



DE LA SALLE COLLEGIATE

BUILDERS *of* BOYS. MAKERS *of* MEN.



## CURRICULUM GUIDE

2021-2022

De La Salle Collegiate High School is dedicated to the Catholic education of its diverse students, including the poor and disadvantaged. We are a college preparatory school inspired by the spirit and tradition of St. John Baptist de La Salle, where learning takes place in the presence of God. Each student is encouraged to develop his faith, character, intellect, and morality. This mission is embodied in the school's motto: "Builder of Boys, Makers of Men."

As of 1/30/2021



## 2021-2022 School Year Academic Summary of Changes

- De La Salle Collegiate has made the decision to withdraw from the International Baccalaureate Program for the 2021-2022 school year.
- Beginning with the class of 2025, all students must take at least one year of an art and/or music credit. Students in the classes of 2022, 2023 and 2024 may take these courses as an elective but it is not a requirement.
- Beginning with the class of 2024, Physical Education/Health credits will not be waived for any reason. Upon their graduation in May 2024, all students will have to have completed 1.5 credits of Physical Education/Health.
- Courses Tentatively Added (see course descriptions for more information):
  - Honors French III
  - Advanced Placement French IV
  - Introduction to Philosophy
  - Mariology
  - Advanced Placement Language & Composition
  - Advanced Placement Psychology
  - Military History
  - The History of Music
  - Marching Band
  - Introduction to Art
  - Industrial Psychology
  - Business Analytics
  - Advanced Placement Environmental Science
  - Advanced Placement Statistics
  - Personal Finance



**NOTE: Some courses initially listed may not be actually offered depending on enrollment, demand, rooms, and teacher availability.**

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***“It’s a great day to be a Pilot!”***

# **Welcome to the De La Salle Collegiate High School**

## **2021-2022 Curriculum Guide & Academic Policies**



De La Salle Collegiate High School has a proud tradition of offering an outstanding program of academic courses, athletic programs, and extracurricular activities. This Curriculum Guide & Academic Policies provides a brief description of every course. Also included is the sequencing of courses designed for each department, as well as our major policies and procedures involving academics. Our curriculum is designed to help all students establish a broad foundation for future learning in college, in the workforce, and beyond. The entire school community is committed to helping all of our students realize their potential academically, spiritually, and athletically as they progress from entering De La Salle as boys to becoming principled young men upon graduation.

High school course selection can play a significant role in a student's future options. Designing a four-year, goal-oriented plan with a counselor is an important piece in the development of an incoming freshman. We want every student to be prepared for the future and that starts by making informed choices regarding the classes to pursue in high school. For both incoming freshmen and current students, this selection process is comprehensive and involves the student, parents, counselor, and teachers.

In keeping with our mission, vision, and values, we expect all of our students to:

- Accept responsibility for their learning, decisions, and actions;
- Invest their best effort in their academic and co-curricular activities;
- Treat others with consideration and respect;
- Conduct themselves in a way that contributes to a safe and orderly atmosphere while ensuring the rights of others.

~ We look forward to a great and rewarding school year! **Go Pilots!!!** ~



## MISSION STATEMENT

De La Salle Collegiate High School is **dedicated** to the **Catholic** education of its diverse students, including the poor and disadvantaged. We are a college preparatory school **inspired** by the spirit and tradition of **St. John Baptist de La Salle**, where learning takes place in the presence of **God**. Each **student** is encouraged to develop his faith, character, intellect, and morality. This mission is embodied in the school's motto: "**Builder of Boys, Makers of Men.**"

## VISION

- ★ De La Salle Collegiate High School will provide a safe, respectful, and inviting educational Lasallian environment that prepares our students to be literate, faith-oriented, and productive citizens ready for the 21st century.
- ★ The faculty and staff of De La Salle will foster an environment that promotes the academic, spiritual, physical, and emotional growth of each student.
- ★ De La Salle will be an institution with high expectations where students grow academically, socially, and spiritually through the support of its dedicated faculty.
- ★ We will reinforce and hold dear the Lasallian traditions and values that have made our school unique for generations of students.
- ★ Respecting each student's particular learning needs and learning styles, De La Salle will provide a stimulating academic environment, strong extracurricular opportunities for all, supporting our belief in maximizing each student's present and future potential.

## VALUES

- ★ We will continue to promote the Lasallian value of respect for others throughout the school by addressing the issues of bullying and intolerance.
- ★ We will encourage our students to be more accountable and responsible for their academic achievement, particularly in the area of integrity.
- ★ We will continue to refine our leadership teams and departmental collaboration in order to improve our professional learning community.
- ★ We will continue to promote the FAST (Freshmen Achievements Starts Today) and SAIL programs for those students who are in need of support.
- ★ We will continue to promote daily classroom prayer.

## Lasallian Education and Service For Others



As a Christian Brothers' High School, De La Salle Collegiate continues in the Catholic traditions of the innovative educator [St. John Baptist de La Salle](#), who founded the Brothers of the Christian Schools. De La Salle engages in programs in which students' personal, social and religious values may take root and in which students may grow in mature attitudes and behavior in all human relationships.

DLS strives to foster an environment of faith that produces a reciprocal respect among all persons in the community and to establish an atmosphere in which community members may openly bear witness to the Gospel values and a preferential option for the poor.

De La Salle Collegiate believes in the power and strength of community building, and shared service experience. It is our intention that each student be given opportunities to experience the qualitative aspect of service bearing witness to what Jesus calls the two greatest commandments: to love God and to love your neighbor as yourself (Matthew 22:37-39).

De La Salle's service program strives to increasingly expose students to various community needs and provides opportunities to engage in short and long-term remedies to those needs, including significant direct contact with the needy.

## Academic Philosophy

The rigorous academic program, combined with the spiritual, moral, physical, and social programs offered at De La Salle Collegiate, helps to form well-rounded young men as they prepare for college and beyond in the Lasallian tradition. Students follow a challenging program to develop skills in critical thinking, communication, and learning. Technology tools and writing are incorporated throughout the curriculum to enhance research, idea development, and presentation skills. Students are encouraged to be inquisitive and open to growth, thus discovering and exploring new ideas and issues. Our highest priority is to offer outstanding teaching in all our courses. De La Salle is characterized by the continual development of excellence in the classroom, the recognition of multiple ways of learning, and the accessibility of the staff to our students.

The first steps toward graduation are taken in the ninth grade when a student begins earning credits. Students and their parents should keep the graduation requirements in mind when selecting courses each term. The graduation requirements for De La Salle students listed below are *the minimum*. It is the responsibility of students to meet with their counselor to ensure course work meets the requirements of their prospective college choice(s). The counseling department readily assists parents and students navigate curricular and extra-curricular choices toward eventual college acceptance.

To meet De La Salle's minimum graduation requirements, a student must have earned a total of 26 credits in grades 9 through 12 that include the 23 required credits listed below plus at least 3 elective credits. Students enrolled into the Freshmen Achievements Starts Today (FAST) program require at least 23.5 credits. International students are required to take at least 21 credits. All students must attend classes at DLS for the entire day and take a full class load each year.

### Senior Status:

No student can be considered a senior unless he can meet all of the graduation requirements within the regular school day and current school year. There are three criteria to determine graduation eligibility: 1) Number of credit hours earned, 2) Credit in requisite coursework and service as delineated, and 3) Passing semester grades in all courses. Students may not graduate early. Students will not be considered a graduate until all exams are completed and passed for credit (D- and higher).

	Freshmen	Sophomore	Junior	Senior
Required Min. Credit Hours	7.0	7.0	6.0	6.0
Grade Level Credit Hours	0 – 7.0	7.0 – 14.0	14.0 – 20.0	21.0+

\*Seniors enrolled in three (3) or more AP courses are only required to take five (5.5) credits. This may include one (1) AP course from their junior year.



## GRADUATION REQUIREMENTS

Subject Area	Description
ENGLISH <b>4.5 Credits</b>	<ul style="list-style-type: none"> <li>• Mandatory subject for all four years.</li> <li>• Includes Freshmen Seminar &amp; Reading.</li> </ul>
MATHEMATICS <b>4 Credits</b>	<ul style="list-style-type: none"> <li>• Mandatory subject for all four years.</li> </ul>
THEOLOGY <b>4 Credits</b>	<ul style="list-style-type: none"> <li>• Mandatory subject for all four years.</li> </ul>
SCIENCE <b>3 Credits</b>	<ul style="list-style-type: none"> <li>• Mandatory subject for the first three years.</li> </ul>
SOCIAL STUDIES <b>4 Credits</b>	<ul style="list-style-type: none"> <li>• Mandatory subject for first three years, and</li> <li>• Economics (junior or senior year),</li> <li>• U.S. Government (junior or senior year).</li> </ul>
FOREIGN LANGUAGE <b>2 Credits</b>	<ul style="list-style-type: none"> <li>• Must be the same language, consecutive years.</li> <li>• Students enrolled into ESL are not required to learn a third language.</li> <li>• FAST students enroll during their sophomore and junior years.</li> <li>• 2 years of American Sign Language via Clintondale Virtual School is acceptable if pre-approved.</li> </ul>
HEALTH & PHYSICAL EDUCATION <b>1.5 Credits</b>	<ul style="list-style-type: none"> <li>• One-half PE credit in freshmen year.</li> <li>• One-half PE credit in sophomore year.</li> <li>• One-half credit of health in sophomore year.</li> </ul>
ART/MUSIC <b>1 Credits</b>	<ul style="list-style-type: none"> <li>• Beginning with the Class of 2025, one year of art and/or music is required for graduation.</li> </ul>
ELECTIVES <b>3 Credits</b>	<ul style="list-style-type: none"> <li>• Various courses.</li> </ul>



## Registration

Registration for new classes is an exciting time! It is a time of many important decisions regarding the student's educational program and realizing his potential. This guide was developed to assist students and their parents in planning their high school curriculum. Students and parents should review the course offerings carefully and give deliberate thought to the student's aptitude, interests, and plans for the future as they select courses. Parents and students should also be aware that not all courses may be available depending upon resources (teachers, rooms, and demand). Final course schedules are determined by student enrollments and the master schedule. DLS will do everything possible to assist students in reaching their goal of graduating on time; however, it is the responsibility of students and parents to make sure they have the number and type of credits necessary to graduate. The counselors are a valuable asset in this endeavor. As students register for their senior year, they should make certain that they are taking enough credits and types of courses to graduate. If they are unsure of the number or type of credits needed for graduation, students and parents should contact their counselor.



Teachers and counselors recommend course placement based on a student's abilities, past performance, and preparation. Course selection should be based on a student's aptitudes, interests, and career goals. Students should review their achievement records and discuss their strengths and weaknesses with teachers, counselors, and their parents when deciding future courses. Parents, teachers, and counselors can help in the selection of courses that are meaningful, useful, and appropriate. **It is required that our students meet with their counselors to review their course requests.** The counselor and student will advise the parents of any changes to the course requests along with the rationale behind the change. Students, with the aid of counselors and teachers, will follow a program of studies that take into account graduation requirements, scholastic ability, post-high school educational plans, special interests, and the nature and requirements of individual courses.

As a matter of policy, equity, and scheduling constraints—we regret requests for particular teachers cannot be honored. Students are limited to the number of credits they may request due to constraints of scheduling, space, and teachers available in any given year.

Courses are offered on three levels: 1) Level One: Traditional College Preparatory, 2) Level Two: Honors and 3) Level Three: Advanced Placement (AP)

## Advanced Courses **Honors, Advanced and Advanced Placement (AP)**

### **English**

Hon. English Literature/Composition 9  
Hon. English Literature/Composition 10  
Hon. American Literature  
AP English Language and Composition  
AP English Literature and Composition

### **Foreign Language**

Hon. Spanish I, II, & III  
Hon. French III  
AP French IV  
AP Spanish IV

### **Social Studies**

Hon. World Contemporary Studies  
Hon. American History  
AP European History  
AP Microeconomics  
AP U.S. Government  
AP U.S. History  
AP Human Geography  
AP Psychology

### **Mathematics**

Hon. Modern Geometry  
Advanced Geometry  
Hon. Algebra II and Trigonometry  
Advanced Algebra II and Trigonometry  
AP Calculus AB  
AP Calculus BC  
AP Statistics

### **Science**

Hon. Biology  
Hon. Chemistry  
Hon. Physics  
Hon. Human Physiology & Anatomy  
AP Biology  
AP Chemistry  
AP Physics 1  
AP Environmental Science

### **Business & Technology**

Hon. Banking  
AP Computer Science Principles

Students seeking enrollment in **any** Advanced Placement course is required to submit an application for each AP course desired. These forms are available in the counseling office beginning in January and must be approved by a recommending teacher, counselor, parent and student.

Students are encouraged to request Honors, and Advanced Placement courses to be better prepared for college entrance exams and college itself. Students must be enrolled in the Advanced Placement program in order to take the end of course exam for potential college credit. **All students who enroll into an AP course are required to take the exam**, except for Spanish and French. The Spanish and French teachers recommend individual AP students based upon their professional assessment of the student's readiness. The foreign language teacher, parent, and student must sign an agreement in order to take the AP foreign language exam by the day after Martin Luther King, Jr. Day in January.

The College Board requires an exam fee for each AP test taken. The amount increases nominally each year (the May 2021 fee is \$94 per test) and is billed separately, usually in January. Students wishing to take more than three AP courses in one year require the administration's approval in advance of registering.



A student may be permitted to take an AP exam if he originally requested the course during the requesting period (usually the previous February), but was unable to be scheduled for the course due to a scheduling conflict. A student may be permitted to take an AP exam if the course is not offered at DLS and he has demonstrated a propensity to pass the exam based upon his academic performance at DLS as well as being disciplined to complete the preparation work. In either case (scheduling conflict or course not offered), a written request for an exception to policy to take an AP exam must be made by the student and parent to the department leader no later than October 30th of that particular school year. The department leader and assistant principal will then make the final determination and advise the student. If approved, the student shall submit a non-refundable check payable to De La Salle Collegiate High School for the fee associated with taking the exam.

Enrollment in Advanced Placement courses requires a substantial amount of daily preparation and commitment. Students will be expected to complete their assignments and maintain an academic standard. To that end, all students enrolled in ANY AP class is required to carry a "C" or better average throughout the duration of the course. Any student with a failing grade ("F") at the conclusion of any quarter will be removed from the course and placed in an appropriate replacement course. Similarly, any student with a "D" average may also be removed from the course dependent on a review with the teacher, counselor and Academic Assistant Principal.

By choosing to register for classes at De La Salle, both the parents and the student agree to abide by the letter and the spirit of all De La Salle's Academic Policies and Procedures contained herein.



## New Students

### Incoming Freshmen

DLS conducts complete registration for the incoming freshmen class during an evening session at the school in March of 2021. Reviewing this curriculum guide in advance is well worth the time.



The scheduling review process will include curriculum recommendations for parents to consider from admissions and a counselor to provide insight and suggestions. Incoming freshmen course requests are considered final upon completion of the evening's registration program. The admissions department stands ready, throughout the process, to answer any question or provide assistance for parents and students.

We have found that students who have a B average and achieved a sub-score 75 or higher in the High School Placement Test are more likely to succeed in the corresponding subject area's honor level courses. The content of College Preparatory and Honors classes differs in the pace, depth, and increased individual student responsibility for their own learning.

Students who received an "A" for their final foreign language grade in 8<sup>th</sup> grade may request, through the admissions director, to take DLS's end of year exam to place out of the first foreign language year if the student demonstrates mastery as determined by the foreign language department leader. The test must be taken in June prior to the end the DLS school year. The department leader will make the determination and the admissions department will notify the family. The constructive credit, while counting toward graduation, will not be used in computing the GPA. Placement into year two of the language is predicated on two factors and should not be considered an automatic schedule request adjustment: 1) Passing the examination, and 2) The actual ability to schedule the student into the advanced course as determined by the master schedule.

## Transfer Students



As with incoming freshmen, transfer students (regardless of grade level) are registered through the admissions department in much the same manner as the incoming freshmen. Transfer students provide their transcripts and report cards to facilitate the best potential course selections as possible under the presumption the student will graduate from DLS while meeting the school's graduation requirements. Every attempt will be made to schedule the student into the courses that are required to graduate. The admissions department can provide answers to questions relating to the transfer. As a matter of policy, all students new to DLS are on a one semester probationary status in terms of academic performance, attendance, behavior, and the student code of conduct. Acceptance of transferred credits and/or course placement rests with the administration.

## International Students

All international students are required to be proficient in English speaking, reading, and writing. Applicants must have either a minimum score of 54 on the Secondary Level English Proficiency (SLEP) exam or a minimum score of 59 on the Test of English as a Foreign Language (TOEFL) test. Students are evaluated upon English proficiency scores, academic grades, and recommendations.



The school reserves the right to require a language proficiency re-test at De La Salle of any international student at the student's expense. A student who falls below the aforementioned minimum scores may be withdrawn by the school. Any expenses (i.e. return to home country) will be the responsibility of the family and not the school.

International students from non-English speaking countries have a modified curriculum to better situate them for success as they transition into De La Salle. During the first semester, they will have a reduced course load to better focus on language assimilation and coursework expectations. The students will still identify a full course load during initial registration, but may not begin attending certain courses until their second semester. The first semester will be the transition term. These students will be scheduled for English as a Second Language, mathematics, science, English, and SAIL (see course description later in the guide) to provide them time to acclimate. The second semester course work will add theology and social studies and any other electives. Students may wish to hire a private tutor to help support their further academic needs.

As English is a second language for the student, they will have already met the foreign language requirement de facto and will be waived from learning a third language unless they choose to do otherwise.



## Current Students

Over the years, we have refined our registration process to the point of establishing a quality process that meets everyone needs. The typical timeline and major events are:

- January:** Next year's course descriptions and curriculum guide published.  
Teachers make recommendations to students for next year during their classes.  
Counselors discuss course requests with students.  
Students discuss choices with parents, teachers, and counselors.  
Instructions for how to request classes online posted to website.
- February:** Online course requests opens for 5 school days.  
Online course requests close. Those not complete are placed on waiting list.  
Course requests reviewed by departments for appropriateness (grades, potential, and prerequisites).  
Counselors resolve any discrepancies with parents, students and teachers.  
Counselors adjust any course requests accordingly.
- March:** Incoming freshmen register course requests with counselors. They are considered final once submitted.  
Needs assessment and resource planning (teachers, materials, rooms), budgeting, allocation begins.  
Course request verification distributed. Requests are not guaranteed, but DLS has over a 95% success rate of all first choices being scheduled.  
Counselors resolve any discrepancies with parents, students and teachers.  
Course registration process closed and requests considered final.  
Work on the master schedule begins.  
Alternate request choice(s) may be required due to changes in course availability.
- June 30:** Infinite Campus temporarily shut down for scheduling work.
- August:** Schedules are available online (Infinite Campus) and mailed out.  
Infinite Campus access restored.

