**PROGRAM OF STUDIES-Course Catalog 2021-2022**

BISHOP LUDDEN JR./SR. HIGH SCHOOL

815 Fay Road, Syracuse, New York 13219 (315)468-2591

Bishop Ludden exists to further the mission of Jesus Christ by teaching and proclaiming the Gospel according to the tenets and sacramental life of the Roman Catholic Church.

(Mission Statement)

Bishop Ludden Jr./Sr. High School presents this Course Catalog to students and their parent/guardian as an aid and guide in selecting courses for the 2021-2022 school year.

It is important that choices be carefully made. No student will be allowed to take a course without successfully completing pre-requisite courses.

It is also important that students discuss course selections with their parent/guardian, subject teachers and school counselor. Graduation requirements should be carefully read.

Student and parent/guardian decisions about courses are finalized at course selection time. This allows students to become responsible for their decisions and for school officials to plan for the overall educational program of the entire student body.

BISHOP LUDDEN JR./SR. HIGH SCHOOL Graduation Requirements

|  |  |  |
| --- | --- | --- |
| **Required Units of Credit for Class of 2018 and thereafter** | **Bishop Ludden Regents Diploma** | **Advanced Regents Diploma** |
| Religious Studies | 4 | 4 |
| English | 4 | 4 |
| Mathematics | 3 | 3 |
| Social Studies | 4 | 4 |
| Science | 3 | 3 |
| Health | .5 | .5 |
| The Arts | 1 | 1 |
| Language other than English (LOTE) | 1 | 3 |
| Physical Education | 2 | 2 |
| Electives | 3.5 | 1.5 |

|  |  |  |
| --- | --- | --- |
| **Regents Exams** | **Regents** | **Advanced Regents Diploma** |
| ELA | 65 or above | 65 or above |
| Algebra | 65 or above | 65 or above |
| Geometry  | -------------- | 65 or above |
| Algebra II | -------------- | 65 or above |
| Social Studies | 65 or above | 65 or above |
|  |  |  |
| Science  | 65 or above | 65 or above |
| 2nd Science Regents (1 must be Liv Env) | -------------- | 65 or above |
| Pathway (See note below) | 65 or above | 65 or above |

* + Pathway assessments are any of the following:
		- Additional math Regents exam in a different course or Dept. approved alt., or
		- Additional science Regents exam in a different course or Dept. approved alt., or
		- Additional social studies Regents exam in a different course or Dept. Approved Alt, or
		- Additional English assessment in a different course selected from the Dept. Approved Alt. list, or
		- a Dept. approved pathway assessment in the Arts, or
		- a Dept. approved pathway assessment in a Language other than English (LOTE)

**MINIMUM ACADEMIC REQUIREMENTS**

**At the end of the 8th grade**, to be considered a 9th grader, a student must have successfully completed the following units of study: 2 units each of Religion, English, Social Studies, Science, Math, and Physical Education; 1/2 unit each of Music and Art, Technology, and Health; 1 unit High School credit of Foreign Language.

**At the end of the 9th grade**, to be considered a 10th grader, a student must have a minimum of 6.5 credits including 1 credit each of English, Social Studies, Math, Science, Religious Studies, Foreign Language, and ½ credit of Physical Education.

**At the end of the 10th grade**, to be considered an 11th grader, a student must have a minimum of 13 credits including 2 credits each of English, Social Studies, Religious Studies, Math, Science; 1 credit of Foreign Language and Physical Education.

**At the end of the 11th grade**, to be considered a senior, a student must have a minimum of 19.5 credits, including: 3 credits each of English, Social Studies, Religious Studies, Math, and Science; 1 credit of a Foreign Language; and 1.5 Physical Education credits.

**CLASS STANDING**

CLASS STANDING is determined by multiplying the final grade earned in each course completed by the credit(s) earned for the course, and then by the course weight. The results are added and the weighted average is determined.

This determines the student’s class standing. Course weight is a factor predetermined for the course by the course’s level of difficulty.

Class standing is not used for college purposes and except for the top 10, is not made public. Counselor will report on applications that ‘we do not rank.’

Courses taken off the school campus, unless in the case of summer school or for NYS diploma requirements, will not be counted in class standing or included on the transcript.

Final class standing will be determined at the end of the third marking period in the senior year. At this time, the Valedictorian, Salutatorian, and the rest of the top 10 students will be named by the principal

**HONORS PROGRAM**

The following courses carry Honors Weight:

* All Advanced Placement Courses (1.1)
* All IB courses (1.1)
* Regents level courses (1.0)

**HONOR ROLL**

Honor Roll standing is based on the average of all numerically graded subjects inclusive of Physical Education. Students must be enrolled in at least six academic courses and may not receive any failing grades in the quarter to be eligible.

Principal’s List 94.5-100 Average

High Honors 89.5-94.4 Average

Honor Roll 84.5-89.4 Average

**HONORS DIPLOMA**

A student will receive a Regents diploma “with honors” for a combined average of at least 90% on the 5 required comprehensive Regents Examinations. A student will receive a Regents diploma with Advanced Designation “with honors” for a combined average of at least 90% on the 8 required comprehensive Regents Examinations.

**CREDIT FOR REGENTS COURSES**

“A course of study involves class attendance, homework assignments, quizzes, tests, and other instructional activities. In many instances it also involves the taking of a State exam at the end of the course. When deciding whether a student who is enrolled in a course of study has satisfactorily completed the course and is entitled to credit for such course, the teacher should evaluate the student’s performance of all these activities.”

 School Administrator’s Manual, State University of New York Education Department

**College Courses**

Bishop Ludden students may take Advanced Placement courses in English Language and Calculus. A requirement of each AP course at Bishop Ludden is that students will take the Advanced Placement Exam.

