achieve three credits from the University of Rhode Island. These credits are transferable to most colleges throughout the country.

Fine Arts

PHILOSOPHY: The Drama, Music, Visual Arts, and Media Arts programs afford a student of any talent or interest the opportunity to expand his intellectual and cultural background. Our comprehensive program provides the tools and opportunities for young men to explore their creative potential, express themselves dynamically, discover an appreciation for culture and beauty, and gain a better understanding of who they are and the unique talents that God has gifted to them.

EIGHTH GRADE SELECT HONORS PROGRAM

Visual Arts 8

This is a visual foundation course for upperclassmen who are interested in visual art. The elements of art and principles of composition and design are studied. Part I concentrates on 2-dimensional art, wherein the student will learn the basics of drawing through a variety of strategies and materials. Part II concentrates on 3-dimensional art, wherein the student will learn clay hand-building and glaze application.

FRESHMAN YEAR

Each Bishop Hendricken High School freshman begins his academic career by choosing an arts academic elective in one of four programs to fulfill his academic arts requirement for graduation. Students can take additional electives in any program throughout their four years at the high school. The Arts' Academy courses do not count towards fulfilling academic arts requirement for graduation. If there is availability, these courses may be taken by upperclassmen as electives. Freshmen may choose from the following electives:

Calligraphy CP1

This course teaches the drawing of decorative letters. Both Cursive (Chancery Italic) and Blackletter (Medieval Uncials) calligraphy will be studied. The student will learn spacing, page design, page layout, illumination, and embellishment.

Ceramics CP1

This is a course in clay hand-building and wheel-thrown pottery. The student will go through a five-step process to the completion of each project. Decorating techniques and design options will be studied. Glazing techniques and creative use of color will also be studied.

Media Arts 1 CP1

In this workshop, students will team up to complete a series of video projects using high-definition cameras and Final Cut Pro editing software. Students will watch and analyze significant films in order to gain a deeper understanding of the medium. They will apply the techniques of master film makers in creating original projects.

Music Technology CP1

In this course, students are introduced to basic MIDI applications including sequencing, notation, recording, and editing. Students will use synthesizers and computer equipment to input and edit electronic music for a variety of media applications using industry-standard music hardware and software. Projects may include MIDI composition, digital music editing, and/or music for film and television. No experience necessary, but basic skills with computers and electronic piano keyboards are helpful.

Music Theory 1 CPI

This course covers the basic theoretical elements of the science of music. The learning of notes, rhythm, ear training, harmony, and analysis of a variety of styles of music are the areas of study. This course is offered to students who have little or no training in music. Students who plan to major or minor in any aspect of music or music performance are highly encouraged to take this course.

Rock and Roll: A Timeline CPI

How did we get from Elvis to Metallica? How did The Beatles influence Slash? This course covers the development of rock from its humble beginnings in the Blues scene through the spectacle of Arena Rock, with stops in between that will satisfy any interest. Emphasis will be on identifying styles through listening and analyzing the basic components of the period. No prior musical knowledge is required for this course.

Theater 1 CPI

This introductory theater course exposes freshmen to the creative experiences of acting, directing, playwriting, and improvisation, while helping students gain stronger communication skills and self-confidence. No previous experience is necessary. All skill levels will be challenged and supported.

Visual Arts 9 CPI

This is a foundation course for freshmen interested in the visual arts. The elements of art and principles of composition and design are studied. Part I concentrates on 2-dimensional art, wherein the student will learn the basics of drawing through a variety of strategies and materials. Part II concentrates on 3-dimensional art, wherein the student will learn clay hand-building and glaze application.

ARTS ACADEMY

The Arts Academy at Bishop Hendricken is an honors program for passionate young men. It meets during a specialized period at the start of each day. In the place of a traditional homeroom, students are joined together in specific arts concentrations. Students apply to be part of this performance-based program at any time during their four years at the high school (usually the spring/summer before the start of a school year). Each Arts concentration sets forth specific creative and artistic experiences that students develop or rehearse within the Academy program. Students in all concentrations develop an ongoing portfolio of materials and experiences that showcase their personal achievements, individual growth, and artistic development. This portfolio is especially useful in helping a student stand out when applying to colleges and seeking scholarships. Students in our Jazz Band and Jazz Techniques Class take their academy class after school on specific days. Upon completion, students receive a graduation certificate from the Academy.

The following classes are available over a four year period:

Visual Arts Academy 1-4 Honors

The Visual Arts Program within the Arts Academy is designed for the artistically gifted student. Experimentation in both traditional and non-traditional techniques and medium are explored in order to develop his technical and creative potential. The student is encouraged to think outside the box, resulting in a more genuine and personal expression within his art work.

Media Arts Academy 1-4 Honors

The Media Arts program offers students the opportunity to study the art of storytelling through the medium of digital video. Students will have hands-on experience working on video projects while creating an impressive portfolio of film & animation. All work will be created with state-of-the-art high definition cameras and Final Cut Studio editing software.

Drama Academy 1-4 Honors

The Drama Program within the Arts Academy offers students the opportunity to develop actor training, directing techniques, playwriting skills, and dramatic production experience in cohort teams of students who share similar interests and passion.

Concert Band Academy 1-4 Honors

This course is for students who play a band instrument. As a performance-based ensemble, this course is geared towards playing various styles of classical and modern music composed or arranged for concert band. In addition to daily rehearsals, students will be expected to learn and play all major scales, improve technique, discover aesthetic creativity, develop listening skills, and learn to work together as a musical group. There will be two concert performances a year towards the end of each semester and three to four parade commitments. It is required that students who would like to participate in this band have previous experience playing an instrument. These instruments include trumpet, trombone, baritone horn, French horn, tuba, saxophone, clarinet, flute, oboe, bassoon, string, bass, and percussion.

Chorus Academy 1-4 Honors

The Arts Academy Chamber Chorus offers students with an interest and talent in vocal music a chance to sing with others and improve their vocal skills. They will have the opportunity to sing challenging and varied repertoire, while also learning some basic music theory, good vocal techniques, care of the vocal instrument and ensemble skills. Students will sing music in three and four parts with and without accompaniment.