Current students register for following year's courses in February online via Infinite Campus after they have had the opportunity to learn about course content and expectations via the teachers, counselors, and consultation of the curriculum guide in conjunction with their parents. Instructions for registering online are available on the school's website or from the counselors. If a student or parent does not have access to the Internet either at home or public library, please contact a school counselor for

registration assistance. Parents should carefully review course requests with their son to ensure they understand the rationale behind the request before giving their parental approval. If parents have any questions or problems, they should contact their son's counselor.

Freshmen or sophomore students who request an elective will **not** be able to take PE due to not enough periods in a day (scheduling limitations). However, freshmen will still be required to complete his PE/Health requirement before graduating. Freshmen may not be enrolled into the "Freshmen Seminar" and sophomores may be able to take "Health."

After the course request deadline passes, the teachers, departments, and counselors will review the requests along with current and past academic performance and prerequisites. If there is a difference in what the parent/student requested and the professional recommendation of the staff, the counselor will contact the family to provide advice and if need be, require a placement waiver request. Course request confirmation notices are distributed thereafter (sophomores, juniors, and seniors) and the counselors must be contacted within 5 school days of receipt if there are any additional concerns. **After the course request and verification processes are completed, all course request selections are considered final and cannot be changed due to the master scheduling process.**

The final decision for course offerings, student placement, and course changes rest with the school administration. Student schedules are considered final for the entire year once the master schedule is complete and the schedules published.

***It cannot be overly emphasized about the importance of careful review before deciding which appropriate courses (and level) to request from the onset!***

## Orientation

All orientation sessions are critical to starting the year off ready and complete. Student orientation is scheduled during the week before the first day of classes for students and is considered a school day for attendance. Seniors, juniors, and sophomore's orientation will typically be on the same day and last approximately 90 minutes. More information can be found on the school's website. All students, except the freshmen, are expected to be in dress code (including haircuts) for orientation.

The freshmen orientation is more robust to welcome them to De La Salle and to get them acclimated to the school. Freshmen may dress down due to the nature of some of their orientation activities but are still expected to have proper haircuts. Student schedules, along with other informative materials are disseminated online via Infinite Campus between August 1<sup>st</sup> and 15<sup>th</sup> of each year. If a student wishes, they may



go to the counseling office to request a printed copy of their schedule for a nominal fee to cover paper and toner. Students are encouraged to review both semesters of their schedules carefully once they receive them.

## Advisory

Advisory is designed to help every student establish meaningful connections with peers and teachers alike, all in the spirit of St. John Baptist de La Salle. The Teacher Advisor for Advisory remains the same for a student's entire high school career. In that way, the advisor becomes very familiar and knowledgeable about each and every student, both as a person and as a learner. The program builds a sense of community among students and provides an opportunity for academic advising, assistance, and mentorship. Parents are encouraged to keep in active contact with their son's Advisor throughout the year.

## Technology



De La Salle is committed to leveraging instructional technologies to improve student learning. It is a deliberate decision measured upon educational best-practices rather than what is the latest sensation. The school has a dedicated Wi-Fi network and encourages the use of technology for learning. We continue to discover new ways in which to use technology in and out of the classroom.

One of the viable resources is Google and their suite of capabilities for education in terms of collaboration and ease of use. Each student is provided a De La Salle Google account and is expected to utilize the account for communication with teachers as well as for completing assignments using Google Documents and Google Classroom.

Each student has received access to the following tools:

- **Google Classroom:** Classroom is a free web-based platform that integrates their Google Apps for Education account with all your Google Apps services, including Google Docs, Gmail, and Google Calendar. Classroom saves time and paper, and makes it easy to distribute assignments, communicate, and stay organized.
- **eMail:** A secure email address dedicated for school, which teachers can send announcements and students can collaborate on assignments with one another.
- **Calendar:** Students can organize their schedules and share events and calendars with others.



- **Google Drive:** Share documents, spreadsheets, and presentations. Collaborate in real-time with classmates or teachers. Tip: You can add the Google Drive App to your mobile devices and have it synced to your Google Drive!
- And a host of other Google web-based applications ☺



## Devices

Students are required to purchase and bring their own Chromebooks to school each day. No other laptop or tablet is acceptable.

Technology use in the classroom is at the discretion of each teacher. It is incumbent on the student to ensure they understand the acceptable use and protocols of each of their courses as well as the overall school policies. Students are expected to give their full attention to learning while in the class. Hence, students are not permitted to access any technological device unless the teacher specifically gives them instructions to do so and in what manner.

Further, since all students will be using Chromebooks, smartphones will be prohibited in the classroom unless the lesson specifically calls for a smartphone.

## Technology Resources

The TARMAC has access to Chromebooks and printers. The TARMAC has access to the J-STOR database. JSTOR is a digital library that includes books and primary sources, and current/back issues of journals. It provides full text searches of almost 2,000 journals. Please see the [TARMAC website](#) for more information.

Each classroom is equipped with interactive whiteboards, LCD projectors, and DVD players with a dedicated sound system. The students and teachers can display programs, videos, presentations, et cetera on these interactive boards with special markers. These items allow students to collaborate, teacher to make learning more engaging, and promote higher levels of deeper learning.

## Parent Partnerships

Parents, teachers, and counselors are partners in helping to realize each student's potential. Active communication is key in this process. In short, more frequent communication is better! Research shows that students do better in school when parents talk often with teachers and become involved in the school. There are number of ways that parents and teachers can communicate with each other, rather than relying on just the scheduled parent-teacher conferences. Close communications between parents and teachers can help students. The following are just a sampling of important tools to help in establishing and building strong relationships between adults for the betterment of the students.

### Parent Teacher Conferences

Parent Teacher conferences (PTC) offer one of the best opportunities for both parents and educators to establish a partnership, which can lead to academic success and setting the tone for positive communication. DLS conducts conferences in the fall (usually October). Sessions are by appointment (sometimes student-led depending on the teacher) and reduce the stress of trying to wait in line on a first come, first serve basis. Feedback has been overwhelmingly positive. The meetings ideally allow enough time for the student, teacher, and parents to meet to discuss learning and work habits. If additional time is needed, please feel free to schedule a follow-up meeting or phone call with the respective teacher or counselor.

### Teacher Course Web Pages

Each teacher creates, uses, and maintains a Google page for their classes. The webpage is a tool that is another strand toward improving communication between parents, students, and teachers. This is a great way to stay informed about what is going on in the class. In fact, teachers maintain a calendar on their sites with assignment due dates to assist in staying up to date and seeing what is coming ahead. Each teacher's site is their primary tool for instructional purposes. Teachers utilize it for each of their courses to provide materials and assignments associated with their classes. It is also an excellent way to stay caught up in course content, as well as seeing what is ahead.

### Infinite Campus (Grades, Attendance, and Conduct)

Whereas Google is the primary tool for class assignments, Infinite Campus provides valuable information about each student's grades, class attendance, and class conduct almost as soon as inputted by the teacher. Parents are highly encouraged to stay informed by checking this resource often. It is presumed that both students and parents will actively monitor their learning as accessed via Infinite Campus

on a frequent basis. Student and parents receive their access passwords and particular during their freshmen year in a separate document. The technology department can assist anyone who may have forgotten their password.

Infinite Campus, unfortunately, is unavailable annually from July 1 through August 1 for master scheduling purposes so please plan on accessing any grades, conduct, or attendance information before July 1<sup>st</sup>. Enrolled students have access to Infinite Campus from their first day of school as a freshman (or transfer student) through June 30 of their senior year. After June 30, all senior accounts are closed.

## **Physical Education**

Instruction in Physical Education is offered for freshmen and sophomores. Exemptions for physical disability require a doctor's certificate. If a student requires an exemption from a gym class because of a temporary ailment, he must present a note from his parents to his counselor before the gym period. The teacher will cover dress requirements on the first day of class. There is not a prescribed uniform to purchase. Students are not to use the locker room, weight room, or gym unless properly supervised by the teacher. If a scheduling conflict precludes the scheduling of a physical education course, the graduation requirement will be waived.

## **Non-DLS Courses**

### **Dual Enrollment**

Getting college credits while in high school is highly encouraged! DLS suggests to all students to maximize their educational opportunities. We have an informal arrangement for courses taught outside of high school hours with the University of Detroit-Mercy. Students are allowed to take up to 10 dual enrollment classes in grades 9-12. This opportunity falls within Michigan's Public Act 160, the Postsecondary Enrollment Options Act. The stipulations are:

1. The college class must not be offered at De La Salle.
2. The college course must lead towards postsecondary credit, accreditation, certification and/or licensing.
3. Students earned a qualifying score on the ACT, PSAT, or Michigan Merit Exam in the subject that is consistent with the content area of the college class.

Assessment	Usual Grade	Text Section	Content Area	Min Score
PSAT 8/9	9 <sup>th</sup>	Mathematics	Mathematics	TBP
		Reading	Reading	TBP
		Science	Science	TBP
		English	English	TBP
PSAT/NMSQT	10 <sup>th</sup>	Mathematics	Mathematics	500
		Evidence Based Reading & Writing	Reading	500
PSAT/NMSQT	11 <sup>th</sup>	Evidence Based Reading & Writing	Reading/Writing	500
		Mathematics	Mathematics	500
ACT	11 <sup>th</sup>	Mathematics	Mathematics	22
		Reading	Reading	21
		Science	Science	24
		English	English	18
SAT	11 <sup>th</sup>	Evidence Based Reading & Writing	Reading/Writing	500
		Mathematics	Mathematics	500

4. De La Salle will recognize only the content area courses in which a student attained the minimum qualifying score. Students may enroll into non-tested area courses to attain college credit only as long as it is not listed in #5 below.
5. Courses that are considered hobby, craft, recreational or a course that is in the areas of physical education, theology, divinity, or religious education, are not eligible.
6. Fixed number of courses permitted is based upon:
  - a. A student who first enrolls in a postsecondary course in grade 9 is limited to two courses in his first, second, and third academic year and not more than four courses during the student's fourth academic year.
  - b. A student who first enrolls in a postsecondary course in grade 10 is limited to two courses during his first academic year and not more than four courses during their third and fourth academic years.
  - c. A student, who first enrolls in a course when the eligible student is in grade 11 or 12, is limited to six courses during either of those academic years and may not exceed the maximum of 10 courses over two years.
7. The post-secondary institution is in Michigan and has agreed to accept dual enrollment students. Each institution may set its own additional readiness indicators.

8. At least one parent or legal guardian must reside in Michigan.
9. Students must be enrolled in both De La Salle, be taking at least one class at De La Salle, and enrolled in the eligible post-secondary institution during the school's regular academic year (late August through mid-June). Summer courses are not eligible.
10. Students are expected to be at De La Salle for their scheduled courses.
11. Eligible courses are only for postsecondary credit and cannot receive high school credit for the courses.
12. Dual enrollment courses are not factored into the De La Salle GPA or listed on transcripts. Students are responsible for having any post-secondary transcripts sent to colleges and provided to De La Salle.
13. Student and parents must meet with their counselor beforehand to complete required forms, discuss readiness, tuition support, procedures, and policies.

The Michigan Department of Treasury will pay the nonpublic school student's tuition for postsecondary courses, with caveats. The eligible charges include tuition and mandatory course fees, material fees, and registration fees required for enrollment in the course. Eligible charges do not include transportation or parking costs or activity fees. As in the past, a student who fails to complete a paid postsecondary course is responsible to repay the State the fees/tuition not refunded by the postsecondary institution. This includes when a student does not successfully complete a course taken exclusively for postsecondary credit. The tuition rates for De La Salle remain in effect and are not adjusted.

Please contact your counselor if you believe you are eligible and interested in dual enrollment for the following school year. More information is available at the Michigan Department of Education [Dual Enrollment](http://tinyurl.com/MIDualEnrollment) at <http://tinyurl.com/MIDualEnrollment> or the [Frequently Asked Questions](http://tinyurl.com/DualEnrollmentFAQ) at <http://tinyurl.com/DualEnrollmentFAQ>.

## Online Learning

DLS will accept (and place on transcripts) online courses from [Clintondale Virtual High School](#) (at the family's expense) if they are not offered at DLS or a scheduling conflict precluded the course from being taken. Regardless of the courses selected, pre-approval is required during the registration process each February for the next school year. Please contact the counseling department for further information.

New incoming freshmen students may enroll into American Sign Language (at their expense) as their foreign language requirement. The course grades and credits will be included on the student's transcripts, but will not be included in the DLS GPA calculations. Students must be preapproved and utilize [Clintondale Virtual High School](#). Incoming freshmen students must coordinate with their counselors in advance during the course requests registration process. Further, their counselor will serve as their mentor for the course and monitor/report progress. The required two credits must be completed by the first day of the June exams in their junior year in order to be utilized for constructive graduation credit. Students who fail to complete the course will be required to recomplete the two credits of a foreign language via the Clintondale Virtual High School (at their expense) before being eligible for graduation.

## Academic Recognition

### Honor Roll

Academic honor certificates are presented to students whose semester grade point average is 3.3 (B+) or higher. An honors convocation is typically held in both the first semester and second semester. Students with a B+ average in the semester preceding the convocation are invited, as well as students who have earned awards in extracurricular activities such as debate, band, and school publications.

### National Honor Society

Membership in the National Honor Society is an honor bestowed upon a student. Selection for membership is by a faculty committee and is based on outstanding scholarship, character, leadership and service. Students must be in grades 10, 11 or 12 and have attended De La Salle Collegiate for a minimum of one semester to be eligible. Sophomores and juniors have one academic year to complete the requirements and turn in the NHS application before exams. Seniors will have from August to December to complete and hand in the NHS application for acceptance. All information for acceptance into the National Honor Society can be found on the application. The

minimum cumulative GPA is 3.500. Students must reapply each year for acceptance to NHS.

### Senior Recognition

Senior final class rankings and superior academic recognition (Cum Laude, Magna Cum Laude, and Summa Cum Laude) are tentatively based on the 7<sup>th</sup> semester and ultimately determined by a student's semester grades. Hence class rank and laude status may change based upon the student's final semester performance.

### Valedictorian and Salutatorian

Students' cumulative GPA up through their 7<sup>th</sup> semester grades determines valedictorian and Salutatorian for the graduation ceremony. Valedictorian and Salutatorian candidates must have spent at least 3 full years in DLS. Final status is determined by student's semester grades at the end of their senior year.

### Cum, Magna, and Summa Laude

DLS recognizes three levels of high academic distinction at graduation that is noted on the official transcripts: 1) Cum laude (which means "with praise"), 2) Magna cum laude (which translates to "with great praise"), and 3) Summa cum laude (which translates for "with highest praise").

Tentative awards are initially determined by a student's cumulative GPA through his 7<sup>th</sup> semester and subsequently identified in the graduation program. The final recognition is determined by the student's graduating cumulative GPA after completing his 8<sup>th</sup> semester. Qualifying cumulative GPA (there is no rounding of numbers) for each level are:

- Cum Laude: 3.300 – 3.599 (Light Blue honor cords awarded at graduation)
- Magna Cum Laude: 3.600 – 3.899 (Silver honor cords awarded at graduation)
- Summa Cum Laude: 3.900 + (Rusted Gold honor cords awarded at graduation)

### Cum, Magna, and Summa Laude

Awarded at graduation, students must have maintained a cumulative grade point average of at least 3.75 in the mathematics, English, social studies, foreign languages, and laboratory sciences during their 10<sup>th</sup>, 11<sup>th</sup> and the first semester of the 12<sup>th</sup> grades.

## Departmental Graduation Merit Awards & Spring Honors Convocation

Each department recognizes the top senior student(s) during graduation for how well they achieved in that particular department's coursework over the course of the senior's high school career up through their 7<sup>th</sup> semester. Traditionally, there is only one student for each of the merit positions; first and second. Each department has defined criteria for first in merit recognition. Second in merit recognition uses the same criteria and usually is the student scored second to the one in first place. The department leader resolves ties. Individual departmental merit awards will not occur if there are not any candidates who meet the evaluative criteria.

