



CONWELL-EGAN

CATHOLIC HIGH SCHOOL

ACADEMIC CATALOG

**SCHOOL YEAR:
2022-2023**

Office of Academics
Joshua K. Bower
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Dear Students and Parents/Guardians:

The Academic Catalog is prepared by the Office of Academics in consultation with our Academic Board. Our course offerings aim to provide a well-rounded education to all Conwell-Egan Catholic (CEC) students. Within this catalog, there is a list of course offerings and a brief, generalized description of the content of each course. The Academic Catalog also explains various policies and procedures pertaining to academics at CEC that often come into question throughout one's high school career. Additionally, the catalog delineates the academic requirements for graduation as well as a projected view, per grade level, of required and elective courses.

Each year, the course selection process is an important aspect of each student's educational pathway. It affords students some autonomy in their education while challenging their decision-making skills and regulating academic expectations based on past performance. Given the importance of course selections and the ramifications they have in shaping students' education, the Academic Catalog should serve as a resource for students (and parents) to make informed decisions. The catalog is a guide to assist in setting the students up for academic achievement the following academic year, and beyond.

With that said, it is strongly encouraged for both students and parents to communicate with the Teachers, Guidance Counselors, and/or the Assistant Principal for Academic Affairs in regards to our Academic Catalog, course offerings, and policies. We look forward to working together to enhance the students' educational experiences at CEC.

Thank you for your continued support and commitment to Conwell-Egan Catholic High School.

Sincerely,

Joshua K. Bower

Joshua K. Bower
Assistant Principal for Academic Affairs



POLICIES & PROCEDURES

GRADUATION REQUIREMENTS

- In accordance with the requirements established by the State of Pennsylvania Department of Education, the directives of the Office of Catholic Education of the Archdiocese of Philadelphia, and the philosophy and objectives of the school itself, a diploma is awarded to Conwell-Egan Catholic High School students for the successful completion of the prescribed course of studies.
 - Half (0.5) Credit Christian Service
 - One (1.0) Credit Health and Physical Education
 - Two (2.0) Credits World Language
 - Three (3.0) Credits Mathematics, Science, & Social Studies
 - At least one of these subject areas must have four (4.0) credits.
 - Four (4.0) Credits Theology & English; Math, Science and/or Social Studies
 - Eight (8.0) Credits Electives

-
- **TOTAL credit requirement by class:**
 - **Class 2022 and beyond = 29.5 credits**
-

Policies & Procedures

GRADING SCALE

- **Report Card Grades**
 - Highest = 100
 - Lowest *passing* grade = 70
 - Lowest *failing* grade = 60

- **Quarter Grade (Q#)** reflects the progress that a student has made during that marking period. This grade is determined by the teacher. Quarter grades may consist of any/all of the following: tests, quizzes, formative assessments, papers, projects, presentations, labs, homework, classwork, and participation. A minimum of three (3) majors marks must be included in the quarter grade.
 - **Midterm Exams (E1)** are averaged into Q2 grades. The weight this exam holds is teacher discretionary within their respective courses and should be outlined in their syllabus.
 - *Theology* courses are an exception (see below).

- **1st Semester Grade (S1)** is the average of the first (Q1) and second (Q2) quarter grades.

- **2nd Semester Grade (S2)** is the average of the third (Q3) and fourth (Q4) quarter grade.

- **Final Grade (F1)** determines whether or not the student has passed the course. This grade is calculated the following way:
 - $45\% S1 + 45\% S2 + 10\% \text{ Final Course Exam (E2)} = F1$
 - Example:
 - $S1 = 80, S2 = 85, E2 = 90$
 - $(80 \times 45\%) + (85 \times 45\%) + (90 \times 10\%) = F1$
 - $36 + 38 + 9 = \underline{83 \text{ (final grade)}}$

- **Final Grade (F1)** in *Theology* courses are calculated slightly differently. The midterm exam (E1) and the final exam (E2) each count as 5% of the final grade respectively.
 - $45\% S1 + 45\% S2 + 5\% E1 + 5\% E2 = F1$
 - Example:
 - $S1 = 80, S2 = 85, E1 = 90, E2 = 90$
 - $(80 \times 45\%) + (85 \times 45\%) + (90 \times 5\%) + (90 \times 5\%) = F1$
 - $36 + 38 + 4.5 + 4.5 = \underline{83 \text{ (final grade)}}$

- Grades for semester courses that conclude in January carry over to the Final Grade Column of report cards. *Only* semester grades and final grades appear on transcripts.