There is a fee for each exam ($94.00). Exams are sent to the College Board for grading. Colleges determine the number of college credits awarded to the student. Students receive one (1) high school credit for each AP course successfully completed. Students are advised to verify transfer of credit with the college they plan to attend.

IB Course may also be considered for college credit as determined by the individual college.

**Adding or Dropping a Course**

Parent, counselor and teacher consultation must take place before a student can drop a course. Courses may not be dropped after the 10 week marking period for full year courses, and five week marking period for semester courses. If a course is dropped after the deadline, the student will receive a withdrawal fail/withdrawal pass (WF or WP) on the report card, as appropriate. Course changes will not begin without written notification from the Counseling Office to the appropriate teacher.

**Course Level Changes**

Level changes are a serious move and should reflect sincere consideration of student ability. Level changes are not made for behavioral or motivational reasons. (Example: Spanish II to Spanish I)

All level changes MUST occur by the midpoint of the course.

1. Such changes should be teacher initiated. (In the event of a student or parent requesting a level change, it MUST be discussed with the teacher first).

2. The Counselor will discuss with administration the plan of action to be considered before providing the final decision to the parent(s) and student.

3. All decisions will be finalized within 4 school days.

**SCHOLAR ATHLETES**

There are specific academic requirements for scholar athletes wishing to attend higher education institutions whose athletic programs are under the jurisdiction of the National Collegiate Athletic Association (NCAA). Student-athletes in grades 9-12 anticipating participation in inter-collegiate sports are to check the NCAA Division I and II freshman-eligibility standards and register with the NCAA Initial-Eligibility Clearinghouse.

Information pertaining to both the standards and the Clearinghouse is available through your School Counselor or online at http://eligibilitycenter.org

**RESOURCE**

This program is designed for and restricted to students who are classified Learning Disabled and have a formal IEP (Individual Educational Plan). Students must be capable of learning appropriate grade level concepts within the classroom. The Resource Teacher assists the students in meeting their IEP goals, as well as providing support in academic school work. Classroom teachers work in conjunction with the Resource teacher to provide the best educational setting and methods for each individual student.

**DEPARTMENT COURSES**

**RELIGIOUS STUDIES**

Students must successfully complete the Religious Studies course, class service project, individual service hours, and the class retreat required for each year. These are required mandates for graduation. A student who has not successfully completed a religion course **must attend a summer session for that course.**

**LIFE AND TIMES OF JESUS (RELIGION 7)**

1 year Grade 7

Religious Studies 7 is a journey through the New Testament, walking with Jesus and learning more about his life and message. Students develop a relationship with the Risen Christ in order to know and understand how much God loves them. In addition, students will explore the Scriptures to deepen their faith and become more adept at Biblical studies. **Class retreat and 10 service hours required.**

**HISTORY OF THE CATHOLIC CHURCH (RELIGION 8)**

1 year Grade 8

This course delves into the 2,000 year history of the Church and how the church has responded to the mission Jesus Christ entrusted to his first disciples. Other aspects of the curriculum include Biblical prayer and meditation, journaling, faith development, and spirituality. **Class retreat and 12 service hours required.**

**OLD TESTAMENT (RELIGION 9)**

1 year 1 credit Grade 9

This course focuses on the Old Testament story of God’s love.  Students will learn to read and understand key passages from the Old Testament and come to know and appreciate the major themes of the Hebrew Scriptures.  This course also integrates the Old Testament Religious truths as they apply our Judeo-Christian tradition of faith and morality.  C**lass retreat and 16 service hours are required.**

**NEW TESTAMENT (RELIGION 10)**

1 year 1 credit Grade 10

This course will present that Jesus Christ is the Final Revelation of the Father and the awaited Messiah of the Chosen people. Evidenced by the NT writers of the Catholic Tradition, a student will obtain a deeper understanding of Salvation History as fulfilled in the person of Jesus Christ. By the Study of Jesus’ teachings, works, miracles, Passion, Death and Resurrections, according to the Gospel writers, a student will be better prepared to understand and freely embrace their Christian faith. **Class retreat and 24 service hours required.**

**MORALITY AND SOCIAL JUSTICE (Religion 11)**

1 year 1 credit Grade 11

This course is in two parts; part one explores Christian Morality and part two is Social Justice. (There will be reading of primary source documents in Social Justice.) **Class retreat and 32 service hours required.**

**WESTERN PHILOSOPHY AND COMPARATIVE RELIGION (Religion 12)**

1 year 1 credit Grade 12

This course will combine one semester each of Philosophy and Comparative Religions. The first semester is a brief overview of the history of philosophy from the pre-Socratics to Modern Christian philosophy. The students read original philosophical works and write précis on their reading. The mid-term is an original term paper. The second semester is a course in Comparative Religions where we explore various religious traditions with the assistance of various local religious leaders. In addition to classroom presentation by the teacher, representatives of various religions and religious traditions are invited to present to the class. **Class retreat and 40 service hours required.**

**ART**

All art courses comply with regulations for the New York State Regents. For a Regents sequence in Art, the student must take Studio Art and any other two Art courses. All high school students must earn one credit of Art or Music in order to graduate.

**ART 8**

1 semester Grade 8

This course covers the broad sections of space, structure, movement, color and light. Various media are used to fulfill these requirements. Projects will be given with specific instructions and criteria to be met according to individual abilities. Students will learn a variety of artistic techniques.