Senior Jazz Band 1-4 Honors

This course is open to all students (by audition only) who play saxophone, trumpet, trombone, piano, bass, guitar, drum set, percussion, or vocals. As a performance-based 20 piece ensemble (5 trumpets, 5 trombones, 5 saxophones, 5 rhythm), this course is geared towards playing various styles of jazz and modern music composed or arranged for big band. In addition to daily rehearsals, students will be expected to know and play all major scales, improve technique, develop improvisational skills, discover aesthetic creativity, develop listening skills, and learn to work together as a musical group. There will be concert performance requirements throughout the year. Students will also be required to perform in competitions, extra school functions, and other outside activities and functions.

** STUDENTS MUST BE ENROLLED IN ACADEMY CONCERT BAND TO BE ACCEPTED IN THE SENIOR JAZZ BAND.*

Mathematics Department

PHILOSOPHY: The primary function of the Mathematics Department is to enhance the goals expressed in the Mission Statement of Bishop Hendricken High School and to implement the Mathematical Standards as set forth by the National Council of Teachers of Mathematics. We accomplish this by helping the student to develop, through sequential programs, the necessary skills to understand and utilize the concepts of mathematics for logical thought and problem solving. To enhance the student's mathematical abilities in ways that will give a basis for using math as it serves the needs of everyday life and a point of departure for engaging in advanced studies in mathematics.

EIGHTH GRADE SELECT HONORS PROGRAM

Algebra 1 Honors

Algebra 1 Honors is intended to build a foundation for all higher level math classes. This course will review algebraic expressions, integers, and mathematical properties that will lead to working with variables and linear equations. There will be an in-depth study of graphing, polynomials, quadratic equations, data analysis and systems of equations through direct class instruction, group work, homework, student projects and technology.

Algebra 2 Honors

This course is designed for students who have a solid understanding and application of algebraic concepts. After a brief review of the basics regarding equations, systems of linear equations, verbal problems and factoring, the course moves into an in depth consideration of relations, functions, irrational numbers, quadratic equations and systems, complex numbers, and polynomial functions. Progressions, binomial expansions, matrices and determinants, and probability are also explored. The course pace is rather fast and is intended to challenge those of superior ability.

FRESHMAN YEAR

Algebra 2/Analysis ERS

This course is designed for freshmen that have a talent in mathematics and have a near mastery in understanding and applying algebraic concepts. The course embraces the real number field; functions and their graphs; composition of functions and inverse functions; exponential and logarithmic functions; parametric equations; vectors on a plane; Analytical Geometry including circles parabolas, ellipses, hyperbolas; rotation and translation of axes; and an introduction to some key concepts appearing in Calculus.

Algebra 2 Honors

This course is designed for freshmen who have a solid understanding and application of algebraic concepts. After a brief review of the basics regarding equations, systems of linear equations, verbal problems and factoring, the course moves into an in depth consideration of relations, functions, irrational numbers, quadratic equations and systems, complex numbers, and polynomial functions. Progressions, binomial expansions, matrices and determinants, and probability are also explored. The course pace is rather fast and is intended to challenge those of superior ability.

Algebra 1 Accelerated

This course is designed for those freshmen who have had some exposure to Algebra prior to high school. The course consists of the basics of Algebra including solutions to linear equations and inequalities, systems of equations, verbal problems, factoring, operations with polynomials, operations with rational equations, relations, functions, graphing linear equations and inequalities, and solving quadratic equations. The pace of this course is faster than that of Algebra I CP1 and a greater degree of mathematical rigor is required from the students.

Algebra 1 CP1

This course is designed for freshmen that have acquired a reasonable understanding of the concepts of Pre-algebra, but who have acquired little or no algebraic skills prior to high school. The course consists of basics of Algebra including solutions to linear equations and inequalities, systems of equations, verbal problems, factoring, operations with polynomials, operations with rational equations, relations, functions, graphing linear equations and inequalities, and solving quadratic equations.

Algebra 1 CP

This course is designed for freshmen that have had little or no Algebra prior to high school and who have been identified as students whose background indicates a consistent weakness in the area of mathematics. The course proceeds at a slightly slower pace, covers a few less topics, and goes slightly less in depth than Algebra

I CP1. The course will cover the language of algebra in verbal, tabular, graphical, and symbolic forms. Emphasis will be on the development of analytical thinking skills and the integration of algebra with statistics, data analysis, probability, and discrete mathematics.

SOPHOMORE YEAR

Geometry/Trigonometry ERS

This course is designed for sophomores that have successfully completed the Algebra II / Analysis ERS course. The course covers theorems, proofs, the relationship between Geometry and Algebra, triangles, parallelograms, polygons, circles, areas and volumes. The Trigonometry includes periodic functions, identities, equations, graphs, inverse functions, solutions of triangles, and a host of applications. The course also looks at the logical underpinnings of mathematics, the philosophical reasons behind apparently arbitrary decisions in mathematics, and gives students the experience of developing mathematics.

Geometry Honors

This course is designed for sophomores who have successfully completed the Algebra II Honors course. The course will cover the geometric relationships in a plane and the meaning, nature, and use of proofs in both mathematical and non-mathematical situations. Emphasis will be on the development of analytical and creative thinking skills, the nature and structure of proof, and the integration of Geometry and Algebra. The depth of knowledge and rigor required of students is greater than the Geometry Accelerated course and may require the use of skills honed in Algebra II Honors.

Geometry Accelerated

This course is designed for sophomores who have successfully completed the Algebra I Accelerated course. The course will cover the geometric relationships in a plane and the meaning, nature, and use of proofs in both mathematical and non-mathematical situations. Emphasis will be on the development of analytical and creative thinking skills, the nature and structure of proof, and the integration of Geometry and Algebra. The pace of this course is faster than the Geometry CP1 course and should be a challenge for the student.

Geometry CP1

This course is designed for sophomores who have successfully completed the Algebra 1 CP1 course. The course will cover the geometric relationships in a plane and the meaning, nature, and use of proofs in both mathematical and non-mathematical situations. Emphasis will be on the development of analytical thinking skills and the integration of Geometry with Algebra.