Policies & Procedures

GRADE CONVERSION

- The following table is the Grade Conversion for all students transferring into an Archdiocesan school as well as for all Diocesan Scholars and Dual-Enrollment courses. For students who received an alpha grade at their former school or in a course, the conversion from an alpha grade to a numeric grade is reflected on the following chart:

○

ALPHA	NUMERIC
A+	99
A	96
A-	93
B+	89
B	86
B-	83
C+	79
C	76
C-	73
D+	72
D	71
D-	70
F	65



Policies & Procedures

STUDENT PLACEMENT

- Archdiocesan Tracking Policy mandates that all diocesan high schools are expected to comply with the student placement issued by the Office of Catholic Education. This policy is designed to meet the particular needs of the individual student at the level of his/her intellectual ability and achievement by providing a college preparatory curriculum, regardless of track. The approved curriculum guidelines for the Secondary School System differentiate among the following academic tracks:
 - **Advanced Placement (AP)**
 - Conwell-Egan Catholic High School offers a number of AP courses (specific courses and descriptions can be found on page 33 and 34 of this catalog). AP courses consist of a structured program of college-level courses and examinations for secondary school students. The program is administered by the Educational Testing Service through The College Board. Over 90% of colleges nationwide award college credit to high school students who achieve an 'acceptable' AP exam score (a score of 3 or above).

The Office of Academics gives serious consideration to the initial track placement. However, acceptance into an AP course is further contingent upon aptitude, standardized test results, previous academic performance, prior sequential courses, and teacher/department chair recommendations.

Students who are granted admission into AP courses must understand the following:

- AP courses have limited enrollment determined by the specific department, the Principal, and the Princeton guidelines. Given enrollment is competitive, it is imperative that students and parents/guardians understand that once a student accepts an appointment to an AP course, ***student enrollment in the AP course is required for the duration of the course and withdrawal is not an option.***
- AP students are ***required*** to take the AP exam(s) in May. There is a fee for each AP course and test taken by the student which is covered in the school fee. However, the cost of books and any other course materials is the responsibility of the student/family.



Policies & Procedures

STUDENT PLACEMENT (cont'd.)

- **Honors (H)**
 - College-preparatory courses for students of *extraordinary, consistent, and exceptional* scholastic ability. Students work at a considerably accelerated pace.
- **College Prep (CP)**
 - College-preparatory courses for students of average ability.
- **Academic (Acad.)**
 - Courses aimed to assist students in SAT prep that offer enrichment and test-taking skills (primarily set-up for students in Algebra I and II, including 9th graders in our academic enrichment courses).
- During the course selection process, teachers are asked to recommend student placement changes for students in their classes. These recommendations follow specific guidelines established by each department, respectively. Once the recommendation is submitted to the department chair, additional academic information is assessed and the department chair submits the possible student placement changes. In addition, if the student does not perform well in a semester/course, a recommendation may be made for the student to be dropped a track. Final decisions regarding student placement are made by the Assistant Principal for Academic Affairs in consultation with the department chair and/or academic board.
- **9th Grade Placement Process**
 - Student placement of freshmen students is the result of several factors, all of which are incorporated into a computerized formula. Tracking includes, but is not limited to, Terra Nova Standardized Test scores and academic data from the student's seventh-grade year and first semester of eighth-grade. A composite score is created using those three indicators. All incoming freshmen are then ranked accordingly in relation to each other. This method allows us to use a wide variety of grades given earned by the student over two academic years as well as the scores from a national standardized test given on the same day, under the same conditions in all of the Archdiocese of Philadelphia elementary schools. Use of this test helps eliminate variances in teacher grading. This test also provides a Cognitive Skills Index component that further assists in the overall assessment of student academic ability for tracking.



Policies & Procedures

ACADEMIC INTEGRITY POLICY

- The Archdiocese of Philadelphia (AOP) , Office of Catholic Education (OCE) , and CEC are committed to the academic, social-emotional, ethical, and spiritual development of the entire learning community. We endeavor to foster an environment that supports the mission and values of Catholic education.

The Academic Integrity Policy is an essential element to its philosophy and practice of promoting academic excellence. It is a policy that defines the expected standards of conduct in all academic affairs. AOP, OCE, and CEC's mission is to foster a community of trust that will enhance student achievement. It is in that spirit of mutual trust that we uphold the highest ethical academic standards.