**STUDIO ART**

1 year 1 credit Grades 9-10

This is a foundation course which explores various methods and media for creating visual art in a studio atmosphere. During the year skills will be developed in drawing, painting, illustration, design and sculpture. The course will include the study of past art works in order to understand the basic meaning of visual art. This course is intended for any student who wishes to explore the visual arts and to discover their own personal artistic talent.

**DRAWING AND PAINTING I**

1 year 1 credit Grades 10-12

The use of various media in drawing is explored. In-depth study of line, shape, volume, texture and contour is combined with the study of figure, still life and imaginary objects. Painting is developed as a further expression of the skill of drawing and gives the student the opportunity to express himself/herself through the use of color and the various painting media. *Prerequisite: Studio Art*

**BUSINESS and TECHNOLOGY**

**BASIC COMPUTING TOOLS**

1 semester Grade 8

A basic, introductory course where students will master touch typing.  They will learn pre-IB research strategies, learn to use NoodleTools, and complete a short MLA research paper using the Purdue Owl.  Students will also complete Khan Academy's Grammar course. They will learn to use a variety of Google tools.

**ENGLISH**

English curriculum for grade levels 7 through 12 exposes students to appropriate grade level materials in the areas of literature, grammar, speech, and written expression. Strong emphasis is placed on developing the composition skills necessary to achieve writing competency and excellence. Writing activities are designed to teach and encourage student mastery of the writing process and MLA format: free writing, thesis formation, outlining, writing drafts, peer editing, citation, and revision. Components of the research paper are also stressed at each grade level in a sequential and progressive format. The reading program taught concurrently with writing, emphasizes comprehension and critical thinking. Reading selections are chosen from many genres and disciplines to foster a broader understanding of the world in which we live and our rich literary history.

**ENGLISH 7**

1 year Grade 7

In this course, students will be exposed to a wide variety of texts in order to help them improve their reading ability, as well as to better understand the world around them. Additionally, students will write in many different formats in order to better understand how to organize, explain, and analyze in written format. Throughout all of this, students will work to improve their basic English skills so that they are more prepared as they transition from elementary school to the upper grades. Students will also be taking the English Language Arts Assessment at the end of their 7th grade year, as scheduled by New York State.

**ENGLISH 8**

1 year Grade 8

 In this course, students will be exposed to a wide variety of texts and written formats that they began to see in 7th grade. The focus of 8th grade will firstly be to perfect and improve upon the comprehension, analysis, and writing skills we began in 7th grade. Along with this, students will gain a heightened ability to analyze texts, as well as learn how to analyze them from multiple perspectives based on companion texts. Students will also be taking the English Language Arts Assessment at the end of their 8th grade year, as scheduled by New York State.

**ENGLISH** **9**

1 year 1 credit Grade 9

The freshman course content highlights comparative mythology, the epic, and Shakespeare, along with poetry and the novel. An emphasis is placed on the basics of grammar, spelling and vocabulary as they relate to reading, speaking, writing, and the study of foreign languages. The development of writing skills is stressed through practical exercises in sentence formation, paragraphing and organization. A variety of literature based compositions, following the writing process, are incorporated into the curriculum. The students complete several research projects, culminating in the biographical research project.

**ENGLISH 10**

1 year 1 credit Grade 10

Sophomores are exposed to diverse authors, writing styles and genres. Through a careful study of the novel, poetry and drama, students become familiar with and identify literary terms and devices. As their reading comprehension and critical thinking skills improve, the students become proficient in various forms of academic writing, including the formal essay and the research paper. Students complete a research project using the argumentative essay form. In addition, students read a wide variety of essays and short stories which become models for their own work, while they further study the elements of composition involved in the writing process.

**ENGLISH 11**

1 year 1 credit Grade 11

In the junior year, students complete their preparation for the New York State Regents Examination in English and get ready for the SAT and ACT exams. Students are involved in the study of American and British literature, including essays, short stories, novel and poetry. The course places great emphasis on reading comprehension, critical thinking, and vocabulary skills which are crucial to success on the Regents exam and standardized tests. Therefore, the students read and write responses to a wide variety of essays from many disciplines including journal articles, podcasts, and newspapers. These skills are further developed and utilized as students improve their proficiency in preparing a research paper based on literary criticism.

**ENGLISH 12**

1 year 1 credit Grade 12

As Seniors in High School, students are eagerly awaiting the next adventure in their journey toward adulthood. There will be a focus on reading literature based on the topic of coming of age. Students will read stories of struggle, triumph and tragedy. Students will examine how personal decisions help define identity as well as how people are perceived. This senior year is devoted to preparing students for the rigors of college life, thus it is focused on discussion, writing, and reading. Students will be required to lead and participate in discussions which demonstrate their understanding of the required readings and concepts at hand, as well as writing essays for college applications, conducting scholarly research, and reading a vast array of complex materials that engage them in multiple perspectives.

**ENGLISH AS A NEW LANGUAGE**

1 year Grade 7-12

Bishop Ludden now offers English as a New Language resource classes, for those students who are newly arrived in the United States to study and predominantly speak a language other than English. Students will receive assistance with their core subjects by receiving language support and sheltered instruction. Students will be encouraged to find linguistic patterns while increasing both their interpersonal communication skills as well as their knowledge of cognitive academic language in English. Students will be encouraged to converse and write in English in a small inclusive classroom setting with language learners. Resource time will also be used to introduce American cultural norms and prepare students for American specific educational customs.