Algebra 2 CP

This course is designed for sophomores who generally struggle in mathematics and have successfully completed the Algebra I CP course. The course entails a thorough review of first year algebra, but often involves an increase in the difficulty and/or complexity of the problems. Topics include operations of real numbers, polynomials and algebraic expressions, postulates of the real number system, factoring, first degree equations and inequalities, systems on linear equations, verbal problem solving, linear functions, operations on algebraic expressions, real numbers and radicals, the systems of complex numbers, as well as quadratic equations, the graphs of quadratic functions, relations, equations and inequalities. The latter part of the course extends the laws of exponents to functions and logarithms.

JUNIOR YEAR

AP Statistics

The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference:

1. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. In examining distributions of data, students should be able to detect important characteristics, such as shape, location, variability, and unusual values. From careful observations of patterns in data, students can generate conjectures about relationships among variables. The notion of how one variable may be associated with another permeates almost all of statistics, from simple comparisons of proportions through linear regression. The difference between association and causation must accompany this conceptual development throughout.
2. Data must be collected according to a well-developed plan if valid information on a conjecture is to be obtained. The plan must identify important variables related to the conjecture and specify how they are to be measured. From the data collection plan, a model can be formulated from which inferences can be drawn.
3. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Random phenomena are not haphazard: they display an order that emerges only in the long run and is described by a distribution. The mathematical description of variation is central to statistics. The probability required for statistical inference is not primarily axiomatic or combinatorial, but is oriented toward describing data distributions.

Statistical inference guides the selection of appropriate models. Models and data interact in statistical work: models are used to draw conclusions from data, while the data are allowed to criticize and even falsify the model through inferential and diagnostic methods. Inference from data can be thought of as the process of selecting a reasonable model, including a statement in probability language of how confident one can be about the selection.

Precalculus Honors

The purpose of this course is to prepare the student for a high level course in Calculus. The course embraces the real number field; functions and their graphs; composition of functions and inverse functions; exponential and logarithmic functions; Trigonometry; vectors on a plane; analytical Geometry, sequences and series, and an introduction to limits and the difference quotient. While similar in nature to Pre-Calculus Accelerated, it covers more material at a deeper level.

Algebra 2 Accelerated

This course is designed for students of above average ability who have fulfilled the requirements of Algebra I Accelerated and Geometry Accelerated. The course entails a brief review of first year algebra, but often involves an increase in the difficulty and/or complexity of the problems. Topics include postulates of the real number system, advanced techniques of factoring, first degree equations and inequalities, matrices, the laws of exponents, logarithms, systems on linear equations, verbal problem solving, linear functions, operations on algebraic expressions, real numbers and radicals, the systems of complex numbers, as well as quadratic equations, the graphs of quadratic functions, relations, equations and inequalities.

Algebra 2 CP1

This course is designed for students of average ability who have fulfilled the requirements of Algebra I CP1 and Geometry CP1. The course entails a thorough review of first year algebra, but often involves an increase in the difficulty and/or complexity of the problems. Topics include operations of real numbers, polynomials and

algebraic expressions, postulates of the real number system, factoring, first degree equations and inequalities, systems on linear equations, verbal problem solving, linear functions, operations on algebraic expressions, real numbers and radicals, the systems of complex numbers, as well as quadratic equations, the graphs of quadratic functions, relations, equations and inequalities. The latter part of the course extends the laws of exponents to functions and logarithms.

Geometry CP

This course is for juniors who tend to struggle in mathematics and have successfully completed Algebra I CP and Algebra II CP. The course will cover the geometric relationships in a plane, theorems, triangles, parallelograms, polygons, circles, areas and volumes. Emphasis will be on the development of creative thinking skills and the integration of Geometry with Algebra.

SENIOR YEAR

Advanced Placement Calculus BC

Calculus BC is taught to be an equivalent course to the first two semesters of college calculus, providing both theoretical underpinnings with Calculus as well as experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations are also important. Technology is used regularly by students to aid computation and understanding, but each topic also has concepts and problems that students will be expected to apply without the aid of technology. The overall themes that span the course and provide motivation for the development of the topics are the historical problems that faced mathematicians, the new mathematical concept of limits and its application to each of the three main areas of study (derivatives, integrals, and series), and Calculus' unique historical and practical relationship with the subject of physics. To this end, students taking Calculus BC take it as part of a two-period course that teaches both AP Calculus and AP Physics together, reinforcing their relationship and strengthening the students' understanding of both.

Advanced Placement Calculus AB

Calculus AB is taught to be an equivalent course to the first one and a half semesters of college calculus, providing both theoretical underpinnings with Calculus as well as experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations are also important. Technology is used regularly by students to aid computation and understanding, but each topic also has concepts and problems that students will be expected to apply without the aid of technology. The overall themes that span the course and provide motivation for the development of the topics are the historical problems that faced mathematicians, and the new mathematical concept of limits and its application to each of the two main areas of study (derivatives, and integrals). These themes serve to unify the course into a cohesive subject.

Precalculus Honors

The purpose of this course is to prepare the student for a high level course in Calculus. The course embraces the real number field; functions and their graphs; composition of functions and inverse functions; exponential and logarithmic functions; Trigonometry; vectors on a plane; analytical Geometry, sequences and series, and an introduction to limits and the difference quotient. While similar in nature to Pre-Calculus Accelerated, it covers more material at a deeper level.

Precalculus Accelerated

The purpose of this course is to prepare the student for Calculus. The course embraces the real number field; functions and their graphs; composition of functions and inverse functions; exponential and logarithmic functions; a review of Trigonometry; vectors on a plane; and analytical Geometry.

Precalculus CP1

The purpose of this course is to solidify and expand a student's understanding of Algebraic needed for a course in Calculus. The course embraces the real number field; functions and their graphs; composition of functions and inverse functions; exponential and logarithmic functions; Trigonometry. While similar in nature to Pre-Calculus Accelerated, this course covers the material in less depth and with less mathematical rigor.