- Academic Integrity or honesty includes but is not limited to:
 - Producing one's own work.
 - Citing others' work appropriately.
 - Abiding by the rules and regulations set forth by individual school policies.
 - Maintaining honor and trust in all academic affairs.
- Academic Integrity Policy Violations Cheating includes but is not limited to:
 - Copying or allowing others to copy from someone's work.
 - Unauthorized use of electronic devices.
 - Sabotaging the projects or experiments of others.
 - Altering of a graded assessment and re-submitting it in another course without the teacher's permission or knowledge.
 - Seeking unauthorized assistance on take-home or make-up assignments or assessments.
- Plagiarism includes but is not limited to:
 - Using another person's words, ideas or expressions (written or spoken) without the appropriate documentation.
 - Copying and pasting any material from any source without giving credit to the source; Changing or substituting the words or order of words from another source and submitting then as one's own work.
 - Quoting another's words, sentences, etc. without acknowledgement of the sources; Falsely creating data for an experiment or citing non-existent sources in any research.
 - Failing to cite the words, pictures, music, or other forms of communication in any assessment.



Policies & Procedures

ACADEMIC INTEGRITY POLICY (cont'd.)

- Acts of cheating, plagiarism, and/or other forms of academic dishonesty are initially handled within the classroom as teacher discretionary consequences. However, school administration may take additional action if necessary. Examples of possible consequences for academic dishonesty may include:
 - A zero (0) or “F” on the activity, assignment, or assessment.
 - Detentions (including Saturdays)
 - Suspension (out-of-school)
 - Expulsion (for gross and/or multiple offenses)

ACADEMIC PROBATION & DISMISSAL

- Any student with two or more failures at the end of the academic year is placed on academic probation for the following year. Any student on academic probation will be required to sign an academic contract which covers the following:
 - A student on academic probation that earns *two or more* failures in any subject at the end of the 1st semester the following school year faces possible **dismissal** from CEC prior to the 2nd semester.
 - A student on academic probation with *one or more* failures in any subject at the end of the school year **remains** on academic probation.
 - A student receiving *three or more* failures in any subject at the end of the school year is **liable for dismissal** from CEC
 - 9th grade students with *five or more* failures in any subject after the 1st semester may be **dismissed** in January.
 - 10th, 11th, and 12th grade students with *four or more* failures in any subject after the first semester may be **dismissed** in January.
- School administration retains the right to retain students who would normally be dismissed if they judge that there are grave reasons to do so, whether this judgment results from knowledge they gain independently or after consultation with other members of the faculty.



Policies & Procedures

CREDIT RECOVERY

- A failure for the school year means that the average of the first (S1) and second (S2) semester grades is below 70. It is also a judgment on the part of the teacher that the student has not worked according to ability. Consequently, credit cannot be issued and the student must enroll in Credit Recovery. All failures in any subject, required or elective, full and half-credit, must be rectified by participation in the Archdiocesan Credit Recovery Program and passing the subject(s) failed. This is a diocesan policy and, therefore, no exceptions will be made.
- Archdiocesan policy stipulates that **Seniors** with any failures for the school year:
 - DO NOT PARTICIPATE IN THE GRADUATION EXERCISES!
 - Are mandated to complete the Credit Recovery Program to obtain credit for the course failed. The mandate applies to all courses.
 - Must successfully make up those failures in order to receive a diploma.
- Archdiocesan policy stipulates that **Underclassmen** with any failures for the school year must successfully complete the Credit Recovery for the courses failed in order to return to Conwell-Egan Catholic the following school year.
- It is the responsibility of the student/family to make plans to enroll and successfully complete the Credit Recovery Program for all failures.



Policies & Procedures

TRANSCRIPTS

- Official transcripts *must* be sent by **MAIL** to any institution requesting such information. It is the policy of Conwell-Egan Catholic High School, in accordance with Archdiocesan policy, not to send any transcripts if a student's tuition and fees are not up-to-date.

DUAL ENROLLMENT

- Dual enrollment courses present a unique opportunity for our advanced students. Following completion of the required and sequential curriculum, students may enroll in dual enrollment courses which are college-level courses offered here on our CEC campus. These courses are taught by college-vetted instructors and follow rigorous syllabi. Essentially, dual enrollment students are afforded the opportunity to earn college credits while in high school. In addition, by passing a dual enrollment course, students will also earn a high school credit for that course which will be reflected on their transcript.
- Currently, CEC offers dual enrollment courses through Bucks County Community College, Manor College, Immaculata University, St. Francis University and LaSalle University. Additional partnerships with other colleges and universities are actively being pursued.
 - More information on the dual enrollment offerings can be found on page 35.