**ADVANCED PLACEMENT ENGLISH – English Language and Composition**

1 year 1 credit Grade 10

This course concentrates on the reading of complextexts with understanding and the writing of rich and complex prose that communicates effectively with mature readers. Students will write in a variety of forms-narrative, exploratory, expository, and argumentative – and on a variety of subjects from personal midterm. At the end of the course students are required to take the Advanced Placement Exam. There will be at $94.00 course fee. Students must also buy their own textbook. Prerequisite*: Students must meet performance criteria determined by the English Department.*

**LANGUAGE OTHER THAN ENGLISH**

**FRENCH IA**

1 year Grade 7

This is a basic course for any student who has little or no previous instruction in the language. The four basic skills of listening, speaking, reading, and writing are concurrently developed. *Prerequisite: Students must pass with minimum of 65 in order to continue to Level 1*

**FRENCH I**

1 year 1 credit Grade 8

This course is a continuation of course IA, including a review of material covered in IA. *Prerequisite: Students must pass with minimum of 65 in order to continue to Level 2*

**FRENCH II**

1 year 1 credit Grade 9-12

This course will continue the development of the four basic skills of listening, speaking, reading, and writing. Areas of concentration will be grammar and vocabulary with some writing requirements. *Prerequisite: Students need an average of 75 or the recommendation of the teacher to continue to Level 3*

**FRENCH III**

1 year 1 credit Grades 10-12

This course is designed to meet the requirements that were necessary for passing the Regents examination (auditory and reading comprehension, composition, and cultural background included). *Prerequisite: Students must have an average of 90, final exam average of 90 or the recommendation of the teacher to continue to Level 4*

**SPANISH IA**

1 year Grade 7

This is a basic introductory course for any student who has little, some or no previous instruction in the language. The four basic skills of listening, speaking, reading, and writing are concurrently developed. *Prerequisite: Students must pass with minimum of 65 in order to continue to Level 1*

**SPANISH I**

1 year 1 credit Grade 8

This course is a continuation of course IA. It begins with a general review of everything covered in course IA. *Prerequisite: Students must pass with minimum of 65 in order to continue to Level 2*

**SPANISH II**

1 year 1 credit Grades 9-12

This course will continue the development of the four basic skills of listening, speaking, reading, and writing. Areas of concentration will be grammar and vocabulary. *Prerequisite: Students need an average of 75 or the recommendation of the teacher to continue to Level 3*

**SPANISH III**

1 year 1 credit Grades 10-12

This course is designed to meet the requirements that were necessary for passing the Regents examination (auditory and reading comprehension, speaking, composition, and cultural background included). *Prerequisite: Students must have an average of 90, final exam average of 90 or the recommendation of the teacher to continue to Level 4*

**MATHEMATICS**

**Bishop Ludden Math Progression Chart**

Math 7

Math 8

 Algebra I

 Algebra I

Geometry

Algebra II

Financial Algebra

IB Math Analysis or

AP Statistics

**MATH 7**

1 year Grade 7

This course has been realigned to meet the current New York State Common Core Standards. Performance indicators have been established in the following areas: Ratios, Proportions, Percents, Operations with Rational Numbers, Algebraic Expressions and Equations, Statistics and Probability, and Fundamentals of Geometry. Students will take the New York State Math 7 Common Core Assessment.

**MATH 7 *(accelerated)***

1 year Grade 7

Math 7 Honors is a Pre-Algebra course that encompasses both Math 7 and Math 8 NYS curriculums into one year for accelerated students. Key concepts include numeric and algebraic expressions, linear equations, ratios and proportional relationships, geometry, statistics, probability, and an introduction to functions. Students will take the NYS Math 7 Common Core exam during the course of the year. This course is designed to prepare students to take Algebra I in 8th grade as a pathway to Advanced Placement courses in their senior year. *Placement in Math 7 Honors is determined by scores on the Bishop Ludden Entrance Exam.*

**MATH 8**

1 year Grade 8

This course has been realigned to meet the current New York State Common Core Standards for 8th grade. The course focuses on units of study of Exponential Expressions, Geometry, Linear Equations and Functions, and Irrational Numbers. Students will take the New York State Math 8 Common Core Assessment. *Prerequisite: Successful completion of Math 7.*

**ALGEBRA I**

1 year 1 credit Grade 8

This course is for 8th grade students continuing in the math honors program. This course encompasses topics of algebra and problem solving with units in number properties, polynomials, linear equations and inequalities, statistics, exponential and quadratic functions. A graphing calculator is required for this course. Students will take the Algebra I Common Core Regents Exam in June. Students who successfully complete the course and score a passing grade on the regents exam will receive 1 credit for high school math. *Prerequisite: Based on NYS Math 7 Common Core Exam and teacher recommendation.*

**ALGEBRA I**

1 year 1 credit Grade 9

Algebra I is required for all high school students. This course encompasses topics of algebra and problem solving with units in number properties, polynomials, linear equations and inequalities, statistics, exponential and quadratic functions. A graphing calculator is required. Students will take the Algebra I Common Core Regents Exam in June. Students who successfully complete the course and score a passing grade on the regents exam will receive 1 credit for high school math. *Prerequisites: Successful completion of Math 8.*

**GEOMETRY**

1 year 1 credit Grades 9-10

This is a required high school math course, the second of a sequence of three courses; Algebra I, Geometry, and Algebra II. This course is the base for the development of geometric reasoning. Students will study formal geometric proofs, coordinate geometry, transformations, solid geometry, similarity, geometry of the circle, and geometric construction as well as extending their algebra skills. A graphing calculator is required. Students will take the Geometry Common Core Regents Exam in June. *Prerequisite: Successful completion of Algebra I course (and Regents Exam)*