The Spring Honors Convocation is designed to recognize other outstanding students and their academic accomplishments through their seventh semester. Any questions regarding the criteria should be directed to the department leader. The criteria listed below are for first in merit and Spring Honors Convocation:

DEPARTMENT	MERIT AWARD	HONORS CONVOCATION
Business	<ul style="list-style-type: none"> <li>· Highest Business GPA in at least two years of business courses</li> <li>· Business Club (Stock Market Club or DECA) leadership position</li> <li>· Demonstrates leadership, responsibility, and academic excellence.</li> </ul>	<ul style="list-style-type: none"> <li>· Enrolled in at least two semesters of business courses</li> <li>· At least 95% average in business courses</li> <li>· Participation in business extracurricular activities</li> </ul>
Drama		
<i>-Performance</i>	<ul style="list-style-type: none"> <li>· Senior with a leading role in at least one WAMS Production</li> <li>· Demonstrates leadership, responsibility, and academic excellence.</li> </ul>	Not Applicable
<i>-Technical</i>	<ul style="list-style-type: none"> <li>· Senior, with at least one year as a WAMS crew chief, or stage manager</li> <li>· Demonstrates leadership, responsibility, and academic accomplishment</li> </ul>	Not Applicable
English	<ul style="list-style-type: none"> <li>· Highest English GPA for the first 3.5 years</li> <li>· 3rd marking period of senior year being a tie breaker as needed</li> </ul>	<ul style="list-style-type: none"> <li>· Minimum 98% in World Literature</li> <li>· Minimum 92% in AP English</li> </ul>



DEPARTMENT	MERIT AWARD	HONORS CONVOCATION
Fine Arts		
-Instruments	<ul style="list-style-type: none"> <li>Consistently high performance</li> <li>Diversity of in school and/or outside music experience (i.e., students involved in multiple groups)</li> <li>Demonstrated leadership qualities, and general excellence in the area of music</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 2 years experience in performing group</li> <li>Minimum grade of 95% in performing group</li> <li>Participation in outside musical experiences</li> </ul>
-Studio Art	<ul style="list-style-type: none"> <li>Highest Art Dept. GPA for the student's <u>senior year</u></li> <li>Minimum of two years of studio classes</li> <li>Work ethic within the art classes used to break the ties as needed</li> </ul>	<ul style="list-style-type: none"> <li>Minimum cumulative art GPA 3.3</li> </ul>
-Vocal	<ul style="list-style-type: none"> <li>Consistently high performance,</li> <li>Diversity of in-school and/or outside music experience (i.e., students involved in multiple groups)</li> <li>Demonstrated leadership qualities, and general excellence in the area of music</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 2 years experience in performing group</li> <li>Minimum grade of 95% in performing group</li> <li>Participation in outside musical experiences</li> </ul>
Foreign Language		
-French	<ul style="list-style-type: none"> <li>Highest class average</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 92%</li> </ul>
-Spanish	<ul style="list-style-type: none"> <li>Highest class average in AP Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 92% Spanish III</li> <li>Minimum 92% Spanish IV</li> </ul>
Math	<ul style="list-style-type: none"> <li>Enrolled in AP Calc AB or AP Calc BC or IB Math</li> <li>Semester Grades in all math courses thru 7<sup>th</sup> Semester</li> <li>Math competition scores</li> </ul>	<ul style="list-style-type: none"> <li>Must have been an Hon., advanced, AP course</li> <li>Minimum class grades: <ul style="list-style-type: none"> <li>-Hon Pre-Calc 95%</li> <li>-AP Calc AB 92%</li> <li>-AP Calc BC 92%</li> </ul> </li> </ul>
DEPARTMENT	MERIT AWARD	HONORS CONVOCATION
Science		

DEPARTMENT	MERIT AWARD	HONORS CONVOCATION
- <i>Biology</i>	<ul style="list-style-type: none"> <li>· Highest grade average in the course</li> <li>· Outstanding Lab Work</li> <li>· Exemplary Character and behavior</li> <li>· Leadership role in classroom discussions</li> <li>· Good attendance</li> </ul>	<ul style="list-style-type: none"> <li>· Minimum 95%</li> </ul>
- <i>Chemistry</i>	<ul style="list-style-type: none"> <li>· Highest grade in course</li> <li>· Outstanding lab work</li> <li>· Exemplary Character and behavior</li> <li>· Leadership role in classroom discussions</li> <li>· Minimum number of absences</li> </ul>	<ul style="list-style-type: none"> <li>· Minimum 95%</li> </ul>
- <i>Astronomy &amp; Ecology</i>	Not Applicable	<ul style="list-style-type: none"> <li>· Minimum 95%</li> </ul>
- <i>Physics</i>	· Highest grade average in the AP courses	<ul style="list-style-type: none"> <li>· Minimum 95% AP Physics 1</li> <li>· Minimum 95% Hon Physics</li> </ul>
- <i>Honors Anatomy &amp; Physiology</i>	Not Applicable	<ul style="list-style-type: none"> <li>· Minimum 95%</li> </ul>
DEPARTMENT	MERIT AWARD	HONORS CONVOCATION
Social Science	<ul style="list-style-type: none"> <li>· Minimum of two AP classes</li> <li>· Highest GPA for the first 3.5 years</li> <li>· 3rd marking period of senior year is tie breaker</li> </ul>	<ul style="list-style-type: none"> <li>· Minimum GPA 3.85</li> <li>· Minimum score of 4 in two AP social studies courses.</li> <li>· Enrolled in AP Government at the time of evaluation and have at least a 3.85 GPA in the course.</li> <li>- Demonstrated a real interest in historical studies.</li> </ul>
Theology	<ul style="list-style-type: none"> <li>· Recommend by a department member.</li> <li>· Quantity and quality of demonstrated service to others.</li> <li>· Positive classroom decorum throughout the years.</li> <li>· Exemplary character void of any behavioral or academic integrity issues.</li> <li>· Exceptional volunteer or community activities beyond.</li> </ul>	<ul style="list-style-type: none"> <li>· At least 96% average</li> <li>· No classroom disciplinary issues</li> </ul>

Special Awards		
Br. George Synan, FSC Award	· Typifies unselfish and frequent service on campus, not seeking recognition.	Not Applicable
Campus Ministry	Not Applicable	· Kairos leader and/or · Demonstrates leadership in Campus Ministry activities
Link Crew	Not Applicable	· Nomination by freshmen or Link Crew Monitor · Exemplary performance review from Link Crew Monitor · Kept up to date journal on crew members · Attended scheduled meetings · Maintained weekly contact with crew members
National Honor Society	Not Applicable	· See criteria listed above
Special Awards		
Principal's Leadership Award	Not Applicable	· Demonstrated ability leading others toward goal achievement · Accomplishing goals that effect students and school positively · Demonstrated Positive Attitude
Science Olympiad	Not Applicable	· Active Participation
Student Council Award	Not Applicable	· Nomination by Morning Meeting Advisor or Student Council Faculty Monitor · Exemplary performance review from Morning Meeting Advisor or Student Council Faculty Monitor · Superior performance in all of the following volunteer events: 1. Craft Show, 2. Open House, 3. Parent Teacher Conferences) · Participated in at least 3 school event. Consistently volunteers to accomplish student council activities and work.

Christian Financial Credit Union Scholarship Awards	Awards given to member(s) of the banking class	<ul style="list-style-type: none"> <li>· Excellence in academics including classroom participation and grades</li> <li>· Credit Union Branch participation</li> <li>· Credit Union Involvement includes participation at all branches and activities</li> <li>· Must be a senior in the banking class and/or has taken the banking class</li> </ul>
DECA	Not Applicable	<ul style="list-style-type: none"> <li>· Active participation</li> <li>· Leadership role within club</li> <li>· Qualification for and participation at State Career Development Conference</li> </ul>

### Underclassmen Recognition

The Spring Honors Convocation is designed to recognize outstanding members from the current year's freshmen, sophomores, junior and senior students. Each department recognizes superior academic performance at the event.

DEPARTMENT	HONORS OR SPRING CONVOCATION AWARD CRITERIA
Business	<ul style="list-style-type: none"> <li>· Taken 2 semesters of business courses</li> <li>· First year course must have been 95% or higher</li> </ul>
English	<ul style="list-style-type: none"> <li>· Minimum 99% in any English class for the 2<sup>nd</sup> semester of previous year</li> </ul>
Fine Arts	
-Instruments	<ul style="list-style-type: none"> <li>· Minimum 95% in all music performance classes</li> <li>· Participation in Solo and Ensemble, Pit Orchestra (Musical), Piano/Strings Concerts, or other approved Outside Musical Experience (performing in church, community groups, etc.)</li> </ul>
-Studio Art	<ul style="list-style-type: none"> <li>· Minimum 89% or higher grade average</li> </ul>
-Vocal	<ul style="list-style-type: none"> <li>· Minimum 95% in all music performance classes</li> <li>· Participation in Musical, Piano/Strings Concerts, or other approved Outside Musical Experience (performing in church, community groups, etc.)</li> </ul>

Foreign Language	· Minimum 95% in the course
Math	<ul style="list-style-type: none"> <li>· Must have been a Honors, Advanced or AP course</li> <li>· Minimum class grades: <ul style="list-style-type: none"> <li>-Hon Geometry 95%</li> <li>-Adv Geometry 92%</li> <li>-Hon Algebra 2 95%</li> <li>-Adv Algebra 2 92%</li> <li>-Hon Pre-Calc 95%</li> <li>-AP Calc AB 92%</li> </ul> </li> </ul>
Physical Ed	<ul style="list-style-type: none"> <li>· 99% or higher for final class average for Health</li> <li>· Top 15 students based on Grade, Leadership, Effort, Character for Gym</li> </ul>
Science	<ul style="list-style-type: none"> <li>· Minimum 95% or higher in the course</li> <li>· AP Exam score of 4 or 5 in AP Physics.</li> </ul>
Social Science	· Minimum of 99% in any Social Science class for the 2nd semester of previous year
<b>DEPARTMENT</b>	<b>HONORS OR SPRING CONVOCATION AWARD CRITERIA</b>
Theology	<ul style="list-style-type: none"> <li>· Minimum 96% average</li> <li>· No classroom discipline issues</li> </ul>
<b>Special Awards</b>	
Science Olympiad	· Active participation
DECA	<ul style="list-style-type: none"> <li>· Active participation</li> <li>· Qualification</li> </ul>

## **Student Work, For Learning**

All student work is done with student learning in mind. Hence, it needs to be accomplished on time and with scholarly integrity. DLS student work falls into one of four purposes: 1) Diagnostic, 2) Introductory, 3) Formative, and 4) Summative. Diagnostic work is to determine and evaluate student knowledge and skills when entering a unit of study. Introductory work is to provide opportunities for students to gain background for content to be addressed. Formative work is to provide information and ongoing feedback to teachers and students regarding their ability to demonstrate understanding of content, skills, and processes. Finally, summative work is to evaluate the students' abilities to demonstrate knowledge and skills and provide the opportunity to apply their skills to new and unique situations. All of the four types are directly related to classroom learning and instruction.

### **Student Responsibilities**

It is the responsibility of the individual student to listen to the teacher's directions for assignments and remain updated with the teacher's Google Class site. If the assignment directions are not clear to the student, it is his responsibility to ask for more information. He should write down the instructions for the work and note the due date either in his planner or web-based calendar. He is responsible for using his time during the school day (free mods) to begin and/or complete class assignments. The student will leave school with the assignment instructions and the materials necessary to complete the tasks outside of the classroom. Students are encouraged to schedule a daily time period to complete work to build solid habits for college and life. He should manage long-term assignments by dividing them into parts and begin work far ahead of the due date. He must complete his own work but can always ask for help from his family and his teachers as needed. He is expected to complete his assignments to the best of his ability and return them when due in a legible manner.

### **Family/Guardian Responsibilities**

Parental support is an essential part of student academic success. It is important that families value student work and reinforce the benefits. Families are encouraged to set up a routine for their sons where they are able to work without interruption and to structure a suitable area for the student where he can study. It is recommended that parents monitor student assignments and keep informed about their sons' grades and credits.

## Teachers' Responsibilities

Teachers will assign relevant, challenging and meaningful assignments that reinforces/extends classroom learning based upon the four purposes above. Teachers will communicate clearly the purpose of the assignment. Teachers will provide students with an estimate of the time required to complete the work. Teachers will evaluate student work, provide timely, and constructive information to students. Student work tasks will be linked to course objectives and essential learning. For long-term assignments, teachers will provide due dates for completion of parts of the assignment. Please consult each course's syllabus for additional information.

*Teachers will always respond to questions about the assignments and provide assistance when needed. Teachers will follow up on any parent or student requests for assistance with student assignments. Teachers will involve parents and contact them if a pattern of late or incomplete work develops.*

## Amount

Student assignments will be a regular event based upon the four purposes. Teachers strive to keep the assignment completion time to less than two hours daily per class. Advanced placement and Honors level work may require more extensive student assignments. A secondary goal is for students to become more proficient in completing their assigned tasks, better able to manage their assignments, and more prepared for college and career. The actual time required to complete assignments will necessarily vary with each student's work habits, academic skill, and class schedule.

## Evaluation

Student work tied to the four purposes is an important part of learning. Students are expected to complete and turn in their assignments on time. Further, they play an important part in the student's learning and ability to demonstrate mastery of course content. Parents and guardians will be informed when assignments are incomplete by the teacher. Teachers may design, develop, and utilize rubrics to provide constructive evaluative criteria for feedback. All evaluative instruments will be associated with the De La Salle grading scale.

## Scholastic Integrity

A student's honesty and integrity in his academic work is expected in keeping with the moral and educational philosophy of our Founder. De La Salle reserves the right to submit selected pieces of work at random to external bodies, such as turnitin.com, for verification and evaluation of sources. All students are highly encouraged to keep all rough drafts, notes, and sources that are produced while preparing work should the need arise to produce them in defense against academic dishonesty. Any form of dishonesty in doing one's individual academic work (homework, tests, failure to report, etc.) will be considered a serious violation that will put the student's attendance at De La Salle at risk. Further, the school reserves the right to include student behavior (including recurring integrity issues) on a student's official transcript and school record.

The teacher will notify the assistant principal and parents about the matter. The teacher will also document the incident in the student's official school record. Repeat offenders demonstrate a lack of commitment to the standards and will be subject to expulsion.

These standards may be intuitively understood, and cannot in any case be listed exhaustively. The following examples represent some basic types of behavior that are unacceptable:

1. **Cheating:** Using unauthorized notes, study aids, or information on an examination; Altering a graded work after it has been returned, then submitting the work for re-grading; Allowing another person to do one's work and submitting that work under one's own name; Submitting identical or similar papers for credit in more than one course without prior permission from the course teacher.
2. **Plagiarism:** Submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.
3. **Fabrication:** Falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with the standard guidelines that define the appropriate methods for collecting or generating data, and then failing to include an accurate account of the method by which the data were gathered or collected.
4. **Obtaining an Unfair Advantage:** Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; Unauthorized collaborating on an academic assignment; Retaining, possessing, using, or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; or Intentionally obstructing or interfering with another student's academic work.



5. **Aiding and Abetting Academic Dishonesty:** Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated; Providing false information in connection with any inquiry regarding academic integrity.
6. **Falsification of Records and Official Documents:** Altering documents affecting academic records; Forging signatures of parents; Falsifying information on an official academic document, grade report, letter of permission, petition, waiver form, ID card, or any other official document.
7. **Unauthorized Access** to Computerized and/or Hard Copies of Academic or Administrative Records or Systems: Viewing or altering computer records; Modifying computer programs or systems; Releasing or dispensing information gained via unauthorized access; Interfering with the use or availability of computer systems or information.

Violations of the De La Salle Scholastic Integrity Policy will be addressed by the student's teacher, the student's counselor, and the Assistant Principal. Any student found to be in violation of the policies above may be immediately dismissed from De La Salle Collegiate High School.

## Assessing For Learning

### Grades

The purpose of the traditional letter grade is to indicate the extent to which the student has acquired the necessary knowledge and skills. Teachers assess students continuously to ascertain how proficiently they are mastering the academic standards. Teachers will update grades weekly for most assignments. Some assignment may take up to two weeks before being posted due to the complexity, length, and volume of assignments to be assessed. Parents are welcome to contact a teacher directly about particular assignments after a reasonable amount of time has passed without any posting online.

All courses at DLS use the following grading scale:

A+	99 – 100
A	95 – 98
A-	92 – 94

B+	89 – 91
B	86 – 88
B-	83 – 85

C+	80 – 82
C	77 – 79
C-	74 – 76

D+	71 – 73
D	68 – 70
D-	65 – 67
F	0 – 64

Letter grades are interpreted as follows:

A+	=	Exemplary work (99-100%)
A	=	Superior work (92%-98%)
B	=	Above average work (83%-91%)
C	=	Average work (74%-82%)
D	=	Below average work (65%-73%)
F	=	Below minimum standard, failing work (below 65%)

Any “Incomplete” marking period or semester will convert to “F”s after 1 week from the last school day in June or June 20<sup>th</sup> (whichever is sooner).

### Report Cards

DLS posts marking period reports online shortly after the end of the first and third quarter (approximately every 10 weeks). Please consult the annual calendar for exact end of terms and grade posting. They may be accessed via Infinite Campus.

DLS posts report cards at the end of each semester. Only one report card from one semester is posting online at a time. Parents are encouraged to download and save each end of marking period report card for their records. Report cards will remain available up through the end of June.

## Grade Point Average

The grade point average is a numerical representation of the student's average for his academic subjects; GPAs are calculated using grade point equivalents (using our existing scale and honor points). Honors level courses are weighted an additional 0.25 points and Advanced/AP are weighted an additional 0.50 points. Physical Education and aides are not part of the grade point average. **Cumulative Grade Point Averages are updated in Infinite Campus at the end of each semester.** The students current cumulative GPA is always the one shown when uploading progress reports or report cards.

Computing the grade point average:

**STEP 1.** Determine grade point equivalent (grade received and level of course)

**STEP 2.** Determine course credit value

a. One credit or half credit course

**STEP 3.** Calculate course sub-total:

Multiply GPA equivalent by course credit value

**STEP 4.** Total all course sub-totals

**STEP 5.** Total credit value for all courses  
(number of credit hours)

**STEP 6.** Divide the total course totals (Step 4) by credit value total (Step 5). Example:

STEP	1	2	3
Course	Grade	GPA Equiv. Value	Credit Hours
THEOLOGY II	B+	3.30	0.5
HON. ENGLISH	B-	2.95	1.0
GEOMETRY	B-	2.70	1.0
SPAN I	C+	2.30	1.0
EARTH SCI	B-	2.70	1.0
WLD CONT HIS	B+	3.30	1.0
HEALTH	B-	2.70	0.5
<b>Sub Totals</b>		<b>6.0</b>	<b>17.0</b>

$$\text{GPA} = \frac{\text{STEP 4: } 17.0}{\text{STEP 5: } 6} = \text{STEP 6: } 2.833$$

GPA Equivalents			
Hn Pts:	0.25	0.50	
	Trad	Hon	AP/IB
A+	4.30	4.55	4.80
A	4.00	4.25	4.50
A-	3.70	3.95	4.20
B+	3.30	3.55	3.80
B	3.00	3.25	3.50
B-	2.70	2.95	3.20
C+	2.30	2.55	2.80
C	2.00	2.25	2.50
C-	1.70	1.95	2.20
D+	1.30	1.55	1.80
D	1.00	1.25	1.50
D-	0.70	0.95	1.20

## Senior 7<sup>th</sup> Semester Grades

7<sup>th</sup> semester grades determine the **initial** senior ranking and academic recognitions (including valedictorian and salutatorian) for the graduation ceremony. They are subject to change based upon final grades at the end of the year. The final semester grades for the year are used for determining the **end of semester** GPAs, rankings, and academic accolades. All students are ranked according to their grades from DLS only, regardless of the number of years attending DLS.

## Assessments

Common assessments (formative and summative) are done throughout the quarter (including near the end of the quarter) for each core course. Common assessments are created collaboratively by the team of teachers responsible for the same course. They help to identify (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) program concerns – areas in which students generally are having difficulty achieving the intended standard – and (4) improvement goals for individual teachers and the team. The assessment aids teachers in helping students learn the essential knowledge and skills during the term rather than at the end of the year after it is too late to adjust strategies.

Formative assessments are frequently utilized during a given marking period to ascertain where a student is in his learning compared to where the teacher feels he should be so that the teacher can adjust to the needs of the student. Formative assessments may, or may not, be “graded.” Their primary purpose is to inform instruction to increase learning. Summative assessments are primarily used to determine what level of mastery a student can demonstrate on the test, quiz, or project.

## Semester Exams

Everyone must take semester examinations. The purpose of exams is to ascertain to what degree the student has mastered the essential learning for the course; to reinforce the skill of taking a timed summative assessment similar to what the student will experience at the collegiate level; and to reinforce retention of what was deemed essential/enduring learning to bridge to the next semester, next course, or next grade level. All semester exams are worth 30% of that semester’s grade. Students will only be permitted to take a missed semester exam if they present a written doctor’s note upon their first day back to school justifying the absence as a medical reason. All other reasons (traffic, **vacations/trips**, overslept, et cetera) for missing a semester exam may

result in an “F” for the exam. The exams occur in December for all students, May for the seniors, and in June for underclassmen. The actual dates are published before school begins so parents can avoid any conflicts in their scheduling. **Student accounts must be paid to date in order to be permitted to attend second semester.**

Students have the right to know how grades for individual courses are computed, e.g., how much weight is given to homework, to class participation, and to tests. Upon request, a teacher will review an individual student’s grades.