Statistics Honors

This course is designed for students who have successfully completed Algebra II Accelerated or have achieved an outstanding understanding of Algebra II CP1. Students are introduced to the topics as described in Statistics AP, but are measured using evaluation methods more suitable to the students' level.

Math Topics (2 Semester Courses)

This course is designed for those students that struggle in mathematics and have successfully completed Algebra I CP, Geometry CP, and Algebra II CP. The purpose of this course is to provide a strong preparation and solid foundation for these students as they begin to take college placement tests and prepare to take more advanced courses such as trigonometry, statistics, finite mathematics, and pre-calculus. This course presents the fundamentals of algebra needed for further work in mathematics. Due to the purpose the exact material covered in the course will vary from class to class, depending on the make-up of that particular class's abilities. The course often includes a thorough review of arithmetic and algebraic concepts, such as linear equations, and inequalities. The course also often includes a review of Algebra II, with polynomial, quadratic, and rational functions. There is an attempt made to introduce students to types of mathematics that can be fresh and invigorating. These topics have included trigonometric ratios and equations, polar coordinates, mathematical applications, and logic.

Modern Language Department

PHILOSOPHY: The curriculum of the Modern Languages department challenges each student at the highest level of his ability. The department responds to various levels of student ability by providing various tracks. Assessment (grades and teacher evaluations) of students allows students to move between tracks. All students have the opportunity to study language during their high school experience. The language clubs provide opportunities for social interactions that lead to cultural awareness through an appreciation of the arts, food and through travel. The clubs afford students the opportunity to engage in cultural social activities with members of the Bay View French, Spanish and Italian clubs. Such activities include restaurant trips, sports outings, dancing and trips to see films and plays that are relevant to the language the students are studying.

Students also have the opportunity to use their language skills outside of the classroom experience. The department exposes students to diversity of human life by teaching a tolerance of other cultures. This is accomplished by teaching the social and moral norms of another culture. In this way, students grow in their awareness of both themselves and the world around them. Through travel that is offered, students have the opportunity to experience the culture first-hand. The standards, expectations and enthusiasm of the members of the department encourage a reverence for learning in the student who sees that the teacher him/herself possesses a reverence for learning. The curriculum of the Modern Language department is consistent with a college preparatory program of studies offering French, Spanish and Italian from first year through advanced placement.

EIGHTH GRADE SELECT HONORS PROGRAM

Spanish 1 Honors

These introductory courses seek to develop, through varied classroom activities, four basic language skills: listening, speaking, reading, and writing. Since the main goal of any language course is the use of the spoken language, students are encouraged to use the vocabulary and grammatical structures daily as they learn them. The target language is used as much as possible in the classroom. An introduction to the culture of the respective countries is included.

SPANISH

Spanish 1 ACC/CPI

These introductory courses seek to develop, through varied classroom activities, four basic language skills: listening, speaking, reading, and writing. Since the main goal of any language course is the use of the spoken language, students are encouraged to use the vocabulary and grammatical structures daily as they learn them. The target language is used as much as possible in the classroom. An introduction to the culture of the respective countries is included.

Spanish 2 CPI/ACC

This course further develops the four language skills: listening, speaking, reading, and writing. Various communicative activities and drills involving grammar and vocabulary are employed to strengthen oral expression. The use of the target language in class is encouraged according to the level of the student's aptitude.

Spanish 2 Honors

The objectives for this course are the same as those outlined for Spanish II CPI with more intense emphasis on oral proficiency. Frequent oral presentations, conversational skits, and various communicative activities are assigned to this end. Grammar and vocabulary are taught in application to oral skills.

Spanish 3 CPI

This course continues the study of grammar and emphasizes the acquisition of practical vocabulary, especially that vocabulary which is useful for travel abroad. Students are required to write compositions and letters to reinforce the newly acquired grammar and vocabulary. Among the primary goals of the course are the development of conversational skills, improvement of oral expression, and expansion of vocabulary. In addition to the course textbook, a reader is used to introduce students to practical vocabulary. Emphasis is placed on oral expression.

Spanish 3 Honors

This course prepares students for Spanish 4 Honors or A.P. Spanish Honors. The finer points of Spanish grammar are clarified. Grammatical studies are reinforced by the writing of letters and compositions. In addition to the course textbook, a reader is used to introduce students to annotated readings of various authors. These readings, which provide a spring board for class discussions, also introduce students to a more sophisticated vocabulary

Spanish 4 Honors

The goal of Spanish 4/5 Honors is to introduce the student to the literature of Spain and Latin America. The student will read and compare selections of different literary genres, the fable, the short story, the letter, the

novel, poetry, biography, the essay, and drama. Supplementary information in the form of cultural and historical studies of architecture, art history, civilization, and the wars of Spanish-America, Napoleonic, and Spanish civil are also incorporated. To strengthen and further the student's facility with language mechanics, grammar is reviewed throughout the course and meant to be applied in several short essays. The course and all assignments are delivered entirely in the target language, thereby, offering the student ample opportunity to engage in the four skills, reading, writing, listening, and speaking. TEXT Tesoro Literario, Adey and Albini: 1997, Glencoe Publications

Spanish 4 Advanced Placement

The goal of Spanish 4/5 AP is to introduce the student to the literature of Spain and Latin America. The student will read and compare selections of different literary genres, the fable, the short story, the letter, the novel, poetry, biography, the essay, and drama. Supplementary information in the form of cultural and historical studies of architecture, art history, civilization, and the wars of Spanish-America, Napoleonic, and Spanish civil are also incorporated. To strengthen and further the student's facility with language mechanics, separate weekly grammar lessons are given. These lessons discuss and clarify parts of speech, comparisons, superlatives, five simple indicative tenses, two simple subjunctive tenses, give compound indicative and two compound subjunctive tenses. This is achieved by drills, weekly essays, and weekly discussion sessions. All grammar is geared to allow the student to feel confident writing the Spanish AP exam, by practicing oral drills, picture descriptions, scenario articulation, and higher order syntax. The course and all assignments are delivered entirely in the target language, thereby offering the student ample opportunity to engage in the four skills, reading, writing, listening, and speaking. TEXTS Tesoro Literario, Adey and Albini: 1997, Glencoe Publications How to Prepare for the AP Spanish Exam: 2001, Book and Compact Discs, 3rd Edition Alice G. Spinger, Ph.D. Barron's Publications

FRENCH

French 1 CPI/ACC

The goal of French I is to develop the four language skills: listening, speaking, reading and writing. Methodologies include creative and varied classroom communicative activities. Structured written and oral activities are employed to afford students the opportunity to manipulate French syntax. Students also create short situational dialogues, role-play, write and revise short compositions and participate in classroom presentations in an effort to apply vocabulary and grammar structures. An introduction into the French speaking world is interwoven in each unit of study to provide a cultural context for the French language.