**ALGEBRA II**

1 year 1 credit Grades 10-12

This course is the third course required for an Advanced Regents Diploma. Topics studied in this course include exponential and logarithmic functions, conics, complex numbers, advanced probability, advanced statistics, and binomial expansions and regressions. The trig sections of the course include the unit circle, trig inverse functions, co-functions, trig graphs, and trig applications. A graphing calculator is required. Students will take the Algebra II Common Core Regents in June. *Prerequisite: Successful completion of Geometry (and Regents Exam)*

**FINANCIAL ALGEBRA**

1 year 1 credit Grades 11- 12

Students will learn about banking services, stock market transactions, credit, automobile expenses, insurance and

income tax, household budgeting and accounting for business. The will use algebraic formulas, equations, functions,

systems of equations, graphs, statistics and more. Selected advanced math topics such as piecewise functions,

regression limits, exponential functions, and linear quadratic systems will also be addressed. The lessons will require

students to apply concepts to real-world problems such as creating a household budget and maintaining a virtual stock

portfolio. *Pre-requisite: Successful completion of Algebra II.*

**AP STATISTICS**

1 year 1 credit Grade 12

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. At the end of the course students are required to take the Advanced Placement Exam. There will be a $94.00 course fee.

*Prerequisite: Successful completion of Alg II and teacher recommendation.*

**PERFORMING ARTS**

**GENERAL MUSIC**

1 semester Grade 7

In General Music 7 students will be exposed to a wide array of music concepts. Music Theory concepts including notation, rhythm and melody will be explored and applied. In addition, music history, active listening and acoustics will be explored.

**CHORUS 7/CHORUS 8**

1 year Grades 7-8

This course is open to all students in Grade 7 and Grade 8. Chorus 7, for 7th graders, and Chorus 8, for 8th graders meet separately but combine for all concerts. Participation in all performances is mandatory for course completion. Students will learn basics of sight singing and vocal technique. A variety of sacred and secular choral music will be explored. Jr. High Chorus performs in at least two concerts per year.

**CONCERT CHOIR**

1 year ½ credit Grades 9-12

Concert Choir is Bishop Ludden’s high school chorus for students who are committed to improving choral technique and also to exploring various styles of choral music, including classical, vocal jazz, multicultural, Broadway and more. This group performs at various times throughout the year at Bishop Ludden as well as in events and festivals outside of school. Participation in all performances is mandatory for course completion. *This course meets every other day. Students must receive approval from instructor to enroll in class.*

**JUNIOR HIGH BAND**

1 year Grades 7-8

The Junior High Band performs a wide range of musical styles, from transcriptions of early music to contemporary literature. Performances occur throughout the year. A public concert presentation each semester is mandatory to complete the course. *Prerequisite: Students must be enrolled in school group lessons or be taking private lessons. Admission by audition only*

**HIGH SCHOOL BAND**

1 year ½ credit Grades 9-12

The concert band covers a wide range of musical styles, from transcriptions of early music to classic rock music. Performances occur at various times throughout the year. A public concert presentation each semester is mandatory to complete the course. *Prerequisite: Students must be enrolled in school group lessons or be taking private lessons. Admission by audition only.*

**INSTRUMENTAL LESSONS**

Grades 7-12

Although instrumental lessons are required by all band members, any student may take lessons on the band instrument of their choice. This includes flute, clarinet, saxophone, trumpet, trombone, tuba and percussion.\* Lessons are given roughly once per week and rotate between four class periods throughout the day. Therefore, an academic class will be missed once a month throughout the year.

\*Instruments are NOT provided by Bishop Ludden

\*Auditions are required in order to be accepted into either Jr. High or Sr. High band.

**PHYSICAL EDUCATION**

The Physical Education Department is an important part of the total education experience. The New York State Education Department requires that each student participate in physical education. The Physical Education Department has developed a program to educate the individual through participation in a variety of activities in and out of school. These activities will help promote body awareness, skill development, social and emotional growth, understanding of sports rules, interest in recreational activities and an understanding of physical fitness and good health. This is brought about through a variety of experiences that can help the student recognize his/her interests, physical needs and potential.

We offer the following activities and continue to grow each year: basketball, flag football, soccer, volleyball, softball, bowling, badminton, pickleball, ping pong, weight training, aerobics, fitness testing & development, shuffleboard, orienteering, golf, team handball, broomball, speedminton, flag rugby, kickball, and other various games

**PHYSICAL EDUCATION 7/8**

2 years 1 unit of study Grade 7/8

At the 7/8 grade levels the emphasis will be on skill development, rules, body awareness and coordination, emotional control, and peer acceptance.

**PHYSICAL EDUCATION 9/10**

2 Years ½ credit each year Grade 9/10

At the 9/10 grade levels, the activities will focus more toward fitness development, continued skill development, cooperation, and self-discipline.

**PHYSICAL EDUCATION 11/12**

2 years ½ credit each yearGrade 11/12

At the 11/12 grade levels, programs will be based on competency in a variety of activities. Emphasis will be on promoting the awareness of physical activity as a constructive use of leisure time, and a means to maintain physical fitness and good health.

**LIFE & WELLNESS**

Full year ½ credit Grade 12

The objective of this course is to teach senior students various life skills that they will need to use when they go off to college and or the work field. Some of the skills include: money and budgeting skills, cooking and food skills, car maintenance, time management skills, problem solving, communication skills, and other skills.

**SCIENCE**

**GENERAL SCIENCE 7**

1 year Grade 7

This course is focused on Life Science and includes scientific inquiry, living things, the human body, genetics and evolution, reproduction, ecology, and the earth. Students are also introduced to laboratory skills, including lab safety, equipment uses, dissections, data analysis and written laboratory reports.