DIOCESAN SCHOLAR PROGRAM

- Another unique opportunity for CEC students is the Diocesan Scholars Program which allows eligible students to take college-level courses at local Catholic colleges during their senior year. The top 30 juniors, based on the first semester cumulative rank and PSAT scores, are given the opportunity to apply for admission to the Diocesan Scholar Program. Selection into this program provides the Diocesan Scholar an opportunity to take four college courses - two during each semester (fall and spring) - for a potential earning of twelve (12) college credits. Advanced Placement quality points are applied to the grades earned in these courses. Tuition is covered by the Archdiocese while costs for transportation, books, and other course materials are the responsibility of the Scholar and their family.



Policies & Procedures

HONORS

- The following are honors designations used by the Archdiocese of Philadelphia Secondary School System (implemented in 2011) for all students. Honors are calculated on a quarterly (Q1, Q2, Q3, Q4) basis and ***do not*** include semester assessments or the semester average. Honors are determined by the grade average as well as by lowest grade requirements. Student placement is not considered. Students with a failure in any subject are not eligible for honors.
 - **FIRST HONORS** - grade average of 93 or higher; no grade below a 90.
 - **SECOND HONORS** - grade average of 88 or higher; no grade lower than 85.

CLASS RANK

- The academic standing of each student in relation to the other members of the class is calculated from the quality points attained. The rank in class is computed for each current year and also cumulatively for all four high school years. Rank is given only at the conclusion of each semester or final marking period.
 - **Current Rank** – is determined by quality point average. The total number of quality points is divided by the number of credits received in tracked courses.
 - **Cumulative Rank** – is based on the average of total quality points accumulated for the number of years the student is in school.

GRADE-POINT AVERAGE (GPA)

- **Grade-Point Average (GPA)** is calculated in PowerSchool based on the final grade per course using the weighted scale below. Each course receives a GPA value and then the average GPA of all courses is calculated. The GPA will be reported on the transcript. Semester-long and year-long courses will be counted into the GPA.
- A **new** GPA Scale has been approved by the Archdiocese for all High Schools. The table below reflects changes which will be implemented starting with the Class of 2020.



Policies & Procedures

Weighted GPA - (**BLUE** column represents the **new** scale).

GRADE	AP		HONORS		COLLEGE PREP		ACADEMIC	
100	6	6	5.5	5.5	5	5	4.5	4.5
99	5.9	6	5.4	5.5	4.9	5	4.4	4.5
98	5.8	6	5.3	5.5	4.8	5	4.3	4.5
97	5.7	6	5.2	5.5	4.7	5	4.2	4.5
96	5.6	5.7	5.1	5.2	4.6	4.7	4.1	4.2
95	5.5	5.7	5	5.2	4.5	4.7	4	4.2
94	5.4	5.7	4.9	5.2	4.4	4.7	3.9	4.2
93	5.3	5.4	4.8	4.9	4.3	4.4	3.8	3.9
92	5.2	5.4	4.7	4.9	4.2	4.4	3.7	3.9
91	5.1	5.4	4.6	4.9	4.1	4.4	3.6	3.9
90	5	5.1	4.5	4.6	4	4.1	3.5	3.6
89	4.9	5.1	4.4	4.6	3.9	4.1	3.4	3.6
88	4.8	5.1	4.3	4.6	3.8	4.1	3.3	3.6
87	4.7	4.8	4.2	4.3	3.7	3.8	3.2	3.3
86	4.6	4.8	4.1	4.3	3.6	3.8	3.1	3.3
85	4.5	4.8	4	4.3	3.5	3.8	3	3.3
84	4.4	4.5	3.9	4	3.4	3.5	2.9	3
83	4.3	4.5	3.8	4	3.3	3.5	2.8	3
82	4.2	4.5	3.7	4	3.2	3.5	2.7	3
81	4.1	4.2	3.6	3.7	3.1	3.2	2.6	2.7
80	4	4.2	3.5	3.7	3	3.2	2.5	2.7
79	3.9	4.2	3.4	3.7	2.9	3.2	2.4	2.7
78	3.8	3.9	3.3	3.4	2.8	2.9	2.3	2.4
77	3.7	3.9	3.2	3.4	2.7	2.9	2.2	2.4
76	3.6	3.9	3.1	3.4	2.6	2.9	2.1	2.4
75	3.5	3.6	3	3.1	2.5	2.6	2	2.1
74	3.4	3.6	2.9	3.1	2.4	2.6	1.9	2.1
73	3.3	3.6	2.8	3.1	2.3	2.6	1.8	2.1
72	3.2	3.3	2.7	2.8	2.2	2.3	1.7	1.8
71	3.1	3.3	2.6	2.8	2.1	2.3	1.6	1.8
70	3	3.3	2.5	2.8	2	2.3	1.5	1.8
69 & Below	0	0	0	0	0	0	0	0