French 2 CPI

This course further develops the four language skills: listening, speaking, reading, and writing. Various communicative activities and drills involving grammar and vocabulary are employed to strengthen oral expression. The use of the target language in class is encouraged according to the level of the student's aptitude.

French 2 Honors

The objectives for this course are the same as those outlined for regular French II with more intense emphasis on oral proficiency. Since the course is conducted exclusively in French, the student is required to think critically and creatively in the target language. Various communicative activities are employed to this end. Grammar and vocabulary are taught in application to oral skills.

French 3 CPI

This course continues the development of skills from preceding levels. Writing and speaking skills are further reinforced in the context of practical situations beneficial for travel. Grammatical structures, graded vocabulary

and idioms are presented in application to oral skills. Cultural readings and related quarterly projects are required in an effort to enhance the student's awareness of the French speaking world.

French 3 Honors

The focus of this course is oral proficiency. Conversation skills are perfected in the context of cultural and literary studies. The student is encouraged to think critically and analytically in an effort to make the language "his own". Grammar and graded vocabulary are incorporated to this end. The culmination of the course involves a study of the novel *Le Petit Prince* and a major term paper in French

French 4 Advanced Placement

This course is conducted in French and further reinforces and strengthens the speaking, reading, listening, writing and critical and analytical skills. Students will read and discuss both orally and in compositions such as French masterpieces as *Tartuffe*, *Les Trois Mousquetaires*, *Notre Dame de Paris*, *Rhinoceros* and others from a variety of sources. Art and music shall be presented in the context of this literary study. Grammar will be reviewed from a practical perspective as it lends itself to the objectives of the course.

ITALIAN

Italian 1 ACC/CP1

This introductory course seeks to develop, through varied classroom activities, four basic language skills: listening, speaking, reading, and writing. Since the main goal of any language course is the use of the spoken language, students are encouraged to use the vocabulary and grammatical structures daily as they learn them. The target language is used as much as possible in the classroom. An introduction to the culture of the respective countries is included.

Italian 2 CP1

This course further develops the four language skills: listening, speaking, reading, and writing. Various communicative activities and drills involving grammar and vocabulary are employed to strengthen oral expression. The use of the target language in class is encouraged according to the level of the student's aptitude.

Italian 2 Honors

This course prepares students for Italian 3 Honors. The finer points of grammar are explicated and elucidated. Grammatical studies are reinforced and writing skills are honed by the assignment of compositions and letters. Readings, short stories, and annotated excerpts from various historical sources introduce the student to various aspects of Italian culture including geography, literature, lifestyles, etc. A conversation manual is used to expand vocabulary and to improve oral expression.

Italian 3 Honors

This course prepares students for Italian 4 Honors. The finer points of grammar are explicated and elucidated. Grammatical studies are reinforced and writing skills are honed by the assignment of compositions and letters. Readings, short stories, and annotated excerpts from various historical sources introduce the student to various aspects of Italian culture including geography, literature, lifestyles, etc. A conversation manual is used to expand vocabulary and to improve oral expression.

Italian 4 Honors

This course continues work on grammar and the further expansion of vocabulary. Students have the opportunity to express themselves in everyday conversation. Reading comprehension skills are also honed. Readings deal with Italian history, literature, art, and music, as well as the biographies of significant figures in Italian culture.

Science Department

PHILOSOPHY: Two of the major tenets within the school's mission statement are the preparation of our young men for success in college while emphasizing Christian values in the classroom. The Science Department strives to develop the knowledge base and the creative skills required by demanding college laboratory courses while being active proponents of Catholic teachings. This is demonstrated by challenging students to consider contemporary moral issues that concern the study of science, such as: climate change, embryonic stem cell research and the moral boundaries of scientific exploration. The teachers of science are aware that students are individual learners and therefore use different methods of presentation.

Teachers work with the Guidance Department and the Administration to assist their students in developing good work habits and time management skills to support the philosophy of the school concerning teaching and learning. The school's mission statement is the driving force within the classroom on a daily basis in lessons, prayer, and social interactions. The students perform experiments, present and analyze data, produce conclusions and submit lab reports. Courses are developed to meet the needs of students who have different learning styles, abilities and needs. AP, Honors, Accelerated, CP1 and CP courses are carefully designed to provide continuity. As a student progresses through each year of the curriculum, the material presented reinforces skills learned and challenges the student with opportunities to develop problem-solving and critical thinking skills. To enhance student learning and to make the material in each curriculum more meaningful and enjoyable, teachers use the following methods of presentation: lecture, computer technology, demonstrations and field trips. As a result of his overall experience in the Science Program, each student should find that skills and knowledge acquired have prepared him to be successful in future endeavors as a well-rounded Christian young man. This is and should be the ultimate goal of the school and of the students themselves.

EIGHTH GRADE SELECT HONORS PROGRAM

SCIENCE: INTEGRATED SCIENCE & ENGINEERING

This course will include a study of scientific topics which will prepare students for a challenging, dynamic high school science curriculum. The approach to these topics will be investigative with an emphasis on experimentation in a lab setting. The goal will be for students to learn the scientific method, proper laboratory procedure, and best practices for lab report presentation.