Due to the nature of summative exams, results may be reviewed with the student and parent, but copying of any aspect of a summative exam in any manner is strictly prohibited.

## **Transcripts**

In June upon college or student request, a complete official transcript is electronically sent to the college of each student’s choice. There is no charge for this transcript. To obtain transcripts, students are required to apply through [www.parchment.com](http://www.parchment.com). Students require their parchment ID number in order to request transcripts.

Official transcripts are only sent directly to educational institutions, agency, or employer from De La Salle’s mail, fax or Parchment. College and other organizations requesting transcript expect them directly from the school. **Official transcripts cannot be directly issued to a parent or student as a matter of policy.** Parents may, however, request an unofficial transcript through the counseling office or Parchment.

Tuition must be paid to date for transcripts to be released.

## Standardized Tests

Standardized, or criterion-based, tests are designed to measure a student's proficiency level against a set of established criteria, not against fellow students. De La Salle subscribes to the validity and reliability of the tests created by the American College Testing (ACT) organization due to the large amount of data and rigorous standards shown to relate to being ready for college-level or career ready performance.



One element of student growth is how well they do from year to year on the standardized tests. The SAT Suite of Assessments is an integrated system made up of a series of such tests. The tests measure the same skills and knowledge in ways that make sense for different grade levels, so it's easier for students, parents, and educators to monitor student progress for college and career readiness.

The testing plan at De La Salle is:

HSPT: This is the high school placement test given in the springtime. Results will be used to determine placement and benchmark where a student is in his learning journey before beginning at De La Salle.

PSAT8/9: The PSAT is a preliminary test for the SAT that tests the same skills and knowledge in a way that makes sense for ninth graders. The purpose of the PSAT 8/9 is to establish a starting point in terms of college and career readiness as student's transition to high school.

PSAT/NMSQT: The PSAT is a preliminary test for the SAT that is also used to determine National Merit Scholar Finalists. The test is administered to juniors and sophomores.

SAT: The SAT is a college entrance examination, generally taken during the junior and/or senior year. Students receive a critical reading score, a math score, and a written score. The SAT is not offered at DLS but is given in the area. Some out of state universities use this test. The student must pay a fee.

ACT: The ACT is a college entrance examination generally taken during the junior and again early in the senior year on a Saturday on established national test dates. Students receive scores in English, Reading, Math and Science Reasoning, and a written essay—as well as a composite score. The student must pay a registration fee.



## Academic Support

The De La Salle staff is committed to the principle that all students can learn at a high level. To help students achieve academic success, De La Salle has put a number of programs and policies in place:

### National Honor Society (NHS) Tutors

NHS students provide academic assistance to those students who need it on a pre-arranged basis. NHS students also assist in our academic support programs (FAST, SAIL), all of which are described below.

### Teacher Tutoring

All teachers provide tutoring hours outside of class time - either before or after school, or on a teacher's preparation time. This provides students with clarification of content covered in class and/or to give the student more intensive support on a particular issue.

### Future Achievement Starts Today (FAST)

The FAST Program is designed to assist those few, select freshmen who have been identified as needing targeted assistance to help them succeed with DLS's academic rigor. Placement is based on careful review of grade school report cards and any standardized test results we have the opportunity to examine. In addition, DLS may require additional testing by the Academic Support Team. FAST students are generally placed into Principles of Literacy and/or Intensive Math (see below.)

### Principles of Literacy

The goal of this course is to strengthen each student's literacy skills, specifically in the areas of writing, vocabulary, phonemic awareness, fluency, and comprehension. Additionally, students will benefit from general academic support and guidance in their other classes. For instance, significant attention will be given to organizational skills. Students in Principles of Literacy will delay their study of a foreign language until sophomore year.

### Intensive Math

Intensive Math students will meet daily to improve general math skills. Additionally, students will receive support with their Algebra class. Additionally, students will benefit from general academic support and guidance in their other classes. For instance, significant attention will be given to organizational skills. Intensive Math meets **in addition** to Algebra I, which is required of all freshmen who have not qualified for Geometry or another higher level math class."

## **Academic Probation**

All students on academic probation are placed in the SAIL program for supplemental academic support for the entire quarter. Progress during and at the end of the quarter will be assessed to determine if support is still necessary. Once placed on academic probation, students who do not improve their academic standing may be dismissed from De La Salle.

A student may be placed on academic probation if:

- 1) The student failed two or more courses for the marking period,
- 2) The student has a current GPA of less than 2.0 for the marking period, or
- 3) The student's cumulative GPA has fallen below 1.0 as a result of his most recently completed semester.

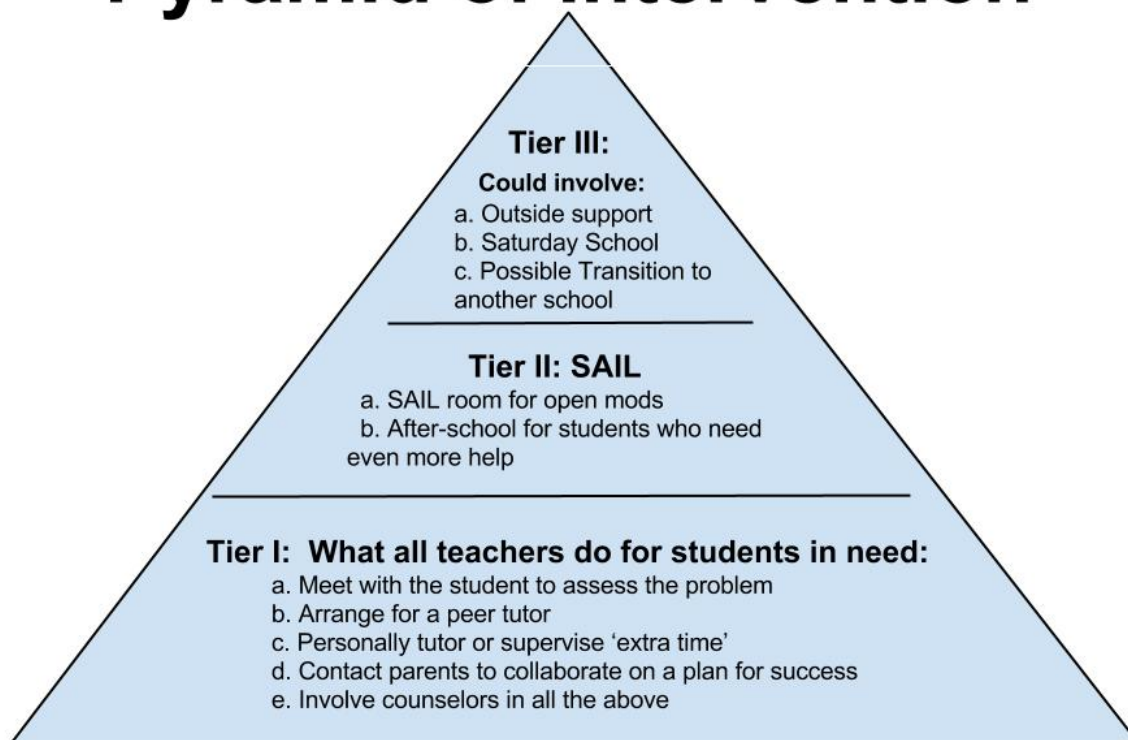
A student who fails one or two subjects (core or elective) on the final report card must attend summer school and must pass the subject(s) or equivalent course that is pre-approved by his counselor and the assistant principal, if he is to continue at De La Salle. Clintondale Virtual is the only DLS recognized for online credit recovery. Please check your son's counselor for other accredited options and assistance in the process. Students must submit official verification (copies not acceptable) of completed summer school course work to have it evaluated and approved to their counselor, prior to either starting the next school year or receiving their diploma. The course will appear on the student's transcripts, but will not factor into his GPA. The course's credit hour will count toward the graduation requirement. If a senior at De La Salle fails a semester class, he may request administrative approval to earn the credit in night school. A student who fails three courses or whose GPA falls below 1.0 may not continue at De La Salle, at the discretion of the administration. Further, in order to receive a diploma, a senior must have all passing semester grades or must successfully complete a similar course from an accredited institution (pre-approved by the counselor and administration) after receiving the failing grade. Failed courses remain on the transcript regardless.



## **Student Academic Intervention for Learning (SAIL)**

Our goal is student learning. This begins with individual teachers who design specific learning targets and develop excellent lessons to assist students in mastering the essentials of their courses. If students need extra support to succeed, they will enter De La Salle's "Pyramid of Intervention", a tiered structure of support for struggling students.

# **Pyramid of Intervention**



## **Pyramid of Intervention: Tier I**

At the base of the Pyramid is Tier I. Tier I includes all the steps taken by a classroom teacher when a student demonstrates a need for extra assistance. Tier I would include:

- a. Meeting with / tutoring a student outside of scheduled class time
- b. Working with common class teachers to assist the student
- c. Arranging for a peer tutor
- d. Contacting parents to collaborate on a plan for success
- e. Involving the student's counselor at every step

### **Pyramid of Intervention: Tier II**

If Tier I strategies are ineffective, students are placed in SAIL. The teacher consults with the SAIL coordinator who places the student in SAIL. Some students may be referred to SAIL because they need extra support despite making an honest effort to learn. Other students may be placed in SAIL because they have chosen not to study or to do the work necessary for success.

Attendance at SAIL is **mandatory**. Students in the SAIL program will initially be required to spend their free mods during the school day (excluding a scheduled lunch period) in a structured program in the SAIL room. If SAIL during the school day is insufficient, students will be assigned to SAIL after school as well. The after-school sessions take precedence over all other extracurricular activities, including sports, clubs, fine arts, and performances.

### **Pyramid of Intervention: Tier III**

Some students fail to master the essential of a class despite all Tier I and Tier II efforts. Students who fail to attend or are determined to have a chronic issue completing assignments may be assigned to Saturday School and incur an additional \$80 proctoring cost. Student performance in Tier III will dictate continuation, promotion out, or an academic performance contract to determine the appropriateness of continued attendance at De La Salle.

## Athletics

Athletic and extracurricular activities complement DLS's academic program and enrich a student's experience in the formative high school years. Every DLS student involved in any extracurricular activity, including athletics, will have his academic record evaluated at least once each marking period and is subject to the same intervention policies as other students in the school. In addition, in accordance with Michigan High School Athletic Association requirements for athletes, any DLS student involved in any extracurricular activity, including athletics, must be passing at least 66% of his total class load at the end of a card-marking in order to be eligible to compete or perform. If, at the end of a card-marking, a student is not passing at least 66% of his classes, he will be 'ineligible' until the next grade check, but not less than for the next Monday through Sunday. Ineligible students may continue to practice but they may not take part in any competition or performance. Further, a student must have received credit for at least 66% of his total class load in the second semester to be immediately eligible for the start of the following school year. For example, a student would have to pass 4 out of his 5 or 6 classes in any given marking period to reach the 66% threshold and be fully eligible to compete or perform. See the Student-Athlete Handbook for more information or consult with the athletic department for further details.

### Fall Sports

	Freshmen	Jr. Varsity	Varsity	All Make the Team?
Cross Country		X	X	Yes
Football	X	X	X	Yes
Soccer	X	X	X	No, best qualified
Tennis		X	X	Yes

### Winter Sports

	Freshmen	Jr. Varsity	Varsity	All Make the Team?
Basketball	X	X	X	No, best qualified
Bowling		X	X	No, best qualified
Hockey			X	No, best qualified
Swimming			X	Yes
Wrestling		X	X	Yes

### Spring Sports

	Freshmen	Jr. Varsity	Varsity	All Make the Team?
Baseball	X	X	X	No, best qualified
Golf		X	X	No, best qualified
Lacrosse		JVA JVB	X	No, best qualified
Track & Field		X	X	Yes

## Extracurricular Activities & Clubs

### Academic Clubs and Activities

<b>DECA</b>	<b>Engineering Club</b>	<b>Jeopardy Tournament</b>	<b>Lasallian Youth</b>
<b>Math Club</b>	<b>Model United Nations</b>	<b>National Honor Society</b>	<b>Mock Trial</b>
<b>Pro-Life Club</b>	<b>Robotics</b>	<b>SAVE Club (Recycling)</b>	<b>School Dances</b>
<b>Science Olympiad</b>	<b>Movie Club</b>	<b>Social Studies Olympiad</b>	<b>Stock Market Club</b>
<b>Student Council</b>	<b>WAMS (Drama)</b>	<b>World Cultures Club</b>	<b>American History Club</b>
<b>Military History</b>			

### Recreational Activities

<b>Archery</b>	<b>Clay Target</b>	<b>Fishing</b>	<b>Chess</b>
<b>Ski and Snowboarding</b>		<b>Board Games &amp; Euchre</b>	

### Intramural Sports

<u><b>Fall</b></u>	<u><b>Winter</b></u>	<u><b>Spring</b></u>
<b>Football</b>	<b>Basketball</b>	<b>Table Tennis</b>
<b>Golf</b>	<b>Corn hole</b>	
<b>Ultimate Frisbee</b>		
<b>3 on 3 Basketball</b>		

## Course Change Requests



The course selection process provides numerous opportunities for the student and parents to seek professional advice relative to course selection. Schedule changes are significant for the student, the class to which he moves, and for the teacher who gains a student who is not academically in the same place as the rest of the class. DLS builds the schedule for what was originally requested. **Hence, there are no schedule changes except during the second week of each semester only.**

Students and parents have a one-time opportunity per semester to request a schedule change (incurring a change request fee) during the second week of each semester only. A withdrawal from a course after the deadline will result in a notation of “withdrawal” (D- or higher) or “withdrawal failing” on the student’s transcript. A student who withdraws from a course will not receive any credit for that course. Credit is earned at the completion of a course; no partial credit is awarded of a course. In order to promote academic learning and diligence, schedule changes may not be considered if the student has a passing (“C-“or higher) grade. If a schedule change is approved, the student’s current grade in the class will be transferred to the gaining class to ensure accountability.

There are two categories of course request changes: 1) Student/Parent initiated, and 2) School initiated. There is a \$50 fee for each request initiated by a student or parent. It is nonrefundable regardless if the change is doable or not. The fee itself does not constitute an entitlement to the change and is not a guarantor of the change. There is no fee, however, if a teacher or counselor initiates a course change.

Teacher or Counselor initiated. The teacher and counselor will consult about the student’s academic performance. Afterwards, the teacher and counselor will inform the department leader if they conclude a course change is warranted based upon academics after all school academic intervention strategies have been exhausted (teacher-student session, tutoring, academic intervention program, et cetera). The counselor will contact the parents, review the concerns and attempted interventions, and initiate the process if endorsed by the teacher, department leader, counselor, and parent.

Student or Parent initiated. The process begins with the student’s counselor. The student or parent should contact his counselor about the concern after addressing academic concerns with the respective teacher and counselor. The counselor will meet with the student to discuss the academic concern warranting a change in his schedule.

Students having difficulty in a course are expected to seek assistance directly by speaking to the teacher, attempt to develop improved work habits with fellow students and his counselor, participate in the academic intervention program, and arrange a tutor if necessary through his counselor before requesting a course change.

Remember that course change requests are just that—requests. They are subject to school review, scheduling constraints, and existing school policies. Rest assured that all parties want to best place all students so that they can be challenged and grow toward success. Much deliberate, professional assessment and discussion goes on to best place students in the appropriate courses and we are confident the parents will value our professional recommendations. If, however, a parent wishes to choose a course of action contrary to the professional recommendation of the staff and school, then they assume all responsibilities (grades, scheduling, etc.).

**Change Request Form.** The request starts and ends with the counselor. The counselor must support the move and all parties (teachers, department leaders, counselor, parents, and student) should be in concurrence that the move is in the best interest of the student, subscribes to school policies (graduation requirements, et cetera) and philosophy pertaining to minimizing/justifying schedule changes, and is in fact doable. The form should be completed in the proper order and all parties must provide the rationale. It is the counselor's responsibility to resolve any discrepancies before returning the form to the student to have the parents review and endorse. Counselors should share with the student and parents, if there are unresolved discrepancies as to why the request cannot be supported. The counselor will present the completed request form with all the appropriate prior approvals to the assistant principal. The assistant principal is the final arbitrator.

## Curriculum Process

The school reviews the general academic requirements, curriculum, and scope and sequence of De La Salle education yearly and publishes the resulting curriculum guide each January.