**HEALTH 7**

Full Year Every Other Day Grade 7

This course will explore current trends in health education. Topics discussed will include, but are not limited to: wellness with emphasis on the physical/social/mental and spiritual being, self-reflection of goals, values, and decision making, mental illness, nutrition and fitness, alcohol and drug usage. This course will be based largely on interpersonal learning.

**SCIENCE 8**

1 year Grade 8

This course builds upon the scientific skills acquired in 7th grade and includes scientific inquiry, the solar system, topics on the earth, properties of matter, energy, force and motion. There is a strong emphasis placed on preparation for high school science classes. This course is designed to review all of the major learning standards for junior high school and culminates with students taking the New York State Evaluation Test in Science for Grade 8.

**In order to receive Regents credit in any of the Regents science courses or to sit for the NYS regents exam, 1200 minutes of laboratory work is required.**

**EARTH SCIENCE – NYS REGENTS**

1 year 1 credit

This course uses an investigative approach toward learning to observe and measure geological processes, interpretation of geological history and rock correlation. Other topics will include: glacial, volcanic, and earthquake activity as well as weather and astronomy. *Successful completion of 1200 minutes of laboratory investigations and written reports are required by the New York State Regents Board. Failure to complete the laboratory component will result in disqualification from the Regents Exam.*

**LIVING ENVIRONMENT – NYS REGENTS**

1 year 1 credit Grades 9

This course covers the fundamental principles of biochemistry, cytology, genetics, evolution, human physiology, ecology, and experimental design. Completion of 1200 minutes of laboratory investigations and written reports are required by the New York State Board of Regents. *Successful completion of 1200 minutes of laboratory investigations and written reports are required by the New York State Regents Board. Failure to complete the laboratory component will result in disqualification from the Regents Exam.*

**CHEMISTRY – NYS REGENTS**

1 year 1 credit Grades 10

This course is designed for students who are interested in learning more about science and who have a wide range of mathematical and scientific abilities. Topics include matter and energy, atomic structure, bonding, acids and gases, mathematics of chemistry, equilibrium and kinetics, and organic chemistry. *Successful completion of 1200 minutes of laboratory investigations and written reports are required by the New York State Regents Board. Failure to complete the laboratory component will result in disqualification from the Regents Exam.*

*Prerequisite: Successful completion of courses in Living Environment and Geometry.*

**CHEMISTRY CONCEPTS**

1 year 1 credit Grade 10

This is an introductory course focusing more on the fundamentals of Chemistry. Students will be introduced to Chemistry concepts, terminologies and basic mathematic skills required for conversions in Chemistry, and also careers in Chemistry. Upon completion of this course, the learner should be able to: define the study of Chemistry, discuss the importance of Chemistry and its role in all aspects of life, describe essential safety rules and processes in a chemistry lab, explain basic chemistry concepts and terminologies, explore the periodic table, its elements and groups, perform basic conversions using math skills, identify the mail chemistry disciplines and explore career opportunities in chemistry and related fields.

**METEOROLOGY**

1/2 year 1/2 credit Grades 11-12

This course is the first half of Natural Hazards, the study of natural meteorological disasters. We will study the cause and nature of these disasters and how they impact society and the environment. We will also focus on mitigation strategies and create individual emergency preparedness plans for each disaster.

**GEOLOGY**

1/2 year 1/2 credit Grades 11-12

This course is the second half of Natural Hazards, the study of natural geological disasters. We will study the cause and nature of these disasters and how they impact society and the environment. We will also focus on mitigation strategies and create individual emergency preparedness plans for each disaster.

**PHYSICS**

1 year 1 credit Grades 11-12

A New York State Regents based course with strong emphasis on mathematics and problem solving. Curriculum topics include mechanics, motion, energy, electricity, waves and modern physics. Laboratory exploration and activity required. Prerequisites: Successful completion of Chemistry and Algebra II; actual scores in those courses are considered. Knowledge and use of algebra and basic trigonometry is required for success. *Successful completion of 1200 minutes of laboratory investigations and written reports are required by the New York State Regents Board. Failure to complete the laboratory component will result in disqualification from the Regents Exam.*

**FORENSIC SCIENCE**

 1 year 1 credit Grades 11-12

Forensic Science is an elective science and research course. Students will apply their background knowledge from Living Environment and Chemistry to topics including; crime scene investigation, evidence collection, hair/fiber/textile analysis, fingerprinting, DNA, blood analysis/spatter, forensic toxicology, handwriting/forgery analysis, forensic entomology, soil analysis, forensic anthropology, and ballistics. Students will be responsible for an Innocence Project research paper. There will be numerous labs. *Prerequisite- Successful completion of Living Environment and parental/guardian permission due to graphic subject matter.*

**HEALTH 10-12**

1 year ½ credit Grades 10-12

This course will explore current trends in health education. Topics discussed will include, but are not limited to: wellness with emphasis on physical/social/mental and spiritual being, relationships/sexuality, sexually transmitted diseases, media influences on health behavior, alcohol and drug usage. This course will be based largely on interpersonal learning.

**SOCIAL STUDIES**

**SOCIAL STUDIES 7**

1 year Grade 7

Year one of a two year curriculum sequence deals with the development of the United States with a focus on New York State. Topics include: first settlers in America, European exploration and colonization, the Revolutionary War period, the Constitution, and the historical development of our nation – 1800 to 1850’s. Students will complete four research projects.

**SOCIAL STUDIES 8**

1 year Grade 8

Year two of the two year curriculum sequence deals with the development of the United States with a focus on New York State. Topics include: the Civil War period, the Age of Industrialization, the Age of Imperialism, World War I, the 1920’s through 1930’s and World War II to the present. Students will complete four research projects.