The following topics will be studied:

- ☐ Mechanics and the study of motion, including kinematics and dynamics
- ☐ Buoyancy, density, and fluid principles
- ☐ The structure and states of matter, and the Periodic Table
- ☐ Chemical reactions and the chemistry of living systems
- ☐ The Earth in the solar system

FRESHMAN YEAR

Cellular Biology - Honors

This course provides the student with a basic understanding of general biological principles that are common to all living things. It is a smaller select group in which class discussion and analysis of laboratory results is emphasized. It has the same content as the honors biology course but each topic is investigated in greater detail. This course will also include selected field trips to such area laboratories such as the Environmental Protection Agency and others plus an array of guest speakers from scientific institutions in the area. Cellular biology is designed to prepare the student for more advanced science courses (specifically Advanced Placement Biology) at Bishop Hendricken High School.

Biology Honors

This course provides the student with a basic understanding of general biological principles that are common to all living things both at the cellular and organism levels. This course will also provide a general overview of the Domains and Kingdoms of life. Biology Honors is designed to prepare the student for more advanced science courses (specifically Advanced Placement Biology) at Bishop Hendricken High School.

Biology CP1

This course provides the student with a basic understanding of general biological principles that are common to all living things. This course will also provide a general overview of the domains of life with concentrations on areas that reflect the individual teacher's strengths and student interest. Biology CP1 will prepare the student for more advanced science courses at Bishop Hendricken High School and beyond.

Physical Science

The course has been designed specifically for students with limited mathematical ability. This is an introductory course for some incoming freshmen to prepare them for biology and chemistry in their next 3 years. Labs meet every two to three weeks with reports due at the next lab period.

SOPHOMORE YEAR

Chemistry Honors

This course is designed to provide the students with a firm foundation in chemical concepts and principles. Since it is a mathematical science, it requires a proficiency in algebraic skills. Concept mastery, rather than memorization is encouraged. A basic goal for this course is to have students develop critical-thinking and problem-solving skills. Labs meet every two weeks and lab reports are typed and submitted in a timely fashion. Most students will take the SAT Subject Test in June. Those students who excel in this course will have the option of electing AP Chemistry as their next science course.

Chemistry CP1

This course presents a comprehensive foundation on the principles of chemistry. Students will apply mathematical skills learned in earlier years. The chemical concepts are often abstract and require higher cognitive skills. Students develop these skills through the use of symbolic language, the formulation of models and the development of word diagrams.

Physiology CP 1

This full year lab science course provides the basic information a student needs to have a general understanding of the structure and function of the human body. This course will follow the format of Human Organization, Support and Movement, Integration and Coordination, Maintenance of the Body, and Reproduction and Development. A series of dissections including the chicken leg, sheep eye, frog, fetal pig, and various other lab activities will be included. This course will implement a variety of teaching methods to enable students the ability to think critically. Reading comprehension and independent study are necessary skills for this course.

Biology CP

This course provides the student with a basic understanding of general biological principles that are common to all living things. This course will also provide a general overview of the kingdoms of life with concentrations on areas that reflect the individual teacher's strengths and student interest. Biology CP proceeds at a somewhat less rigorous pace than that of Biology CP1.

JUNIOR YEAR

Advanced Placement Biology

The AP biology course is designed to be the similar to a general biology course taken during the first year of college. Topics covered include: Basic Biochemistry, Genetics, Evolution, Virology, Bacteriology, Protozoology, Phycology, Botany, Zoology, Human anatomy and Physiology and Environmental Science. Laboratory exercises are those described in the AP biology curriculum as proscribed by the College Board. Students enrolled in this course are expected to take the AP biology examination and the SAT II Examination in Biology.

Advanced Placement Chemistry

The purpose of this course is to provide students with the necessary background to be successful at the next level of chemistry. It affords them the opportunity to further develop time management and problem-solving skills as well as communication skills as they create and work in study groups. All students taking this course are juniors/seniors and have taken Honors Chemistry as sophomores and are taking AP statistics or AP Calculus along with AP Chemistry. Students selecting this course must have an A/A- in Honors Chemistry and receive a 650 (or better) on the SAT II.

Students are required to keep a notebook for class work and a separate notebook for assigned questions and problems. All odd-numbered questions/problems at the end of the chapter are assigned. Students are expected to do the even numbered problems (on their own) prior to tests. They may choose to use TI 83+ or TI 84+ calculators. Grades are determined solely on the basis of tests and lab reports. Typed reports are due three days after the completion of the lab. Students work with a partner, but the report must be their own. Periodically, a take-home problem-solving test is given and graded. Tests are given approximately every two weeks and a comprehensive exam testing their theory and problem-solving techniques is given at the end of the second and fourth quarters.

Chemistry CPI

This course presents a comprehensive foundation on the principles of chemistry. Students will apply mathematical skills learned in earlier years. The chemical concepts are often abstract and require higher cognitive skills. Students develop these skills through the use of symbolic language, the formulation of models and the development of word diagrams.

Chemistry CP

This course has been designed specifically for students with limited mathematical ability. The major topics of a first year course are covered without an emphasis on the more difficult math problems. Labs meet every two weeks and lab reports are turned in at the next class session.

SENIOR YEAR

AP Physics C: Mechanics

This course provides students with a background in Mechanics equivalent to a calculus-based, first semester college course for a Physics major. Students taking this course are also required to take AP Calculus which meets the period before. A number of the examples and problems in the Calculus class are designed to support the Physics class. The same instructor teaches both classes. This course is a calculus-based Physics course.

Physics - Honors

This course provides the student with an in-depth foundation of the principles of physics in order to prepare him for further course work in college. As a minimum, the course will focus on the following areas:

Mechanics, Wave Phenomena, Phases of Matter, Heat Transfer, Optics, Electricity, and Magnetism. A minimum of eighteen (18) laboratory experiments will be performed.

Physics - CP1

This course provides the student with a foundation of the principles of physics in order to prepare him for further course work in college. As a minimum, the course will focus on the following areas: Mechanics, Wave Phenomena, Optics, and Electricity. A minimum of nineteen (19) laboratory experiments will be performed.