## 2021-2022 COURSES (course numbers in parens)

1/13/2021

**Freshmen (7 cr)**

**Sophomore (7 cr)**

**Junior (6 cr)**

**Senior (6 cr)**

<b>Business &amp; Technology, Applied Arts</b> (Elective)	<ul style="list-style-type: none"> <li>Intro to Engineering PLTW (947)</li> </ul>	<ul style="list-style-type: none"> <li>Robotics (932)</li> <li>Intro to Engin PLTW (947)</li> <li>Principles of Engineering PLTW (948)</li> </ul>	<ul style="list-style-type: none"> <li>Accounting (941)</li> <li>Honors Banking (943)</li> <li>Engineering Design (945)</li> <li>Robotics (932)</li> <li>Intro Business/Marketing (942)</li> <li>Intro to Engin PLTW (947)</li> <li>Principles of Engineering PLTW (948)</li> <li>AP Computer Sci. Prin. (960)</li> <li>Personal Finance (938)</li> </ul>	<ul style="list-style-type: none"> <li>Accounting (941)</li> <li>Honors Banking (943)</li> <li>Engineering Design (945)</li> <li>Robotics (932)</li> <li>Principles of Engineering PLTW (948)</li> <li>Digital Electronics PLTW (949)</li> <li>Intro Business/Marketing (942)</li> <li>AP Computer Sci. Prin. (960)</li> <li>Personal Finance (938)</li> <li>Business Analytics (939)</li> <li>Industrial Psychology (940)</li> </ul>
<b>English</b> (4.5 Credits)	<ul style="list-style-type: none"> <li>Literature/Composition I (212)</li> <li>Hon. Literature/ Comp. I (213)</li> <li>Freshmen Seminar (210)</li> <li>Principles of Literacy (215)</li> </ul>	<ul style="list-style-type: none"> <li>Literature/Composition II (224)</li> <li>Hon. Literature/Comp. II (225)</li> </ul>	<ul style="list-style-type: none"> <li>American Literature (232)</li> <li>Hon. American Literature (233)</li> <li>AP English Language (252)</li> <li>Journalism/Yearbook (246)</li> </ul>	<ul style="list-style-type: none"> <li>World Literature (241)</li> <li>Journalism/Yearbook (246)</li> <li>AP English Literature (253)</li> <li>Journalism/Yearbook (246)</li> </ul>
<b>Fine Arts (Visual &amp; Performing)</b> (Elective)	<ul style="list-style-type: none"> <li>Beginning Band (701)</li> <li>Concert Band (702)</li> <li>Jazz Band (704)</li> <li>Men's Chorus (707)</li> <li>Intro to Art (760)</li> </ul>	<ul style="list-style-type: none"> <li>Concert Band (702)</li> <li>Jazz Band (704)</li> <li>Men's Chorus (707)</li> <li>Studio Art I (761)</li> <li>History of Music (705)</li> </ul>	<ul style="list-style-type: none"> <li>Concert Band (702)</li> <li>Jazz Band (704)</li> <li>Men's Chorus (707)</li> <li>Studio Art I (761/762)</li> <li>Adv Studio Art (763)</li> <li>Computer Graphics (780)</li> <li>Digital Video (781)</li> <li>History of Music (705)</li> </ul>	<ul style="list-style-type: none"> <li>Concert Band (702)</li> <li>Jazz Band (704)</li> <li>Men's Chorus (707)</li> <li>Studio Art I (761)</li> <li>Adv Studio Art (763)</li> <li>Portfolio Art (765)</li> <li>Computer Graphics (780)</li> <li>Digital Video (781)</li> <li>Video Production (782)</li> <li>History of Music (705)</li> </ul>
<b>Foreign Language</b> (2.0 Credits)	<ul style="list-style-type: none"> <li>Spanish I (415)</li> <li>Hon. Spanish I (416)</li> <li>French I (412)</li> </ul>	<ul style="list-style-type: none"> <li>Spanish I (415)</li> <li>Spanish II (425)</li> <li>Honors Spanish II (427)</li> <li>French II (421)</li> </ul>	<ul style="list-style-type: none"> <li>Spanish II (425)</li> <li>Hon. Spanish III (435)</li> <li>Hon. French III (432)</li> </ul>	<ul style="list-style-type: none"> <li>Hon. Spanish III (435)</li> <li>AP Spanish IV (445)</li> <li>AP French IV (442)</li> </ul>
<b>Math</b> (4.0 Credits)	<ul style="list-style-type: none"> <li>Intensive Math (310)</li> <li>Algebra I (312)</li> <li>Modern Geometry (322)</li> <li>Hon. Modern Geometry (323)</li> <li>Advanced Geometry(324)</li> </ul>	<ul style="list-style-type: none"> <li>Modern Geometry (322)</li> <li>Hon. Modern Geometry (323)</li> <li>Algebra 2 (332)</li> <li>Hon. Algebra 2/Trig (333)</li> <li>Advanced Algebra 2/Trig (334)</li> </ul>	<ul style="list-style-type: none"> <li>Algebra 2 (332)</li> <li>Hon. Algebra 2/Trig (333)</li> <li>Pre-Calculus (342)</li> <li>Hon. Pre-Calculus (343)</li> <li>AP Calculus AB (353)</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Math (341)</li> <li>Pre-Calculus (342)</li> <li>Hon. Pre-Calculus (343)</li> <li>AP Calculus AB (353)</li> <li>AP Calculus BC (355)</li> <li>AP Statistics (352)</li> </ul>
<b>Physical Ed.</b> (1.5 Credits)	<ul style="list-style-type: none"> <li>Physical Education I (812)</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education II (822)</li> <li>Health Education (825)</li> </ul>	<ul style="list-style-type: none"> <li>Adv. Physical Education (845)</li> <li>Physical Education II (822)</li> <li>Health Education (825)</li> </ul>	<ul style="list-style-type: none"> <li>Adv. Physical Education (845)</li> </ul>
<b>Theology</b> (4.0 Credits)	<ul style="list-style-type: none"> <li>Old Testament (112)</li> <li>New Testament (113)</li> </ul>	<ul style="list-style-type: none"> <li>Christology (122)</li> <li>Ecclesiology (123)</li> </ul>	<ul style="list-style-type: none"> <li>Sacraments (134)</li> <li>Morality (133)</li> </ul>	<ul style="list-style-type: none"> <li>Church History (142)</li> <li>Intro Philosophy (143)</li> <li>Theology Capstone (144)</li> <li>Mariology (145)</li> </ul>
<b>Science</b> (3.0 Credits)	<ul style="list-style-type: none"> <li>Biology (512)</li> <li>Hon. Biology (513)</li> </ul>	<ul style="list-style-type: none"> <li>Intro Chemistry (532)</li> <li>Hon. Chemistry (523)</li> </ul>	<ul style="list-style-type: none"> <li>Earth &amp; Space Science (522)</li> <li>Astronomy (546)</li> <li>Ecology (545)</li> <li>Hon. Physics (534)</li> <li>Hon. Phys/Anatomy (549)</li> <li>AP Physics 1 (556)</li> <li>AP Biology (551)</li> <li>AP Chemistry (552)</li> <li>AP ESS (553)</li> </ul>	<ul style="list-style-type: none"> <li>Earth &amp; Space Science (522)</li> <li>Astronomy (546)</li> <li>Ecology (545)</li> <li>Hon. Physics (534)</li> <li>Hon. Phys/Anatomy (549)</li> <li>AP Physics 1 (556)</li> <li>AP Biology (551)</li> <li>AP Chemistry (552)</li> <li>AP ESS (553)</li> </ul>
<b>Social Studies</b> (4.0 Credits)	<ul style="list-style-type: none"> <li>World Contemporary Studies (624)</li> <li>Hon. World Contemporary Studies (625)</li> </ul>	<ul style="list-style-type: none"> <li>American History (632)</li> <li>Hon. American History (633)</li> <li>AP U.S. History (651)</li> </ul>	<ul style="list-style-type: none"> <li>AP US History (651)</li> <li>Economics (630)</li> <li>American Government (641)</li> <li>Sociology (643)</li> <li>Psychology (647)</li> <li>AP Government (653)</li> <li>AP European History (652)</li> <li>AP Microeconomics (654)</li> <li>AP Human Geography (655)</li> <li>Military History (645)</li> </ul>	<ul style="list-style-type: none"> <li>Economics (630)</li> <li>American Government (641)</li> <li>Sociology (643)</li> <li>Psychology (647)</li> <li>AP Government (653)</li> <li>AP European History (652)</li> <li>AP Microeconomics (654)</li> <li>AP Human Geography (655)</li> <li>AP Psychology (650)</li> <li>Military History (645)</li> </ul>



## School Year 2021-2022 Course Offerings

### Breaking the Course Code☺

100s - Theology	200s - English	300s - Math	400s - Foreign Lang.
500s - Sciences	600s - Social Science	700s - Arts	800s - Phys. Ed
Lower 900s – Business/Technology	Upper 900s - Specials		

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## Theology Courses

(100s Courses)

112-Old Testament	113-New Testament	122-Christology	123-Ecclesiology
133- Morality	134- Sacraments	142-Church History	143 – Introduction to Philosophy
144-Theology Capstone	145 - Mariology		

### 112 – OLD TESTAMENT

0.5 Credit

*Grade Offered: 9*

*Prerequisites: None*

This course provides an introduction to the Sacred Scriptures and to the unfolding of salvation history, with a particular focus on Jesus Christ as the fulfillment of salvation history. Revelation, both Divine and natural, is explored, as are inspiration, interpretation, and exegesis.

### 113 – NEW TESTAMENT

0.5 Credit

*Grade Offered: 9*

*Prerequisites: None*

The purpose of this course is to provide an in-depth study of the New Testament. Since Jesus Christ's life, death, and Resurrection are at the heart of the Christian mystery, this course begins by looking at the four complementary but unique portraits of Jesus that are found in the four Gospels. Next, it traces the spread of the Gospel as told in Acts and the Letters. The course also considers the challenges faced by the early Church that emerge through a careful reading of the New Testament Letters and the Book of Revelation. Additionally, it will look closely at what the followers of Jesus in the early Church proclaimed

about him and explore the historical, religious and cultural world of Jesus' time. Ultimately, the course will guide students in seeing the relevance of the Gospel message for the world today.

### **122 – CHRISTOLOGY**

0.5 Credit

*Grade Offered: 10*

*Prerequisites: None*

The goodness of creation, Original Sin, and the promise of a messiah are the starting points for this course, which explores our salvation through the Paschal Mystery. The students encounter the mystery and glory of the suffering, death, Resurrection, and Ascension of Jesus Christ. The course also explores how the Paschal Mystery informs our daily lives, our prayer, and our participation in the life of the Church.

### **123 – ECCLESIOLOGY**

0.5 Credit

*Grade Offered: 10*

*Prerequisites: None*

This course guides the students in exploring and understanding the Catholic Church, as well as its origin, structure, and mission. Additionally, the course addresses the roles of the hierarchy, those in religious life, and the laity in supporting the mission of the Church. Particular attention is paid to the global presence of the Church as a light to all people.

### **133 – MORALITY**

0.5 Credit

*Grade Offered: 11*

*Prerequisites: None*

Students face countless choices and challenges in their daily lives. This course addresses how a relationship with Christ and the Church can lead to choices that are in accord with God's plan. The students learn what it means to live as a disciple of Christ and how the Church strengthens this discipleship.

### **134 – SACRAMENTS**

0.5 Credit

*Grade Offered: 11*

*Prerequisites: None*

This course provides an opportunity to encounter Christ in a full and real way. The focus of this course is to help the students learn about the Seven Sacraments, especially the Eucharist, in order to enable them to more fully participate in them. The course also explores the history, scriptural foundation, and current practices of the sacraments.

### **142 – CHURCH HISTORY**

0.5 Credit

*Grade Offered: 12 (Elective)*

*Prerequisites: None*

This course examines the events of the Church's life, the contributions to human life it has made, and studies the challenges the Church has faced overtime, from her earliest history.

### **143 - INTRO to PHILOSOPHY**

0.5 Credit

*Grade Offered: 12*

*Prerequisites: None*

The primary purpose of this course is to present the elements of philosophy with simplicity and clarity in order to arouse that "sense of wonder" which Aristotle says is the beginning of the love of wisdom. It begins with a historical study of philosophy, tracing the evolution of philosophical problems from their simplest origins, and continues with an analysis of the more concrete problems about man himself. The more abstract problems of man and his relation to the world around him make up the final part of this course. This course relies on the great classical, realist tradition of Plato, Aristotle, Augustine, Aquinas, and their modern-day inheritors, exposing the perennially valid and vital principles of philosophy and emphasizing the profound moral and social implications of these principles. It respects the distinction

between natural and revealed wisdom, but does not hesitate to point out how the conclusions of philosophy are complemented by the truths of revelation. This course clearly demonstrates that philosophy is much more than just a classroom exercise.

#### **144 –THEOLOGY CAPSTONE**

0.5 Credit

*Grade Offered: 12*

*Prerequisites: None*

Atheistic and agnostic writers are aggressively attacking traditional religious beliefs. This course addresses 16 crucial issues about the deeper meaning of life. The questions range from; Is faith reasonable? Can you prove there is a God? and Why is Jesus different?, to Why is sex so confusing?, Why is there evil?, and Why must we die? It provides thoughtful, lucid, and persuasive answers for believers, unbelievers, and seekers to consider.

#### **145 - MARIOLOGY**

0.5 Credit

*Grade Offered: 12 (Elective)*

*Prerequisites: None*

This course examines the Church's teaching on the Blessed Virgin Mary in regard to her role as Mother of the God-man, Jesus Christ; Mother of His Body, the Church; and Spiritual Mother to every person seeking the path to Jesus Christ. The aim is for students to recognize the unique role of Mary in the work of our salvation, which flows directly out of what the Catholic Church believes about Jesus and is supported by both the Old and the New Testaments, and the testimony of the early Fathers. It should also lead students to deeper devotion and veneration of her. The course will include a theological investigation into defined Marian doctrine, principle forms of Marian piety and devotion, and the Marian message to the world through approved private revelations and apparitions.

## **English Courses**

**(200s Courses)**

<b>210-Freshmen Seminar</b>	<b>212-Comp &amp;Lit I</b>	<b>213-Hon. Comp &amp;Lit I</b>	<b>215-Literacy</b>
<b>224-Comp&amp;Lit II</b>	<b>225-Hon. Comp &amp;Lit II</b>	<b>232-Amer. Lit.</b>	<b>233-Hon. Amer. Lit</b>
<b>241-World Lit</b>	<b>246-Journalism</b>	<b>252 – AP English Language &amp; Composition</b>	<b>253-AP English Lit &amp; Composition</b>
<b>280-Eng. Second Lang</b>			

#### **210 -- FRESHMAN SEMINAR /READING INTERVENTION**

0.5 Credit

*Grade Offered: 9*

*Prerequisites: None*

The purpose of this class is to develop the study, writing, reading, and public speaking skills necessary to allow students to succeed in a high school curriculum. In particular, the course focuses on the guided reading of informational texts and offers students multiple opportunities to respond to those texts in writing and through discussions. Integrated throughout this class will be the use of technology, including Google Apps. Students will be introduced to features similar to Word, Excel, and PowerPoint. Students will continue to develop the ability to use critical thinking skills in using Internet activities as a valuable tool in their daily lives. In addition, students will complete the online iSeek course to explore potential careers and colleges. A formal research paper is also required.

**212 - COMPOSITION/LITERATURE I**

1 Credit

*Grade Offered: 9**Prerequisites: None*

The primary goals of this course are to foster language development through reading, writing, and listening and speaking skills. Students will learn the importance of achieving proficiency in the standard usage of language. Through English activities and experiences students will develop skills that will prepare them for the college experience and for their post-college lives. A strong emphasis will be placed on drawing conclusions from both fictional and nonfictional works and supporting those conclusions with textual evidence. Improving morality, preparing good workers, producing good citizens, and fostering personal growth are additional goals of Freshman English. This course will provide students with the opportunity to develop, explore, and evaluate in order to gain knowledge that can be utilized throughout their lives.

**213 – HON. COMPOSITION/LITERATURE I**

1 Credit

*Grade Offered: 9**Prerequisites: "A" in language arts/writing in 8<sup>th</sup> Grade, scores of 75 or higher in all three HSPT sub scores (verbal, reading, language), and endorsement of the department chair.*

The primary goals of this course are to foster language development through reading, writing, and listening and speaking skills. Students entering this course should possess strong reading comprehension skills. There will be extensive writing assignments and challenging, comprehensive reading. Verbal and grammar skills are desired. Students will learn the importance of achieving proficiency in the standard usage of language. Through English activities and experiences students will develop skills that will prepare them for the college experience and for their post-college lives. A strong emphasis will be placed on drawing conclusions from both fictional and nonfictional works and supporting those conclusions with textual evidence. Improving morality, preparing good workers, producing good citizens, and fostering personal growth are additional goals of Hon. Freshman English. This course will provide students with the opportunity to develop, explore, and evaluate in order to gain knowledge that can be utilized throughout their lives. As this is an Honors course, the material will be taught more extensively and at a quicker pace than in the traditional 9<sup>th</sup> Grade English course.

**215 – PRINCIPLES OF LITERACY**

1 Credit

*Grade Offered: 9**Prerequisites: Reading Test Results*

The goal of this course is to strengthen each student's literacy skills, specifically in the areas of writing, vocabulary, phonemic awareness, fluency, and comprehension. The course is designed to focus on each individual student's needs in regards to literacy through student-led collaboration utilizing differentiated instruction. Students enrolled into this course will start their foreign language requirement in their sophomore or junior year.

**224 – COMPOSITION/LITERATURE II**

1 Credit

*Grade Offered: 10**Prerequisites: None*

Students entering this course should display a familiarity with essential literary terms and a close attention to reading and comprehension. Students should also be prepared to demonstrate an understanding of vocabulary in context, and parts of speech in grammar, a working grasp of the fundamentals of the five-paragraph essay, and comprehension and understanding of the Research Paper. Various genres of literature (short story, novel, poetry, and drama) will be studied using vocabulary and terms with a view to appreciating writing as an art form. Vocabulary will be enhanced and increased by actively using, hearing, and writing new words from the assigned works of literature. Clear writing skills and the writing process, including a thesis and the five-paragraph format, will be taught and essays will be assigned regularly. The students will also complete a research paper. Occasional creative writing opportunities will allow for imaginative written expression. Discussion and listening skills will be emphasized in a student-centered classroom. The teacher will act as monitor and mentor to elicit responses and thoughtfulness from the students. Assignments from the text and other sources will be selectively chosen to reinforce the students' thinking skills.

**225 – HON. COMPOSITION/LITERATURE II**

1 Credit

*Grade Offered: 10**Prerequisites: "A" in 9<sup>th</sup> Grade English (or "B" in Hon. 9<sup>th</sup> Grade English), endorsement of 9<sup>th</sup> Grade English teacher*

Hon. Composition/Literature II continues the work of freshman English in greater depth than the College Prep 10<sup>th</sup> grade English course. Students entering this course should display knowledge of essential literary terms and a close attention to reading and comprehension. Students should also be prepared to demonstrate a strong understanding of vocabulary in context, a mastery of parts of speech in grammar, a working grasp of the fundamentals of the five-paragraph essay, and comprehension and understanding of the Research Paper. This course seeks to help students to develop an appreciation of literature. Students will read a variety of short stories, novels, and poems and will study a variety of literary terms with a view to appreciating writing as an art form. Vocabulary will be enhanced and increased by actively using, hearing, and writing new words from the assigned literature. Students will improve their writing skills so that they can express ideas in clear, grammatically correct paragraphs. Other areas of the course include grammar, discussion and listening skills, and some public speaking. A formal research paper is also required.

**232 – AMERICAN LITERATURE**

1 Credit

*Grade Offered: 11**Prerequisites: None*

Students entering American Literature should be able to demonstrate understanding of the deeper meanings of literary works. Students will need to display a complex understanding of sentence and paragraph structure along with the ability to develop a point of view through written essays. This course primarily studies American literature, cultural thought, and language. The course covers such literary movements/periods as Puritanism, Romanticism, Realism, Naturalism, and Modernism. Essays incorporate expository prose assignments and literary analysis. Junior English continues to aim to enlarge students' vocabularies, to reinforce and expand an understanding of basic English grammar, and to develop students who can think critically about literature and express their interpretations in clear, effectively organized, and strongly supported essays.

**233 – HON. AMERICAN LITERATURE**

1 Credit

*Grade Offered: 11**Prerequisites: "A" in 10<sup>th</sup> Grade English (or "B" in Hon. 10<sup>th</sup> Grade English), endorsement of 10<sup>th</sup> Grade English teacher*

Students entering Hon. American Literature should be able to read critically and analyze deeply various works of literature and demonstrate strong writing and grammar skills for essays in standard/formal English. This Hon. course primarily studies American literature, cultural thought, and language. The course covers such literary movements/periods as Puritanism, Romanticism, Realism, Naturalism, and Modernism. Essays incorporate expository prose assignments and literary analysis. Junior English continues to aim to enlarge students' vocabularies, to reinforce and expand an understanding of basic English grammar, and to develop students who can think critically about literature and express their interpretations in clear, effectively organized, and strongly supported essays. The Hon. American Literature course also includes a research project on some aspect of American literature. This course anticipates greater familiarity with the foundations of literary analysis and thus explores the readings in greater depth than does English 232.