**GLOBAL STUDIES I**

1 year 1 credit Grade 9

Global Studies I is the first phase of a two-year course focusing on world history and geography. Students explore a chronology from Ancient Times to the First Global Era (ending about 1750). Course instruction begins with early civilizations in Egypt and Mesopotamia, belief systems, and Classical Civilizations (Greece and Rome). Students gain an understanding of early empires and other civilizations around the globe. Students also examine issues such as cultural interactions among varied peoples and global trends. There will be a school-generated final and midterm exam, as well as various projects throughout the year to assess understanding of the course content.

**GLOBAL STUDIES II**

1 year 1 credit Grade 10

Global Studies II is a chronological study of the units of Global History which include the Middle East, Latin America, Africa, South/Southeast Asia, Western Europe, Russia/Eastern Europe, China and Japan. Global History II will examine the period from 1750 to the present. Topics within this time period include physical and historical setting; dynamics of change, contemporary nations and cultures, economic development, and the areas within the global context. The course will culminate with the NYS Regents exam in June.

**UNITED STATES HISTORY**

1 year 1 credit Grade 11

This course will analyze the socioeconomic and political concepts which have developed through American History. The emphasis is on a chronologically-organized study of U.S. History emphasizing the country as an industrial nation. Included are sections on constitutional and legal issues as well as issues of international involvement.

**PARTICIPATION IN GOVERNMENT**

1 semester ½ credit Grade 12

This course is required for graduation and will emphasize the interaction between citizens and government at all levels; local, state, and federal. The development of student participation in the processes of government is encouraged.

**ECONOMICS**

1 semester ½ credit Grade 12

This is a course in economics and economic decision-making and is required for graduation. It includes the basic economic concepts and understandings which all people need to function effectively and intelligently as citizens and participants in the economy of the United States and of the World. The students are involved in an actual small business experience sponsored by Junior Achievement with the cooperation of the local business community.

**IB COURSE DESCRIPTIONS**

**English Literature HL (Language A)**

This is a two-year study of English literature.  Students focus on literary texts, adopting a variety of approaches to textual criticism. Students investigate the nature of literature, the aesthetic function of literary language, and the relationship between literature and the world.  Students are expected to develop their proficiency, fluency, and linguistic range; in particular, they acquire vocabulary appropriate to analysis of texts. Students deepen their understanding of literary texts in order to interpret, analyze, evaluate, and then communicate their understanding in clear, organized and developed products.  The HL Literature course explores the relationships between readers, writers and texts, and the range and function of texts across geographical space and historical time. IB assessment in this course includes an individual oral assessment, a literary analysis paper of 1500-2000 words, and a final exam consisting of literary analysis and comparative essay sections.

**French or Spanish SL (Language B)**

This is a TWO-year study of an additional language (French or Spanish) designed for students with previous learning of the language.  Standard Level (SL) courses are often covered in a single year, but experience has shown that students accomplish more learning goals if they practice a second language over a longer period of time.  The course focuses on both language acquisition and development of language skills. Students study and use of a range of written and spoken materials entirely in the target language. Students advance in speaking, reading, and cultural awareness in this course, as they develop both mastery of language and intercultural understanding. IB assessment in this course includes an individual oral conversation with the teacher, and a final examination that includes a writing task, and comprehension tasks in both listening and reading.

**History of the Americas HL**

This is a two-year study of history that analyzes America’s past in a worldwide context. Course content includes all of Regents-level US History, so students can take the NYS Regents exam in US History.  IB history topics build upon that foundation, and focus on the mid-19th to the mid 20th century, including the Civil War, the US in Global Affairs, and the Great Depression.  Further studies include the international dynamics of the Cold War, the US civil rights movement compared to South African apartheid, and an exploration of authoritarian states in the 20th century.  Course requirements include advanced reading of textbooks, primary documents, and commentaries. Students are encouraged to think historically and to develop historical skills as well as retaining factual knowledge. Importantly, students develop critical thinking skills needed to develop an understanding of multiple interpretations of history.  IB assessment in this course includes the production of a 2200-word historical investigation on topic of their choice that includes an evaluation of sources, the investigation itself, and the personal reflection. There is also a final examination consisting of two essays on topics selected by the student from a set of choices.

**Psychology HL**

This is a two-year study of mental processes and behavior, which uses a multidisciplinary approach and a variety of research techniques. At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: biological, cognitive, and sociocultural. The knowledge, theories, and research that have developed in these fields will be studied and evaluated. Student will follow a holistic and integrated approach to understanding mental processes and behavior as complex, dynamic phenomena, enabling student appreciation of diversity and commonality between their own behavior and that of others. IB assessment in this course includes a student experimental study, and a final examination that includes a shorter answer questions, required essays, and essay selected from a set of given topics.

**Biology SL**

This is a one-year course with labs, involving a deep exploration of biological topics previously discussed in Living Environment. This course includes investigations that highlight cytology, molecular biology, biochemistry, genetics, ecology, biodiversity, and human physiology. Students will learn how to design and carry out their own biological investigation, while using quantitative data to support a hypothesis. Students will be asked to draw conclusions and write discussions based on various science experiments. Students will be formatting a college-level lab report and formally present their research. Students will be expected to complete the Internal and External Assessments. Internal Assessment will be a self-designed experiment with a practical portfolio. External assessment includes multiple choice, short answer and extended responses that will test a student’s data analysis ability. This course will be largely discussion based with multiple hands-on, explorative activities*.*

*Prerequisite: Living Environment, Chemistry*

**Environmental Systems & Societies SL**

This is a one-year course with labs that enables students to combine the methodology, techniques and knowledge of the pure sciences with those associated with the social sciences.  The course is grounded in both scientific exploration of environmental systems, and in exploration of cultural, economic, ethical, and political interactions of societies with the environment. The interdisciplinary nature of the course requires that students perform research and investigations, and also participate in philosophical discussions. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues. Examples of topics include  biodiversity and conservation, climate change and energy production, and human systems and resource use. IB assessment in this course includes lab report evaluation, an individual investigation of an ESS research question that has been designed, implemented, and reported by the student, and also a final exam that involves case analysis, objective questions, short answer questions, plus two essays from a choice of four.