Environmental Science This semester course provides the students with an awareness and understanding of the environment in which they live. It will give them the scientific background they will need to analyze many of the issues concerning the environment today. The course will focus on the following: The Global Perspective of Today's Environment, Biomes and Ecosystems, Pollution, Biodiversity, and Population Dynamics.

Physics CP

In this course we explore and examine the nature of science as it applies to the physics of everyday things. We gain insight into the fundamental principles and key topics within Physics and how these relate to your everyday activities. Physics is concerned with discovering the universal laws that govern matter, energy, space, and time, and explaining how things work. This course focuses on the physics knowledge and math skills necessary for students to have an understanding of the world around them. The course is student centered. Topics include laws of motion, mechanics, fluids, thermodynamics, nuclear physics, waves, sound, optics, electricity, electronics, magnetism, light and modern physics. This class incorporates activities, labs, projects, computer simulations, computer data analysis, and many technologies — all germane to the concrete topics that drive the course. The program is a high school version of a famous course offered at UVA by Louis Bloomfield by the name “How Things Work.” The focus is on practical application of physics concepts. Students will leave the class informed and capable. Although problem-solving is not as central as for other levels of Physics, the course still emphasizes the need for measurement and quantitative analyses in order to develop models of the natural world.

Energy Technology

In this course we explore and examine the nature of science as it applies to energy and energy sustainability. We gain insight into the fundamental principles that are key topics in energy, energy policy and sustainable energy and how these relate to everyday activities. This class involves understanding of key concepts in physics, chemistry, business, economics and political and social policy as it relates to energy production and consumption. It is a Project Based Learning (PBL) course that poses a life situation problem which students need to solve using a design, build, test and repeat format. Typically, a combination of individual and team work is required to develop the solution. Students are given topical background, a goal, and then allowed time for research and development of a solution. Requirements for individual research, group negotiations to agree on a common solution, teamwork to produce a working model of the solution, and group presentations all provide students with exposure to “real-life” work place skills in addition to academic content – an integrated, contextual approach to science and technical instruction.

Social Studies Department

PHILOSOPHY: The Social Studies Department at Bishop Hendricken High School contributes to the mission of the school by creating an environment for enjoyable academic standards. The members of this department concern themselves with meeting the demands of the students as individuals. They want each of their students to maintain a positive attitude for this discipline. Further, the faculty strives for consistency of activities within

the school's beliefs about teaching and learning. It creates a climate for growth of social conscience to peace and justice. It is a standard of the members to expose students to the realities of good and evil and right and wrong as they exist in our world.

The Department of Social Studies at Bishop Hendricken High School has designed its curriculum to evenly transition at every grade level, so that optimum learning is achieved. All instructors follow curriculum guidelines to ensure that unified subject matter is presented in all classrooms. Students understand expectations of them in all department classes at every level. Every class at every level clearly identifies the goals and objectives of the required curriculum. Classes range from college preparatory to advanced placement offerings, and a wide variety of electives. The department continually reviews class selections and entertains implementing new offerings as needed or as interest warrants.

EIGHTH GRADE SELECT HONORS PROGRAM

History & Philosophy of the Ancient World (Honors)

This one-semester course will explore the history of the ancient civilizations of Egypt, Greece and Rome. This will be an in-depth study of these civilizations, including the development of the different schools of philosophical thought, such as the teachings of Socrates, Plato, Aristotle and Zeno. The students will read the works of these philosophers, helping them to understand the "logic" component of the Trivium explained in the English course description.

FRESHMAN YEAR

World Cultures Honors/CP1/CP

An examination of the cultures, geography, and history of the non-Western World devoting attention to: Asia, Africa, and the Middle East. Students will attain a familiarity of these regions to enhance their transition into the global society. This is a semester class which will allow all freshmen to take one of the school's Fine Arts offerings.

SOPHOMORE YEAR

US History 1 CP/CP1

This course examines significant events and persons noteworthy in American History from the Age of Exploration to the prelude of the Civil War. Students will work with primary source materials to enhance their learning experience.

JUNIOR YEAR

US History AP

This is an in depth analysis of the American experience from the colonial period to the 1980's. The course uses a thematic approach, examining nationalism, expansionism, sectional conflict, reform and modernization up through the Reagan administration. This course is designed for those students with superior ability and a very strong interest in history.

US History 2 HONORS/CP1/CP

The course is intended to guide the student in achieving an understanding of the principles and meaning of democracy. It also aims at assisting him in an understanding of how democracy developed in today's world. The course places great emphasis on American ideals, both past and present, and seeks to correlate these ideals with developments now taking place in the United States and the world at large.

SENIOR YEAR

Modern European History CPI

This course covers the development of Modern Europe from the High Renaissance through the early Twentieth Century. It examines political trends, cultural changes, industrialization and technological innovations, war and other conflicts and significant socio-economic issues.

Criminology

This course is designed to give the student an introduction to the Criminal Justice system in the United States. The context explores the foundations of the justice system by incorporating Supreme Court decisions through historical and current topics. The course also offers a look into the criminal justice system through practical application. Students will study current laws and how they apply to daily life. Students will also be introduced to the following topics: Crime, Police, The Criminal Case, Corrections, Juvenile Justice, Solutions, and Variety of US Supreme Court Cases.

Psychology CPI

This college level course attempts to assist the student in gaining a basic knowledge of man's behavior and developing social awareness and social adjustment through an understanding of the fundamental similarities and differences among people. There are four goals: 1) understand one's self; 2) understand other people; 3) understand principles of psychology; 4) understand how to think more effectively. These goals are accomplished by lectures, outside reading and class participation.

Theology Department

Philosophy: Deeply rooted in the Gospel of Jesus Christ, the Catholic tradition and the ideals of the Christian Brothers as established by Blessed Edmund Rice, the Theology Program at Bishop Hendricken encourages students of all faiths to be conscious of our universal call to holiness. Through the academic pursuit of theology and the sincere devotion to prayer and contemplation, students are challenged to embrace lives of genuine spirituality in whatever vocations they choose. While respecting the diversity of beliefs and the validity of other traditions, the teachings of Jesus Christ and the Catholic Church are presented as expressing the fullness of truth. Students are assured a safe and tolerant environment to express and discuss sincere beliefs and doubts about philosophical and theological matters that concern them.