**241 – WORLD LITERATURE**

1 Credit

*Grade Offered: 12**Prerequisites: None*

World Literature covers the literary analysis of various works by authors from around the world. Additionally, students will cover a variety of writing modes, including narration, description, comparison/contrast, cause and effect, and persuasion and argumentation. World Literature also builds upon and reinforces the grammar learned during the first three years of English and then explores the finer points of grammar and varieties of sentence structure. The aim of the course is to prepare students for college level writing experiences.

**246 – JOURNALISM & YEARBOOK**

1 Credit

*Grades Offered: 11, 12 (Elective)**Prerequisites: Teacher approval is required.*

This course is a blended course in terms of periodic, after school meetings and online. It does not usually meet during the regular school day. Students enrolled in this class should exhibit strong writing abilities, knowledge of basic technology, self-directed motivation, excellent organizational skills, and appropriate class/school behavior. The school newspaper, *TheCo-Pilot*, and the yearbook, *The Pilot*, will be published as the outcome of learning and practicing all the elements of sound journalistic techniques and yearbook production. The Internet will be utilized and local and national newspapers/magazines will be analyzed and modeled in student-written articles. Computer word processing skills for writing, editing, and desktop publishing are essential to the course. Other skills emphasized will be business management, visual design, and photography. Students are expected to exhibit a great deal of responsibility, leadership, and artistic skill. Freshmen and sophomores may contribute by participating after school in the "Yearbook" or "Student Newspaper" extracurricular activities on a scheduled basis. Students applying to be an editor must attend the two-day summer workshop.

**252 - AP LANGUAGE AND COMPOSITION***Grade Offered: 11**Prerequisites: "B+" in Hon. Comp & Lit II (10<sup>th</sup> Grade), endorsement of 10<sup>th</sup> Grade teacher, endorsement of course teacher, and approval of department leader.*

AP Language & Composition- is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

**253 – AP ENGLISH LITERATURE AND COMPOSITION**

1 Credit

*Grade Offered: 12**Prerequisites: "B+" in Hon. American Literature (11<sup>th</sup> Grade), endorsement of 11<sup>th</sup> Grade teacher, endorsement of course teacher, and approval of department leader.*

Students selecting AP English should be willing and able to respond to familiar and unfamiliar poems, plays, and prose works analytically and critically, both through discussions and in timed and untimed essays, using their mastery of literary terms and key concepts to clarify meaning. AP English Literature seeks to prepare students to take the Advanced Placement exam in Literature and Composition and to succeed in college level literature courses. Students examine numerous novels, plays, short stories, and essays and learn to understand how various literary techniques convey meaning and tone in prose and poetry and affect the readers' interpretations of those works. The aim is for students to develop the ability and willingness to think critically and analytically, and to share thoughts and interpretations both in class discussions and through effectively organized, argued, and supported essays. A pre-course reading/writing assignment (summertime) may be required.

**280 – ENGLISH AS A SECOND LANGUAGE I**

0.5 Credit

*Grade Offered: 9, 10, 11, 12**Prerequisites: Non-United States Citizen*

This course will help students to improve their listening, speaking/pronunciation, and reading skills. Students will learn to understand more of the English that they hear in various situations. They will also learn to speak more clearly so that others can understand them better. The first levels will work with conversational English while the higher levels will work with advanced conversation skills and academic English. This course may be taken again depending on proficiency levels at the end of the first semester.



## Mathematics Courses

(300s Courses)

<b>310-Intensive Math</b>	<b>312-Algebra I</b>	<b>322-Geometry</b>	<b>323-Honors Geometry</b>
<b>324-Adv. Geometry</b>	<b>332-Algebra II</b>	<b>333-Honors Algebra II</b>	<b>334-Adv. Algebra II</b>
<b>341 – Integrated Math</b>	<b>342 – Pre-Calculus</b>	<b>343 – Honors Pre-Calculus</b>	<b>352 – AP Statistics AB</b>
<b>353 – AP Calculus AB</b>	<b>355 – AP Calculus BC</b>		

### 310 – INTENSIVE MATH

1 Credit

*Grade Offered: 9*

*Prerequisites: None*

To be successful in this course, students must demonstrate improvement in the following skill sets: Math facts, basic computational skills, number sense, speed, and accuracy. This course is meant to complement their Algebra 1 course, not replace it. By addressing basic math skills in this course, students who have struggled in mathematics in the past have the opportunity to address the root of the problem. When available, class time may be spent reinforcing topics in the Algebra 1 course. Students who need this course will not take a foreign language in their freshmen year. This is a pass/fail course that does not impact the grade point average calculations.

### 312 – ALGEBRA I

1 Credit

*Grade Offered: 9*

*Prerequisites: None*

To be successful in this course, students should have a mastery of; addition, subtraction, multiplication, and division of integers, fractions, and decimals, the number line and properties of numbers, factors, divisibility tests, and prime factorization...and should have been introduced to; GCFs, LCMs, exponents, square roots, absolute value, scientific notation, ratios and proportions, percents, and order of operations. This course is intended for students to build a solid foundation of algebraic skills and concepts. By becoming proficient in these skills and concepts, the students can apply them confidently in further math courses. Topics covered include; solving equations, solving and graphing linear equations and inequalities, solving systems of linear equations, polynomials, rational expressions, radical expressions, quadratic equations, and algebra word problems.

### 322 – MODERN GEOMETRY

1 Credit

*Grade Offered: 9, 10*

*Prerequisites: Algebra I*

To be successful in this course, students should have mastered the following: performing addition, subtraction, multiplication, and division with whole numbers, fractions, and decimals; solving linear algebraic equations; isolating variables in a function. This course will provide students with the knowledge and fundamentals, on which their future math classes will depend, continue to develop, and expand upon. It will emphasize the student's knowledge of algebra and deductive reasoning applied to geometric properties. The geometric principles studied in this course are applicable to all of the sciences. The application of this course material is essential to the teaching of the class. Emphasis will be placed on: reinforcing basic concepts of Algebra, understanding geometric language, graphing and coordinate Geometry, measurements in two and three dimensions, applying algebraic properties to geometric principles, and applications of geometric properties.

**323 – HON. MODERN GEOMETRY**

1 Credit

*Grade Offered: 9, 10**Prerequisites: "A-" in Algebra I, approval of department leader.*

To be successful in this course, the students should have already mastered the following: basic operations with integers, fractions, and decimals; solving simple algebraic equations; determine relationships between angles, polygons, circles, and three-dimensional shapes. Algebra and Geometry are united in a presentation of traditional geometric topics with a view toward coordinate Geometry. Algebraic concepts, such as systems of linear equations, word problems, and graphing serve as a unifying principle. Topics include logic, proof of fundamental theorems, congruencies, similarity, area, volume and quadratic equations.

**324 – ADVANCED GEOMETRY**

1 Credit

*Grades Offered: 9, 10**Prerequisites: 9<sup>th</sup> Grade: Algebra I in 8<sup>th</sup> grade, HSPT and IFMPE scores, and approval of department leader.**Prerequisites: 10<sup>th</sup> Grade: "A" in Hon. Algebra I, and approval of department leader.*

To be successful in this course, the student should have already mastered the following from Algebra I; fractions, decimals, percents, exponents, radicals, solving equations and inequalities, solving and applying proportions, solving and graphing linear equations, solving systems of equations, and factoring all forms of polynomials. In addition, he should have been introduced to basic geometric formulas, the quadratic formula, the Pythagorean theorem, data analysis and probability. This course is designed for those freshmen and sophomores who have demonstrated a strong proficiency in Algebra I. The pace and depth of this course is substantially greater than the Hon. Geometry. In addition, students will be involved with the following: constructions with a protractor and compass, some independent projects, several math competitions, concentrated problem solving, and an introduction to trigonometry and functions.

**332 – ALGEBRA II AND TRIGONOMETRY**

1 Credit

*Grade Offered: 11**Prerequisite: Modern Geometry*

To be successful in this course, the students should have already mastered the following: basic operations with integers, fractions, and decimals; solving simple algebraic equations; factoring algebraic expressions. This course requires a fundamental knowledge of Algebra I and Geometry. Through problem solving and theoretical discussion it strives to strengthen the student's ability to manipulate algebraic symbols, solve complicated equations and simplify algebraic expressions. In addition, the course will help the student to deepen his understanding of the concepts of algebra and the structures and principles, which govern the manipulation of symbols, and how the symbols themselves can be used to record ideas and gain insights into problem solving situations.

**333 – HON. ALGEBRA II AND TRIGONOMETRY**

1 Credit

*Grades Offered: 10, 11**Prerequisites: "B" in Hon. or Advanced Geometry and approval of department leader.*

To be successful in this course, students should have mastered the following: perform operations with numbers comfortably and easily; evaluate expressions, with and without variables, using the order of operations; graph basic functions when given an equation or be able to make a table of values; work with and graph linear equations; solve linear equations and simple quadratic equations; factor simple linear and quadratic expressions; know how to work with special right triangles (30-60-90 and (45-45-90) and the Pythagorean Theorem. This course places an emphasis on developing mathematical thinking and problem solving. It begins with an intense review of the basic concepts of algebra. Special attention is placed on polynomial, trigonometric, logarithmic and exponential functions, and their graphs. At this level, we treat the calculator as an aid to understanding – not as the central feature of the course. Applications from all branches of science are used to show how mathematics is used to model real-life situations. Throughout the course, concepts are studied from an algebraic, geometric, numeric and verbal point of view. If time permits, a non-technical approach to such topics as sequences, statistics, and probability is presented.



### **334 – ADVANCED ALGEBRA II AND TRIGONOMETRY**

1 Credit

*Grades Offered: 10, 11*

*Prerequisites: 10<sup>th</sup> Grade: "B+" in Advanced Geometry, and approval of department leader.*

*Prerequisites: 11<sup>th</sup> Grade: "B+" in Hon. Algebra II or Advanced Geometry, and approval of the department leader.*

To be successful in this course, students should have mastered the following: factoring quadratic functions, solving and graphing linear functions, representing information as a function, identifying the relationships of sides in special right triangles, using proportions to solve for sides of similar polygons. This Hon. level course is designed for those sophomores and juniors who have a strong background in algebra and geometry. Review is provided for topics from first and second year algebra. Advanced topics are then introduced to prepare students for the next course in the sequence, A.P. Calculus. Advanced topics include: Circular and Trigonometric Functions, Sequences and Series, Exponential and Logarithmic Functions, and Conic Sections. Supplemental topics will include introductions to Probability and Statistics, Matrices and Vectors, Limits, Derivatives and Integrals. Where possible, concepts are presented from four points of view: geometric (graphs), numeric (table), symbolic (formulas), and verbal (discussion). Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. Graphing calculators (TI 83+ or higher) are required and used throughout the course.

### **341 – INTEGRATED MATH**

1 Credit

*Grade Offered: 12*

*Prerequisites: Must have been in Algebra II as a junior placement-teacher recommended only*

This course is designed to prepare students to take a college level math courses. The goals of Integrated Math are to teach and enhance traditional algebra topics, build confidence and positive attitudes toward math, improve reasoning, critical thinking, and study skills, and encourage students to think mathematically so they will feel comfortable translating real-life problems into mathematical equations. Topics that are covered for this course consist of real numbers, equations, inequalities, exponents, polynomials, factoring, graphing, systems, and radicals.

### **342 – PRE-CALCULUS**

1 Credit

*Grade Offered: 12*

*Prerequisites: Completion of Algebra II and Trigonometry, endorsement of the teacher, and approval of department leader.*

To be successful in this course, the students should have already mastered the concept of functions in various forms including linear, quadratic, polynomials, and exponential. This course begins by reviewing and reinforcing the students' algebraic and geometric skills. Special attention will be paid to pointing out the connection between the algebraic and geometric interpretations of important concepts. The student is then introduced to functions and their graphs with emphasis on: polynomial, trigonometric, exponential, logarithmic, and rational functions. The student should be able to develop mathematical models and use them to interpret real-world problems.

### **343 – HON. PRE-CALCULUS**

1 Credit

*Grade Offered: 12*

*Prerequisites: "B+" in Hon. Algebra II and Trigonometry, approval of the department leader.*

To be successful in this course, students should have mastered the following: solving linear and rational equations, graphing linear and quadratic functions, factoring of second and third degree polynomials, understanding the meaning of domain and range, simplifying and rationalizing radicals, using a graphing calculator to graph a function, and identifying the relationships of sides in special right triangles. This course is intended for the college-bound senior. It provides an intense study of the topics, which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, trigonometric, exponential and logarithmic functions. Where possible, concepts are presented from four points of view: geometric (graphs), numeric (tables), symbolic (formulas), and verbally (discussion). Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. Graphing calculators are used throughout the course.

**352 – AP STATISTICS AB**

1 Credit

*Grades offered: 12**Prerequisites: Honors Geometry & Honors Algebra 2*

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

**353 – AP CALCULUS AB**

1 Credit

*Grades Offered: 11, 12**Prerequisites: "B+" in Advanced Algebra II and Trigonometry, endorsement of the teacher, approval of department leader.*

To be successful in this course, the student should have a strong background in Algebra, Geometry, Functions, Trigonometry, the Unit Circle and the Graphing Calculator. The student should also have shown the ability to reason mathematically, to apply mathematical concepts and processes to solve complex problems, and be able to explain and justify the thinking underlying their work. The student is introduced to the concepts of differential and integral calculus. Differentiation and integration of algebraic and transcendental (trigonometric, exponential and logarithmic) functions is emphasized along with the fundamental applications of these operations. The national Advanced Placement syllabus is followed. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. A pre-course (summer) reading and writing assignment is required.

**355 – AP CALCULUS BC**

1 Credit

*Grade Offered: 12**Prerequisites: "B+" in Advanced Placement Calculus AB, endorsement of the teacher, approval of department leader.*

To be successful in this course, students should have mastered the following: know the unit circle and basic trigonometric identities; basic integration and differentiation methods of most basic function types; know and be able to use basic approximation methods (such as local linear approximation); be able to work with functions analytically, numerically, verbally, and graphically; be comfortable with the use of a graphing calculator. This course is an extension of Calculus AB rather than an enhancement. It is intended to be both challenging and demanding. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Topics include parametric, polar, and vector functions, and analysis of their curves, numerical solutions of differential equations using Euler's Method, L'Hopital's Rule, including its use in determining limits and convergence of improper integrals and series. In addition, methods of integration, logistic differential equations, polynomial approximations and series, and applications of integration, including arc length and finding the area of a region bounded by polar curves.

## Foreign Language Courses

(400s Courses)

<b>412 - French I</b>	<b>415-Spanish I</b>	<b>416-Hon. Spanish I</b>	<b>421 – French II</b>	<b>425-Spanish II</b>
<b>427-Hon. Spanish II</b>	<b>432 – Hon. French III</b>	<b>435-Hon. Spanish III</b>	<b>442 – AP French IV</b>	<b>445-AP Spanish IV</b>

### **412 – FRENCH I**

1 Credit

*Grade Offered: 9 (10 for FAST students)*

*Prerequisites: None*

French 1 is an introductory level course, which assumes that the student has no background in the language. Learning the basics of the language represent the goal of this course. The emphasis will be on the development of the four language skills: listening/ comprehension, speaking, reading, and writing. Specifically, this course will teach students the sounds of the language, pronunciation, basic vocabulary on major topics, basic grammar structures and verb conjugation in the present and the near future. Through various readings and authentic listening/ video activities students will become aware of the French and Francophone cultures. Upon the completion of this course, students will be able to sustain a basic conversation in French, to comprehend audio and video materials, to read simple passages, and to write at an elementary level on the topics studied.

### **415 – SPANISH I**

1 Credit

*Grade Offered: 9 (10 for FAST students)*

*Prerequisites: None*

Spanish 1 is an introductory course focused on developing the four language skills of listening, speaking, reading, and writing, primarily through learning vocabulary on major topics, pronunciation and basic grammar structures – namely the present and the near future - in order to build communicative competence. The course also aims to heighten students' cultural awareness through cultural readings in the target language and real-life conversations.

### **416 – HON. SPANISH I**

1 Credit

*Grade Offered: 9*

*Prerequisites: Enrolled in all honor level courses*

This is an intensive course offered to motivated students with above average skills in language acquisition, who are interested in pursuing a four year advanced program in Spanish. The aim of the course is to attain communicative competence through listening, speaking, reading and writing. The units of study include: vocabulary on major topics, phonetics and intonation, basic grammar structures such as: regular and irregular verb conjugations and present and preterit tenses. Students will also be exposed to the culture and geography of Spanish speaking countries through readings in the target language and real life conversation. The course is partly conducted in Spanish. No prior language experience required.

### **421 – FRENCH II**

1 Credit

*Grade Offered: 10 (11 for FAST Students)*

*Prerequisites: French I*

The aim of the second year of study is to prepare students toward proficiency. The four language skills of listening, speaking, reading, and writing will continue to be developed, with a focus on oral communicative competence and more complex paragraph writing. Vocabulary and grammar from the previous year will be reviewed and expanded through the introduction of new topics and new vocabulary and grammar structures. Exposure to the francophone cultures will represent an important part of the

course. Upon the completion of this course students will be able to sustain a conversation, to describe, past, present, and future events in speaking and writing, and to read passages on the topics studied at a low-intermediate level.

#### **425 – SPANISH II**

1 Credit

*Grade Offered: 10 (11 for FAST Students)*

*Prerequisites: Spanish I*

At the onset of Spanish 2, students will be expected to utilize the knowledge gained in Spanish 1 – namely basic grammar structures including the present tense, pronunciation, and vocabulary on major topics. In Spanish 2, the four language skills of listening, speaking, reading, and writing are further developed through the learning of new vocabulary and the past tenses in authentic contexts. An increased emphasis is placed on cultural awareness through print and audio texts from internet resources to increase students' knowledge of the products, practices, perspectives of the Spanish-speaking world. This course is for those students who have no intention of taking three years of Spanish at De La Salle. Those students who may continue their Spanish career after two years must enroll in Hon. Spanish II instead.

#### **427 – HON. SPANISH II**

1 Credit

*Grade Offered: 10*

*Prerequisites: "B+" for Spanish I Students*

Beginning Hon. Spanish II students will be expected to utilize the knowledge gained at the Spanish 1 level - namely basic grammar structures including the present tense, pronunciation and vocabulary on major topics - in order to communicate through reading, writing, speaking and listening at a novice level. In Hon. Spanish II, all four language skills (listening, speaking, reading, and writing) are emphasized, with focus on gaining confidence in these skills in authentic contexts. Through learning additional vocabulary and verb tenses, students successfully communicate with their peers in the target language. Additionally, an increased emphasis is placed on cultural awareness through print and audio texts from internet resources to increase students' knowledge of the products, practices, perspectives of the Spanish-speaking world. This class is taught in order to thoroughly prepare the student to be successful at the Hon. Spanish III level.