**Mathematics Analysis & Approaches SL**

This is a one-year course that recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. It includes conventional topics that are typical of advanced mathematics (functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, such as the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important in every mathematical endeavor, but it also has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. This course is for students who enjoy becoming fluent in the construction of mathematical arguments and developing strong skills in mathematical thinking, and want to explore real and abstract applications of these ideas. Students become comfortable with the manipulation of algebraic expressions and learn to enjoy the recognition of patterns and understand the mathematical generalization of these patterns. IB assessment in this course includes a mathematics research paper, and a final exam consisting of both short- and long-answer questions. Note that half of the final exam allows no calculators.

**Visual Arts HL**

This is a two-year course in which a highly motivated student creates a body of work that demonstrates a personal understanding of student as artist.  Students create Visual Arts Journals, in which they document what they read, write, think, and question about their artistic development, including evidence of research and investigation. Art appreciation and history are essential course components. Students are encouraged to further their experiences of art and culture by independently visiting art galleries, museums and workshops, and listening to lectures by visiting artists.  In the second year, students become more self-directed as they develop a personal visual style and work towards a final exhibition. In addition to classwork, students must devote personal time working independently on art research and creating art. IB assessment in this course consists of the student’s final exhibition of works; a comparative study project that analyzes and compares different artworks by different artists, including the student’s own; and a process portfolio that contains evidence of experimentation, exploration, manipulation and refinement of a variety of visual arts activities by the student.

**The Core Class**

DP students participate in THREE components that comprise the Core, or heart, of the IB DP.  The Core class is scheduled class time for students to study the Theory of Knowledge (TOK), develop and document their Creativity-Activity-Service projects (CAS), and report on progress toward completing the Extended Essay (EE).  All Core activities extend across both the junior and senior years.

1. TOK is a course about critical thinking and inquiry into the process of knowing, rather than learning a specific content. Successful completion of TOK is a DP requirement.  TOK examines the nature of knowledge and how we know what we claim to know. It emphasizes connections between areas of shared knowledge and links them to personal knowledge so that students become more aware of their personal perspectives and how they might differ from others.  IB assessment in this course consists of an essay on a knowledge topic selected from a set of choices, plus a TOK exhibition project that involves commentaries on student-selected objects.

2. CAS enables students to grow as individuals and to recognize their roles in relation to others.  Successful completion of CAS is a DP requirement. CAS consists of: Creativity, exploring ideas leading to an original or interpretive product or performance; Activity, physical exertion or movement contributing to a healthy lifestyle; Service, collaborative and reciprocal engagement with the community in response to an authentic need. While students may have other smaller projects, they must undertake at least one CAS project of at least one month’s duration that shows initiative, perseverance, and skills such as collaboration, problem-solving, and decision-making.  A CAS student has three, formal, documented interviews with an adviser. While not formally assessed otherwise, students reflect on their CAS experiences and provide evidence of achieving the required learning outcomes in CAS portfolios.

3. The EE offers students the opportunity to compose a 4,000-word piece of independent research on a topic of personal interest.  Successful completion of the EE is a DP requirement. The topic is chosen from any of the students’ DP subjects, or in the case of the interdisciplinary world studies essay, two subjects.  The result is a major piece of formal, structured, research writing, in which ideas and findings are communicated in a reasoned and coherent manner. IB assessment in this activity evaluates the submitted essay according to five specific criteria: focus and method, knowledge and understanding, critical thinking, presentation, and engagement.

**“Summer Scholars Program for Catholic High School Students”**

To participate, choose a course from our Summer Scholar course offering (Fill out the Summer Scholar Application for our records) and submit your transcript. Qualified candidates must have a minimum high school grade point average of 87 and a PSAT or SAT score of at least 1000, or ACT score of 22. This new program will be administered through of Office of Admission at Le Moyne. **The program will specifically target ascending juniors and seniors consistent with the guidelines of our existing Summer Scholar Program.** Students will be offered the opportunity to enroll in one or two courses preselected by Le Moyne College in Summer Session II, which runs from early July through early August.  The cost will be the significantly reduced tuition rate of $300 per course for the summer of 2021.

The new *Catholic School Scholarship*of $12,500 per year at Le Moyne College will be awarded to all seniors meeting the admission criteria for the College. Receipt of this scholarship is dependent on completion of a minimum of two courses (6 credit hours) by the time of application to the college, with a 2.5 cumulative GPA at

Le Moyne College with no grade lower than a “C.” Students will be informed about the award of this scholarship at the time of admission.

Le Moyne College will continue its commitment to awarding the Simon Le Moyne Scholarship to one qualified student, from each of the Catholic Schools, with a full tuition award. This new program is a demonstration of

Le Moyne College’s commitment to our Catholic High School students at a time when the costs of private higher education are becoming a challenge for many families.  We believe in the value of the Jesuit mission in higher education and hope that this scholarship will create opportunities for many of your students who may not have otherwise had access to the quality education of our community in Central New York. If you have further questions please direct them to an Admissions Counselor at Le Moyne College who can be reached at  315.445.4300 .

Courses taken at the Summer Scholars Program do not appear on Bishop Ludden’s high school transcript.