EIGHTH GRADE SELECT HONORS PROGRAM

THEOLOGY: DEVELOPMENT OF RELIGIOUS TRADITION

This full-year course will trace the development of world religions, focusing on the central position of the Catholic/Christian tradition. This course will study the origins of Judaism, Christianity, Islam, and some Eastern philosophies. This course also will introduce students to many of the original writings that shape these religions and philosophies.

FRESHMAN YEAR

THEOLOGY 1 CP 1/Honors/CP

COURSE DESCRIPTION: *The Revelation of God in Scripture: Who is Jesus Christ?*

The first year course invites students of all backgrounds to reflect upon their own faith development while learning the tenets of Catholicism. The main focus of this course will be to give students a general knowledge and appreciation of Sacred Scripture, both Old and New Testaments, so that through their study they will come to understand Jesus Christ as the living word of God.

In the first semester, students will focus primarily on the Hebrew Scriptures, studying the significance and beauty of God's revelation as recorded in the Old Testament. The story of God's chosen people, their place in salvation history and the Christological implications of the Hebrew Bible are all considered in detail. Students will learn how to read scripture using modern critical methods along with the traditional approach of the Church.

In the second semester students will study the New Testament with particular attention to the Gospels, where they may come to know Jesus more directly. In this segment of the course students will develop a deeper awareness that Jesus Christ is the ultimate revelation to us from God. In learning about who He is, students will also learn who God calls them to be.

While the content of the Honors track is largely similar to that of the CP1 track, the strategies and assessments employed in the classroom should reflect higher expectations of students and a more intensive study of Sacred Scripture.

SOPHOMORE YEAR

THEOLOGY 2 CP 1/ Honors/ CP

COURSE DESCRIPTION: The Mission of Jesus and His Church

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. By studying the meaning of the Paschal Mystery, students will learn that God has accomplished our redemption through Christ and that it is in Christ that we have the eternal life God intended for us. Students will also learn that it is in the Church, the Mystical Body of Christ, that we encounter the living Jesus. They will see how the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. Significant events in the history of the Church will be studied in order to better understand how the Holy Spirit guides the Church in her mission.

The difference between Honors, CP 1 and CP levels has primarily to do with the depth of the analysis, whether ancillary issues are broached, and the expectations for the assessment, both papers and tests.

JUNIOR YEAR

THEOLOGY 3 CP 1/HONORS/CP

COURSE DESCRIPTION: The Mission of Jesus and His Church - The Foundations of Moral Theology segment teaches the student to understand how to determine whether an action, a choice, is good or evil, right or wrong. It draws on basic moral truths revealed by God in Scripture, both Hebrew and Christian, and developed by the Church down through her history. To achieve its goal, the course must explore certain doctrinal themes, such as the goodness and love of the Law Giver, the nature and calling of the human person, the relationship of morality to the afterlife, and the inherent connection between truth and freedom. The ultimate goal of the course is to awaken in the student a desire to lead a moral life, not out of fear of punishment, but because of the beauty of love which stands at the heart of morality as not only its motive, but its essence.

The Catholic Social Teaching segment enables the student to develop an understanding of the foundations of a healthy and just society of whatever kind, be it as large as the world or as small as the family. Any such society grasps and protects the following realities: the dignity of the person, the centrality of the right to life, the special role of the family among communities, the rights and duties of each member of society, the Catholic understanding of the common good, the moral necessity to help the poor, the relationship between labor and capital or between workers and management, the solidarity of all peoples, and the nature of mankind's stewardship over God's world. The course presents these themes in light of Sacred Scripture and the Magisterium of the Catholic Church.

The difference between Honors, CP 1 and CP levels has primarily to do with the depth of the analysis, whether ancillary issues are broached, and the expectations for the assessment, both papers and tests.

SENIOR YEAR

CATHOLIC DOCTRINE CP 1/HONORS

COURSE DESCRIPTION: The Doctrine course is a one semester, senior-level study of the dogmatic teachings of the Catholic Church. It is designed to help students become aware of the assumptions of the modern worldview that make it difficult to fully understand what the Church really teaches. Beginning with a study of the dilemma of belief in the world of today, we will go on to investigate the existence and nature of God, the Trinity, the doctrine of Creation, the Fall, the Incarnation, the doctrine of Redemption, Heaven and Hell. Students will be challenged to read the works of theologians who bring Catholic doctrine alive through their writings, such as St Augustine, St. Thomas Aquinas, John Paul II, Benedict XVI, C.S. Lewis, Thomas Merton, von Balthasar.

The honors track is significantly more challenging than the CP1 track as the primary text for the honors student will be Benedict XVI's Introduction to Christianity. The CP1 track will be based primarily on lecture material and supplemental readings. Expectations for assessment, both papers and tests, will differ according to level.

SACRED SCRIPTURE CP 1/HONORS

COURSE DESCRIPTION: This one semester, senior-level course is an introduction to the field of biblical studies, embracing the rich history of Catholic tradition and interpretation while also making appropriate use of the advances of modern biblical scholarship. This course is an advanced, detailed study of the sacred texts of the Bible designed to expand students' understanding of the scriptures well beyond previous surveys of the Old and New Testaments. Through a careful reading of the inspired writings, students are introduced to the various methods used by scripture scholars to reveal the theological truths and salvific message contained in the word of God.

Students also explore the relationship between the oral tradition and subsequent written documents of the early Church in order to appreciate the Christological development of the Gospels and the evangelists' understanding of Jesus Christ as God and man. Through this careful study of the Holy Scriptures, students will be encouraged to appreciate these sacred writings as literary masterpieces and reflect on the implications of biblical doctrine for their lives and for Catholic teaching.

While the content of the honors track is largely similar to that of the CP 1 track, the strategies and assessments employed in the classroom should reflect higher expectations of students and a more intensive study of the sacred documents.