#### **432 – HONORS FRENCH III**

1 Credit

*Grades Offered: 11, 12 (Elective)*

*Prerequisites: "B+" in French II, endorsement of the teacher*

Level III is designed to review and expand the vocabulary and grammar studied in French II continuing to reinforce and further develop the listening, speaking, reading, and writing skills with emphasis on speaking, reading, and writing. Upon the completion of this course students will be able to sustain conversations formally and informally on various topics, to express in writing thoughts, ideas, using a higher level of language, and to gain additional insights into the culture of the countries where the language is spoken through exposure to authentic audio, video, and written materials. The class is conducted partly in French introducing students to different parts of discourse- conversation, journalism, literature, new grammar structures, and verb conjugation, including the Conditional Clause, and the Subjunctive.

#### **435 – HON. SPANISH III**

1 Credit

*Grades Offered: 11, 12 (Elective)*

*Prerequisites: Hon. Spanish II, endorsement of the teacher*

Beginning Hon. Spanish III, students will be expected to utilize the knowledge gained at the Spanish I and Hon. Spanish II levels - namely grammar structures used to express the present, past, and future, pronunciation, and vocabulary on major topics - in order to communicate through reading, writing, speaking and listening at an intermediate level. As an advanced language course, Spanish III continues to reinforce and further develop the students' proficiency in the skill areas of listening, speaking, reading, and writing with more emphasis on oral and written communication. There is also a more intense study of reading and listening comprehension through literature, expository texts, and short films from and about Hispanic and Spanish cultures to help further develop students' skills as well as their global awareness. A

good portion of the class is conducted in Spanish. There is a more intense and sophisticated study of all new and previously learned grammar and vocabulary. This class is taught in order to thoroughly prepare the student to be successful at the AP Spanish IV level.

#### **442 – AP FRENCH IV**

1 Credit

*Grade Offered: 12 (Elective)*

*Prerequisites: "B" in Hnr French III, endorsement of the teacher, and approval of department leader*

AP French IV is a college level course which prepares students for the Advanced Placement Exam which is offered at the teacher's discretion but not required. Students work to refine their language skills – listening, through audio/ video materials, speaking, through guided presentations, dialogues and debates, and essay writing- demonstrating sensitivity and precision in organizing and expressing their thoughts in a more sophisticated manner. The amount of reading is increased through exposure to various literary selections from the classic and contemporary French literature. An important part of the course is based on communication in real life situations and on current topics. Vocabulary and grammar are continually reviewed and expanded through the study of indirect discourse, idiomatic expressions, and stylistics. The class is conducted almost exclusively in French.

#### **445 – AP SPANISH IV**

1 Credit

*Grade Offered: 12 (Elective)*

*Prerequisites: "B" in Spanish III, endorsement of the teacher, and approval of department leader*

Beginning AP Spanish IV, students will be expected to utilize the knowledge gained at the Spanish I and Hon. Spanish II and III levels - namely grammar structures learned, pronunciation, and vocabulary on major topics - in order to communicate through reading, writing, speaking and listening at an advanced level. While emphasis continues on the development of skills of listening, reading, writing, and speaking in AP Spanish, stress is placed on using these skills together to effectively communicate in various situations and about topics found in the real world. Selected readings from literature and current events are chosen from the textbook and various media sources to further students' reading comprehension. Listening comprehension is further developed through various audio and visual media including news reports, short, and feature films. Students' writing abilities in Spanish are refined through the composition of various types of essays, stories, and informal communication. Students further develop their speaking skills through class participation and discussion of ideas and the presentation of various oral presentations and projects. The class is conducted almost exclusively in Spanish. Great emphasis is placed on idiomatic expressions and phrases as well as regional differences of the Spanish language. Most grammar that is learned in previous courses is reviewed in depth and is applied in a more sophisticated manner to refine students' language skills. Advanced Placement exam is offered at the instructor's discretion, but not required for this class.

## Science Courses

(500s Courses)

512-Biology	513-Hon. Biology	522-Earth & Space Science	523-Hon. Chemistry
532-Chemistry	534-Hon. Physics	545-Ecology	546-Astronomy
549-Hon. Human Physiology/Anatomy I	551-AP Biology	552-AP Chemistry	553 – AP Environmental Science
556 – AP Physics 1	599 – Lab Assistant		

*Students may only enroll into one science course (1 credit) per year due to scheduling and lab requirements.*

### 512 – BIOLOGY

1 Credit

*Grade Offered: 9*

*Prerequisites: combined score of at least 80 (NP) in the quantitative and science option HSPT sub-tests (quantitative + science option = 80 or higher), an HSPT Reading G.E. of 6.5 or higher,*

This course is designed to enhance students' understanding of the basic concepts fundamental to all living things. Students investigate a variety of topics including biochemistry, cell structure and function, physiology, genetics, evolution, and ecology. Students will further their understanding by engaging in directed study, lecture, and inquiry based laboratory investigations where they will gain familiarity with a variety of technology and laboratory methods. Emphasis will be placed on the application of scientific knowledge to real-world situations.

### 513 – HON. BIOLOGY

1 Credit

*Grade Offered: 9*

*Prerequisites: Combined score of at least 120 (NP) in the quantitative and science option HSPT sub-tests (quantitative + science option = 120 or higher), an HSPT Reading G.E. of 8.0 or higher, an "A" in 8<sup>th</sup> grade science or Earth Science, and endorsement of eighth grade teacher or Earth Science teacher.*

This course emphasizes molecular biology and is covered at an accelerated pace. It requires students to think critically, to inquire, and to link ideas. The course bridges current perspectives and understandings across major sub-disciplines of biology such as biochemistry, cell biology, genetics, microbiology, evolution, and human physiology. Students will further their understanding by engaging in directed study, lecture, and inquiry based laboratory investigations where they will gain familiarity with a variety of technology and laboratory methods. Emphasis will be placed on the application of scientific knowledge to real-world situations. Not offered to students who have taken College Preparatory Biology.

### 522 – EARTH & SPACE SCIENCE

1 Credit

*Grade Offered: 11*

*Prerequisites: None*

This course is designed to enable students to recognize and understand the processes that occur on the Earth. The course will allow students to increase their power of observation, enhance problem solving skills, and allow them to appreciate the challenges that face the Earth's environment. These skills will be developed through instruction, lab work, audio-visual presentations, direct study, and practice.



**523 – HON. CHEMISTRY**

1 Credit

*Grade Offered: 10**Prerequisites: "A" for both semesters of Biology, or "B" in Hon. Biology, with approval of current science teacher, and "A" in Algebra I (or "B" in Hon. Algebra I) with GPA 3.0 or higher. Students should pass the 5-question pre-test with at least a 60%.*

This course is oriented for the college-bound student. It introduces the student to basic chemistry. It provides a meaningful, goal-oriented approach within a framework of fundamental concepts and principles with practical applications and laboratory work stressed throughout. The course strives to build and then strengthen the student's (1) knowledge of core concepts of the scientific discipline of chemistry, (2) ability to think and work as a scientist, (3) mathematical and reasoning abilities. The topics covered include those addressed in the Introductory Chemistry course: a study of matter and energy, atomic theory, chemical reactions, thermodynamics, nuclear chemistry, gases, phases, chemical bonding, the structure and behavior of matter, acids and bases, and solutions, in more depth and at an accelerated pace, as well as stoichiometry.

**532 – INTRODUCTORY CHEMISTRY**

1 Credit

*Grade Offered: 10**Prerequisites: None.*

This course is oriented for the college-bound student. It introduces the student to basic chemistry. It provides a meaningful, goal-oriented approach within a framework of fundamental concepts and principles with practical applications and laboratory work stressed throughout. The course strives to build and then strengthen the student's (1) knowledge of core concepts of the scientific discipline of chemistry, (2) ability to think and work like a scientist, (3) mathematical and reasoning abilities. The topics covered include a study of matter and energy, atomic theory, chemical reactions, thermodynamics, nuclear chemistry, gases, phases, chemical bonding, the structure and behavior of matter, acids and bases, and solutions.

**534 – HON. PHYSICS**

1 Credit

*Grades Offered: 11, 12**Prerequisites: "B-" or higher in all previous science courses, "B-" or higher in Geometry, and concurrent enrollment in a Trigonometry course; if coming from a College Prep course, approval of current science teacher needed.*

This honors level course is targeted for those juniors or seniors who have a strong background in science and algebra. It provides a framework of fundamental physics concepts and principles along with practical applications. The course is designed to prepare the student for college physics. An emphasis is placed on the use of mathematics in formulating physical principles and in problem solving, thus a strong working knowledge of algebra is required. The Honors Physics text is a college physics text. Areas of study include linear and rotational motion; Newton's laws; work and energy; momentum; waves and sound; and electricity. Laboratory work and projects are stressed throughout.

**545 – ECOLOGY**

0.5 Credit

*Grade Offered: 11, 12 (Elective)**Prerequisites: None*

Ecology is the study of organisms in relation to their environment. The class will provide opportunities for students to think, inquire, and become familiar with relevant topics in ecology. For example: topics on ecosystems, population and demography, limitation of the earth, food production and environmental influences on man. This course will allow students to increase their power of observation, enhance problem solving skills, and allow them to appreciate the challenges that face the Earth's environment. These skills will be developed through instruction, group work, audio-visual presentations, direct study, and practice.

**546 – ASTRONOMY**

0.5 Credit

*Grade Offered: 11, 12 (Elective)**Prerequisites: None*

This course is a basic non-mathematical science program offering an overview of both practical and theoretical astronomy. The student, by the end of the course, will be able to identify major constellations, stars and planets. In addition, the student will gain an understanding of the earth and moon system, planets, stellar evolution, types of galaxies and several cosmological models including the “big bang” theory. The course is intended to teach students to think, inquire, and become familiar with related topics in astronomy. Students will gain an appreciation of both practical and theoretical astronomy.

**549 – HON. HUMAN PHYSIOLOGY & ANATOMY**

1.0 Credit

*Grade Offered: 11, 12 (Elective)**Prerequisites: “B” in Biology, “B” in AP Biology, “B” in Chemistry, and endorsement of all previous science teachers.*

This is a one year Junior/ Senior level science elective specially designed for those students working towards a career in a health-related field. The course will primarily focus on physiology and the molecular processes, reactions and structures (both microscopic and macroscopic) that allow the human body to function efficiently and maintain homeostasis. Human organ systems (Integumentary, Muscular, Skeletal, Nervous, Endocrine, Cardiovascular, Respiratory, Digestive, Excretory, Reproductive and Immune system) will be investigated with regard to structure, function, pathology, histology, and pharmacology. Special emphasis will be placed on investigating how systems communicate and work together to maintain homeostasis. This class will complement AP Biology for those students wishing to delve deeper into human anatomy and physiology and will serve as a great introduction to the structure and function of the human body. Students enrolled in this course should realize that it will require much more than simple memorization as it will be heavily based on case studies, labs, inquiry and application of complex information to novel situations. In order to be eligible, a student must have earned scores of B or higher in both Biology and Chemistry as well as the endorsement of his current and past science teachers

**551 – AP BIOLOGY**

1 Credit

*Grade Offered: 11, 12**Prerequisites: “B” in Biology, endorsement of the teacher, approval of the department leader*

The course is designed to be the equivalent of a college introductory biology course. The course follows A. P. College Board guidelines for both lecture and lab topics. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. A pre-course (summer) reading and writing assignment is required.

**552 – AP CHEMISTRY**

1 Credit

*Grade Offered: 11, 12**Prerequisites: “B” in Algebra 2, “B+” in Hon. Chemistry, endorsement of teacher, and approval of department leader*

This course focuses on a model of instruction which promotes enduring, conceptual understandings and the chemistry content that supports them. This approach enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and helps them develop the reasoning skills necessary to engage in the science practice used throughout the course. Students who take AP chemistry will develop advanced inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses. A pre-course (summer) problem solving assignment is required.



**553 - AP ENVIRONMENTAL SCIENCE**

1 Credit

*Grade Offered: 11, 12**Prerequisite: C or better in Biology and Chemistry; 1 year of Algebra*

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**556 – AP PHYSICS 1**

1 Credit

*Grades Offered: 11, 12**Prerequisites: "B+" or higher in all previous science courses OR "B-" or higher in Hon. Physics, "B-" or higher in a trigonometry course, endorsement of current science teacher, approval of the department leader*

This class serves as an introductory algebra-based physics course with a focus on: kinematics; Newton's laws of motion; torque; rotational motion and angular momentum; gravitation and circular motion; work, energy and power, linear momentum; oscillations, mechanical waves and sound, and an introduction to electric circuits. A pre-course (summer) problem solving assignment is required.

**599 – STUDENT LAB ASSISTANT**

0.5 Credit

*Grade Offered: 12**Prerequisites: Approval of the student's counselor, assistant principal, and supervising teacher. Minimum GPA of 2.8. Completed 3 years of science with a C+ or better in all sem.*

The position of Student Lab Assistant is one of responsibility and is reserved for students with high qualifications and interest in science. The student is expected to act as a laboratory assistant to all members of the science department, with one primary supervising teacher. The Lab Assistant will assist in setting up laboratory experiments and maintaining laboratory equipment. Student will be expected to learn certain lab techniques as well as safety, sometimes in a self-directed manner (reading and watching videos) Student may also be responsible for tasks including, but not limited to: performing safety checks, organizing and sterilizing laboratory glassware, preparing, labeling, and distributing solutions, using computer software, and maintaining a clean and organized laboratory environment. Student should possess a general knowledge of computer and science lab skills and be able to read, understand, and follow directions while working independently. Student should be physically able to lift up to 20 lbs, to use a step ladder, to reach above head, to stand for 30 minutes and be willing to handle chemicals, broken glass, and other lab-related hazards while wearing goggles, apron, and/or gloves while under supervision. This is a "pass/fail" course and does not factor into the GPA. It does not count toward the minimal graduating credits required, nor does it satisfy any of the 3-credit graduation requirements for science.

## Social Sciences Courses

(600s Courses)

<b>624-World Contemporary Studies</b>	<b>625-Hon. World Contemporary Studies</b>	<b>630-Economics</b>	<b>632-American History</b>
<b>633-Hon. American History</b>	<b>641-American Government</b>	<b>643-Sociology</b>	<b>645 – 20<sup>th</sup> Century Wars</b>
<b>647-Psychology</b>	<b>650 – AP Psychology</b>	<b>651-AP U.S. History</b>	<b>652- AP European History</b>
<b>653-AP U.S. Government</b>	<b>654-AP Microeconomics</b>	<b>655 – AP Human Geography</b>	

### **624 – WORLD CONTEMPORARY STUDIES**

1 Credit

*Grade Offered: 9*

This course is designed to enable students to enhance their understanding of the interrelatedness of the world's regions, cultures and historical backgrounds. The five themes of Geography - location, place, human-environmental interaction, movement and region are emphasized. Through directed study, instruction and practice students will develop basic map skills, critical thinking skills, writing skills, and other general social science skills. The course invites active and critical listening, reading, viewing, thinking, discussing, reflecting and writing; asking that learners engage themselves in a quest to become responsible and educated Catholics and citizens.

### **625 – HON. WORLD CONTEMPORARY STUDIES**

1 Credit

*Grade Offered: 9*

This course is designed to enable students to enhance their understanding of the interrelatedness of the world's regions, cultures and historical backgrounds. The five themes of Geography - location, place, human-environmental interaction movement and region are emphasized. Through directed study, instruction and practice students will develop basic map skills, critical thinking skills, writing skills, and other general social science skills. The course invites active and critical listening, reading, viewing, thinking, discussing, reflecting and writing; asking that learners engage themselves in a quest to become responsible and educated Catholics and citizens. The course will proceed at a faster pace and in more depth than the traditional World Contemporary Studies course.

### **630 – ECONOMICS**

0.5 Credit

*Grades Offered: 11, 12*

*Prerequisites: None*

After a unit on personal finance, students will learn that economics is a social science that is concerned with how resources are used to satisfy people's wants and needs. Economics enables us to understand and deal with problems that arise in our society and the world. This class is designed to give students a good, fundamental background of economic and financial principles and concepts so that they can be more informed and better citizens. Major emphasis is also placed on the economy of the United States, how it is closely integrated into the world economy and how our economic policies impact other countries and vice versa.

### **632 – AMERICAN HISTORY**

1 Credit

*Grade Offered: 10, 11*

*Prerequisites: None*

This course is full year survey of American history from Reconstruction through the War on Terrorism. Emphasis is placed on developing careful reading, listening and writing skills, thinking critically,

and analyzing primary source documents. Yearlong themes of the course include the concept of 'mission' in U.S. History, the growth of federal power at the expense of the states, and America's gradual development as a world leader.

### **633 – HON. AMERICAN HISTORY**

1 Credit

*Grade Offered: 10, 11*

This is a course for Honors level juniors. It is a survey of the critical events and individuals; from U.S. Civil War through the War on Terrorism, that have shaped modern America. Great emphasis is placed on developing careful reading and listening skills, thinking critically, closely examining primary source documents, and on note-taking. Yearlong themes of the course include the concept of 'mission' in U.S. History, the growth of federal power at the expense of the states, and America gradual development as a world leader. This course will move at a faster pace, further emphasis will be placed on literary proficiency and more in-depth than the traditional United States History course.

### **641 – AMERICAN GOVERNMENT**

0.5 Credit

*Grade Offered: 11, 12*

*Prerequisites: None*

This required course is concerned with the inner workings of our three main federal branches of government: the legislature, the executive, and the judiciary. Personal liberties are thoroughly discussed, and coverage of the operation of our Republican and Democratic parties is included. The intent of the course is to prepare students to fully understand the functions of American Government and fulfill their role as U.S. citizens.

### **643 – SOCIOLOGY**

0.5 Credit

*Grade Offered: 11, 12 (Elective)*

*Prerequisites: None*

This course is designed to help students examine how race, ethnicity, and culture influence our experiences in the world today, and implement a multicultural approach to learning. This course will provide students with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. The course will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our actions. This course will not be just about exploring various cultures in the classroom. It is also about addressing inequities, stereotypes, and the ways they filter down to how we treat and view other people.

### **645 – MILITARY HISTORY**

0.5 credit

*Grade Offered: 11, 12 (Elective)*

*Prerequisites: None*

Armed conflicts are amongst the most transformative events in human society. This course will take an in-depth look at the most influential wars throughout history. While notable military tactics, technologies, and leaders will be covered, a larger emphasis will be placed on giving context to their social, political, and economic causes and effects.

### **647 – PSYCHOLOGY**

0.5 Credit

*Grade Offered: 11, 12 (Elective)*

*Prerequisites: None*

Students will learn to recognize and understand many factors that affect the behavior of humans and other living organisms. Topics studied include: motivation, personality, learning, altered states of consciousness, the nervous system, intelligence, social relationships, defense mechanisms, mental illness and mental well-being. Class work is supplemented with discussion, experiments, demonstrations, and guest speakers. Psychology is the science that studies the behavior and thinking of living organisms.

**650 - AP PSYCHOLOGY**

0.5 Credit

*Grades Offered: 12**Prerequisites: None*

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations.

**651 – AP U.S. HISTORY**

1 Credit

*Grades Offered: 10, 11**Prerequisites: "A-" in Hon. World Contemporary Studies, A in CP World Contemporary Studies or "B-" in AP European History, endorsement of the teacher, and approval of the department leader*

This course is a survey of American History from the colonial period to the present. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to analyze and interpret primary sources including documentary material, maps, statistical tables, editorial cartoons, and photographs. In addition, students will read and evaluate the evidence and changing interpretations of important historians. Special emphasis is given to clarity of written expression. A pre-course (summer) reading and writing assignment is required.

**652 – AP EUROPEAN HISTORY**

1 Credit

*Grade Offered: 11, 12**Prerequisites: "A" in European History, or "B" in Hon. European History, endorsement of the teacher, and approval of the department leader.*

This course is a full year survey of European History from 1450 A.D. to the present. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to analyze and interpret primary sources including documentary material, maps, statistical tables, editorial cartoons, and photographs. In addition, students will read and evaluate the evidence and changing interpretations of important historians. Special emphasis is given to clarity of written expression. A pre-course (summer) reading and writing assignment is required.

**653 – AP GOVERNMENT AND POLITICS**

1.0 Credit

*Grade Offered: 11, 12**Prerequisites: "B" in AP American History or an "A-" in Hon. American History or A in CP American History, endorsement of the teacher and approval of the department leader.*

This course is an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute U. S. political reality. A pre-course reading and writing assignment is required and may be offered 2<sup>nd</sup> Semester only.

**654 – AP MICROECONOMICS**

0.5 Credit

*Grades Offered: 11, 12**Prerequisites: None*

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**655 – AP HUMAN GEOGRAPHY**

1.0 Credit

*Grades Offered: 11,12**Prerequisites: None*

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

**Fine Arts Courses****(700s Courses)**

<b>701 - Beg. Band</b>	<b>702 - Concert Band</b>	<b>704 - Jazz Band</b>	<b>705 – History of Music</b>
<b>707 - Men's Chorus</b>	<b>760 – Introduction to Art</b>	<b>761 - Studio Art</b>	<b>763 - Adv. Studio Art</b>
<b>765 - Portfolio Art</b>	<b>780 - Computer Graphics</b>	<b>781 - Digital Video</b>	<b>782 - Video Production</b>

**701 – BEGINNING BAND**

1 Credit

*Grade Offered: 9 (Elective)**Prerequisites: Endorsement of the teacher*

Beginning band is an ensemble created for students interested in music but do not know how to play an instrument. De La Salle offers training in the following instruments: flute, clarinet, alto saxophone, trumpet, horn, trombone, baritone, tuba and percussion. The beginning band students are expected to perform with the concert band throughout the year.

**702 – CONCERT BAND**

1 Credit

*Grades Offered: 9, 10, 11,12 (Elective)**Prerequisites 9<sup>th</sup> Grade: Advance meeting with teacher.**Prerequisites All: Previous training on a band instrument, attendance at Band Camp (end of July), and endorsement of the teacher.*

The student learns the techniques necessary to perform in an ensemble. The concert band is a performing organization; a student must participate in all engagements. Each student is instructed on his individual instrument. The band will function as a marching band during football season and students are expected to attend all band events. Hence, all members are required to be in Marching Band. Marching Band rehearses every Tuesday and Thursday night at DLS from 5 pm until 7 pm starting in August. Concert band requires a significant time commitment both in and out of school.

**703 – MARCHING BAND**

0.5 Credit

*Grades Offered: 9, 10, 11, 12 (Elective)*

The Marching Band offers an opportunity for students to grow musically but also display discipline on the field. The marching band is designed for any student that has background in any instrumentation and is willing to learn marching techniques. The goal of the course is for students to perform a set show throughout the semester and continue to improve upon it through rehearsals and practices. Both boys and girls are allowed to join the band and will be required to provide their own instrument, unless it can be provided by the band locker room. Classes meet after school.

**704 – JAZZ BAND**

0.5 Credit

*Grades Offered: 9, 10, 11, 12 (Elective)**Prerequisites: Audition with teacher, and endorsement of the teacher*

Jazz Band is a performing ensemble that explores the various styles and techniques of jazz music. Students are required to be members of the concert band or men's chorus as well (unless scheduling precludes). A proficient understanding of scales and rhythm is necessary. Freshmen may audition when they are in 8<sup>th</sup> grade, but no later than the month of June. Classes meets before school.

**705 – HISTORY OF MUSIC**

0.5 Credit

*Grades Offered: 10, 11, 12 (Elective)*

This course is a history course focusing on the evolution of music from ancient times to modern rock and roll. Students will be assessed on their knowledge of the formation of music in different cultures around the world throughout time. They will need to differentiate between the differences in music and be able to spot similarities and differences as well as when in history they could find the type of music.

**707 – MEN'S CHORUS**

0.5 Credit

*Grades Offered: 9, 10, 11, 12 (Elective)**Prerequisites: Endorsement of the teacher*

This is a performing ensemble that explores the various styles and techniques of contemporary and classical vocal music. Performances are mandatory for all members. Students will also sing at school masses. Classes meets before school

**760 – INTRODUCTION TO ART**

0.5 Credit

*Grades Offered: 9, 10, 11, 12 (Elective)*

This class is an introduction to art basics. We will be spending some time in various art-making styles and techniques, from drawing and painting to sculpting and printmaking. No experience or skill is necessary, it is meant to teach the basics, and help students grow and improve thinking and analyzing skills.

**761 – STUDIO ART I**

0.5 Credit

*Grades Offered: 10, 11, 12 (Elective)**Prerequisites: Endorsement of the teacher.*

This is an introductory class designed to acquaint the art student with a wide range of basic knowledge regarding art media, aesthetic concepts and art history. Emphasis and concentration will be made on two-dimensional art through the use of pencil, ink and acrylic paints. The concepts of balance, composition, design and use of values will be stressed. The student will be exposed to the work of other artists and their solutions to the visual problems that the students will face.

**763 – ADVANCED STUDIO ART**

0.5 Credit

*Grades Offered: 11, 12 (Elective)**Prerequisites: 761 and endorsement of the teacher.*

This class will provide greater understanding to the art elements experienced in Studio Art. Further work in media such as pencil, ink, and acrylic paints will be done. New media and lessons will be taught such as ceramics, printmaking, and sculpture. Lectures and exposures to potential careers will be offered to interested students. The emphasis will be placed on the production of high quality, individualized art work.

**765 – PORTFOLIO ART**

0.5 Credit

*Grade Offered: 12 (Elective)**Prerequisites: 761, 763, and endorsement of the teacher.*

This class is intended for the advanced and highly motivated student that is looking to advance his skills and look at Art as a possible career. This class is taught as an independent study within the normal curriculum of Studio Art. Assignments are given and tweaked to the needs and desires of the advanced

student(s). Individual and small group critiques will be used to help the student(s) find his own vision and path. Concentrated explorations of media or subjects are expected of the student(s).

### **780 – COMPUTER GRAPHICS**

0.5 Credit

*Grades Offered: 11, 12 (Elective)*

*Prerequisites: Knowledge of basic computer operations and endorsement of teacher.*

Students use window-based computers, scanners, and professional level software (Photoshop) to create, modify and manipulate images. The elements of art (composition, center of interest, unity, balance) are stressed as the students solve the visual problems assigned to them. This class is geared toward the understanding and creation of art on the computer and less toward the understanding of computers themselves.

### **781 – DIGITAL VIDEO**

0.5 Credit

*Grades Offered: 11, 12 (Elective)*

*Prerequisites: Knowledge of basic computer operations, Students must be pre-approved via an interview process.*

This semester long class is an introduction to the creative application of newer technologies. Though it is an introductory class the student will be exposed to, and work through, the entire video production sequence. The class will cover brainstorming, storyboarding, script writing, shooting, editing, and the presentation and critique of the final results. The student will engage in both study and production in order to achieve their finished products. The class will include hands-on experiences with a video camera and Final Cut Pro X software.

### **782 – VIDEO PRODUCTION** 1.0 Credit

*Grades Offered: 11, 12 (Elective)*

*Prerequisites: Digital Video or Computer Graphics, Students must be pre-approved via an interview process.*

This semester long class will focus on the creation and production of our school news program. is an introduction to the creative application of newer technologies. The class will cover interviewing techniques, story writing, video and script writing and the presentation and critique of the final results. **As a group, this class will work primarily on the writing, broadcasting, filming, production, and editing of "First Class News."**

## **Physical Education Courses**

**(800s Courses)**

**812-Phys. Ed. I**

**822-Phys. Ed. II**

**825-Health**

**845-Adv. Phys. Ed.**

### **812 – PHYSICAL EDUCATION I**

0.5 Credit

*Grade Offered: 9*

*Prerequisites: None*

This is a beginning course providing instruction in team and individual sports as well as fitness issues. Basic rules, skills, and game play will be introduced. Activities include, but are not limited to, touch-football, soccer, floor hockey, basketball, and weight training.

### **822 – PHYSICAL EDUCATION II**

0.5 Credit

*Grade Offered: 10*

*Prerequisites: Physical Education I*

This course is a continuation of Physical Education I that provides instruction in team and individual sports as well as fitness issues. Basic rules, skills, and game play will be introduced. Activities include, but are not limited to, touch-football, basketball, soccer, floor hockey, along with weight training and cardiovascular conditioning.



**825 – HEALTH EDUCATION**

0.5 Credit

*Grade Offered: 10**Prerequisites: None*

This course will enable students to assess their own health status and understand the relationship between daily nutrition and exercise choices and how it relates to their overall quality of life. Preliminary data will be collected reflecting the five areas of health related fitness; flexibility, muscular strength, muscular endurance, body composition and cardiorespiratory health. The health dynamics curriculum model will be employed resulting in a large portion of the class consisting of strength training or cardiorespiratory training days. The classroom portion will cover training principles as well as components of nutrition.

**845 – ADVANCED PHYSICAL EDUCATION**

0.5 Credit

*Grades Offered: 11, 12 (Elective)**Prerequisites: Endorsement of the teacher*

Team Sports & Health Related Fitness is designed to give our junior/senior athletes a time during the school day to get specific training related to the sport(s) they play as well as developing health related fitness concepts that will help our students grow physically, mentally, spiritually, and socially. The purpose of this course is to provide our students with opportunities to advance individual skill levels with a focus on their sport or athletic training goals. An emphasis will be placed on each student's individual/team goals and the steps needed to have success.

## Business & Technology Courses

(900s courses)

<b>932-Robotics</b>	<b>938 – Personal Finance</b>	<b>939 – Business Analytics</b>	<b>940 – Industrial Psychology</b>
<b>941-Accounting</b>	<b>942 –Intro Business &amp; Marketing</b>	<b>943-Hon. Banking</b>	<b>945-Engineering Design</b>
<b>947-PLTW Intro to Engineering Design</b>	<b>948-PLTW Principles of Engineering</b>	<b>949 - PLTW Digital Electronics</b>	<b>960 - AP Computer Science Principles</b>

**932 – ROBOTICS**

0.5 Credit

*Grades Offered: 10,11,12 (Elective)**Prerequisites: None*

This introductory course is designed as an introduction to robotics. The student will build robots/smart machines using motors and sensors (touch, light and sound) and how to program the robot. This course emphasizes on creativity, problem solving and teamwork skills. By building robots, the student will easily practice a set of subjects such as Science, Technology, Engineering and Mathematics (STEM). This class will also expose the student to many career opportunities in manufacturing, transportation, surgery, safety, research and mass production of consumer goods.

**938 – PERSONAL FINANCE**

0.5 Credit

*Grade Offered: 11,12 (Elective)**Prerequisites: None*

In this one semester course, students will learn the basics of financial literacy. It is designed to help students navigate the complex financial world in order to make smart decisions on how to handle their personal finances and build their future on a strong, financially sound foundation. Topics include: Savings and checking accounts, Credit Cards, Taxes, Credit score and identity theft, Investments



**939 – BUSINESS ANALYTICS**

0.5 Credit

*Grade Offered: 12**Prerequisites: Must have completed one of the following- Accounting, Banking*

This is an introductory course that will demonstrate the use of data analytics for all types of businesses. You'll learn how data analysts describe, predict, and inform business decisions in the specific areas of marketing, human resources, finance, and operations, and you'll develop basic data literacy and an analytic mindset that will help you make strategic decisions based on data.

**940 - INDUSTRIAL PSYCHOLOGY**

0.5 Credit

*Grade Offered: 12**Prerequisites Must have completed one of the following-Accounting, Banking*

In this course students will learn about the dynamics of the workplace, human resources management, employee training and development, performance appraisal and employee motivation, and how to effect developmental change.

**941 – ACCOUNTING**

1 Credit

*Grades Offered: 11, 12 (Elective)**Prerequisites: None*

This course is an introduction to fundamental accounting principles. Students are introduced to a step by step analysis of the record keeping procedures and concepts that take place in the accounting cycle. Students will complete the accounting cycle and prepare financial statements for sole proprietorships, partnerships, and corporations. Students will prepare personal federal income tax forms. Throughout the course students will learn about business ethics and will explore career possibilities.

**942 – INTRO TO BUSINESS AND MARKETING**

1 Credit

*Grades offered: 11, 12 (Elective)*

This course is an introduction to marketing and business. This course is designed for the student who has an interest in business and marketing. Topics covered include basic marketing and economic concepts, selling, advertising, and promotion. In addition to marketing topics, students will learn about forms of business organizations, finance, human resources management, entrepreneurship, business ethics, and the changing business environment.

One major focus in this class will be the daily operations of the Pilot Hangar, our school store. Students will work side by side with our PH managers and vendors to develop promotions, tracks sales, inventory, etc. The students will be the link between the store and the school community. The students will interact with students, teachers, and staff to determine the needs of the DLS community.

**943 – HONORS BANKING**

1 Credit

*Grades Offered: 11, 12 (Elective)**Prerequisites: Minimum cumulative grade point average of 3.0. Students must have taken or be enrolled in accounting, economics, or computer applications. Students must be pre-approved via an interview process.*

This is a yearlong course where students will gain valuable experience both in the classroom and in a hands-on work environment. Students will go through two weeks of training with Christian Financial Credit Union during the summer before beginning work in the branches. During the summer, students will also have the opportunity to work different marketing events and be involved in the local communities. Throughout the school year, students will learn finance and business concepts while working shifts at the De La Salle student-run branch, The Union, while also having the chance to participate in Money Smart Week and Credit Union Week.

**945 – ENGINEERING DESIGN (CAD)**

1 Credit

*Grades Offered: 11, 12 (Elective)**Prerequisites: None*

This course covers an in-depth approach in rudimentary engineering skills utilized in industry. Students focus on engineering techniques in measuring, line work, orthographic projection, and lastly section cutting and dimensioning. The students learn manual and computer aided 3D drawing (CAD) skills. The course culminates with the students designing basic three dimensional designs using Inventor and multiple CATIA modules (Part Design, Assembly and Sheet Metal) and transforming the designs into three dimensional objects.

**947 – PLTW INTRODUCTION TO ENGINEERING DESIGN**

1 Credit

*Grade Offered: 9,10,11 (Elective)**Prerequisites: None*

This course is recommended for students who are interested in a career in the field of Engineering. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. This is the first course in a series of three, one per year. Freshmen and sophomore students may take this in lieu of physical education, health, and seminar. The course is limited to 20 students as only one can be offered this year. The priority of placement is seniors first, then juniors, followed by sophomore, and finally freshmen.

**948 – PLTW PRINCIPLES OF ENGINEERING**

1 Credit

*Grade Offered: 10,11,12 (Elective)**Prerequisites: Completion of 947 Intro to Engineering Design*

The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech career POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. Principles Of Engineering is the second of three foundation courses in the Project Lead The Way high school engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. The course of study includes: Mechanisms, Energy Sources, Energy Applications, Machine Control, Fluid Power, Statics, Material Properties, Material Testing, Statistics, and Kinematics. Sophomore students may take this in lieu of physical education and health. The course is limited to 20 students due to resources.

**949 – PLTW DIGITAL ELECTRONICS**

1 Credit

*Grade Offered: 10,11,12 (Elective)**Prerequisites:*

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

**960 – AP COMPUTER SCIENCE PRINCIPLES**

1 Credit

*Grade Offered: 10,11,12 (Elective)**Prerequisites: Algebra I*

The course introduces students to the essential ideas of computer science and helps students to understand how computing and technology can influence the world around them. As part of this course, students will be exposed to a broad range of computing tools and skills while creatively addressing real-world issues and concerns. Students will conceive and implement digital projects, utilizing some of the same processes that writers, programmers, engineers, designers, and other creators use to bring their ideas to life. This course is a “blended,” self-paced, chiefly online course (web-based) with periodic meetings with the De La Salle teacher/coach. No previous experience with coding is required! This course teaches some programming, but also includes problem-solving, working with data, and understanding the structure of the Internet and how it works while creating digital projects. 10<sup>th</sup> grade students who take this course will be waived the school's physical education and health requirements in order to make room in their schedule for this course.

## Non-Departmental Courses

**995 – SAIL (Student Academic Intervention for Learning)**

No Credit

*Grades Offered: 9, 10, 11, 12**Prerequisites: Demonstrated need for additional academic support*

This course is designed to provide additional time, support, and structure for those students who need supplemental assistance in mastering the essentials of their courses. Students are mandatorily assigned to this course if they are placed on academic probation or if they are in the FAST program. In addition, individual teachers may refer students to SAIL once Tier I interventions have proven ineffective. This course meets during school, and if needed, after school as well. This assistance course does **not** factor into the GPA nor appear on report cards and transcripts.

**999 – FAST (Freshmen Achievements Starts Today)**

No Credit

*Grades Offered: 9**Prerequisites: RTI Team Approval*

This course is for those incoming freshman students requiring additional support as identified by their previous course work, personal interviews, and high school placement test scores. This course meets for at least one mod during the academic day. In addition, FAST students are required to attend the After-school Intervention Program which normally meets on Mondays, Tuesdays, Wednesdays, and Thursdays from 2:55 to 3:45 pm. Students enrolled in this course start their foreign language requirement in their sophomore year instead of the freshman year. This assistance course does **not** factor into the GPA nor appear on report cards and transcripts.