Policies & Procedures

ELIGIBILITY

- **College Clearinghouse - NCAA**

- Students - If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page. eligibilitycenter.org.
- **ACADEMIC REQUIREMENTS:**
 - To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.
- **CORE COURSES:**
 - Visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas (Division I/II):
- **GRADE-POINT AVERAGE:** The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.
 - DI requires a minimum 2.3 GPA & DII requires a minimum 2.2 GPA.
- **SLIDING SCALES:** Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at ncaa.org/student-athletes/future/test-scores.
- **STANDARDIZED TEST SCORES:** Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send the NCAA all your scores and they will use the best scores from each test section to create your sum score. The NCAA accepts official scores only from the ACT or SAT, and won't use scores shown on your high school transcript.
- For more information: ncaa.org/playcollegesports
- Frequently Asked Questions: ncaa.org/studentfaq



Policies & Procedures

ELIGIBILITY

- *Athletics (PIAA)*
 - Students must pursue a full-time curriculum defined and approved by your Principal.
 - Weekly grade reports are conducted at CEC. If a student has two (2) or more failing grades on a given week's report, they're ineligible for competition(s) the following week (Sunday through Saturday). Student-athletes may participate in practice at their coaches' discretion. Eligibility will be reassessed during the following week's grade report.
 - At the conclusion of a quarter/semester, any student-athlete with two (2) or more failing grades will be ineligible for a minimum of 15 school days. Eligibility will be reassessed following the 15-day suspension. If a student-athlete continues to exhibit two (2) or more failing grades, an additional 15 school days of ineligibility will be tacked on. (repeat until passing).

COURSE SELECTION PROCESS

- Course selection is done through PowerSchool in the spring each year. In consultation with their teachers, parents, guidance counselors, and the Assistant Principal for Academic Affairs, students may request their courses for the following academic year. In doing so, much consideration ought to be given to completion of prerequisite courses, teacher/department chair recommendations, student placement, and projected student ability based on past/current performance in students' classes. Additionally, individual student potential, interests, needs, aptitudes, and achievements are critical points of emphasis in course selection.

Course Offerings

THEOLOGY

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Theology I	CE1121	CP	1.0	9
○ <i>The Revelation of Jesus Christ in Scripture:</i>	This course helps students understand the Sacred Scriptures. The Bible is the word of God where they encounter the living Word of God, Jesus Christ. Students will learn about the Bible, its development and content, and how God is its author. Students focus on the Gospels, where they grow to know and love Jesus more personally.			
○ <i>Who is Jesus Christ?:</i>	This course helps students understand the person and message of Jesus Christ. He is the living Word of God, the Second Person of the Blessed Trinity. He is the ultimate Revelation about God, from God. Students penetrate the mystery of the person of Jesus and who he called them to be.			
● Theology II	CE1221	CP	1.0	10
○ <i>The Mission of Jesus Christ (The Paschal Mystery)</i>	This course helps students understand all that God has done for humanity through his Son, Jesus Christ. God has planned, from all eternity, for human beings to share everlasting happiness with him. This is accomplished only through redemption in Christ. Students inquire about the meaning of being a disciple of Christ.			
○ <i>Jesus Christ's Mission Continues in the Church:</i>	This course helps students understand that they encounter the living Jesus Christ in and through the Church. The Church was founded by Christ through the Apostles. It is sustained by him through the Holy Spirit. The Church is the living Body of Christ. Students explore the Church as a mystery that has both human and divine elements.			

Course Offerings

THEOLOGY (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
<ul style="list-style-type: none"> ● Theology III <ul style="list-style-type: none"> ○ <u><i>Sacraments as Privileged Encounters with Jesus Christ:</i></u> This course helps students understand that they can meet Christ today in and through the sacraments. Each sacrament, particularly the Eucharist, is a means to a full and real encounter with Christ. Students examine each sacrament in detail so as to learn how they may encounter Christ throughout life. ○ <u><i>Life in Jesus Christ:</i></u> This course helps students understand the moral life. Only in Christ can human beings discover the fullness of life. Christ's disciples follow and adhere to the moral concepts and precepts of Christ and his Church. Students probe these moral teachings and reflect upon their implications ● Theology IV <ul style="list-style-type: none"> ○ <u><i>Ecumenical and Interreligious Issues:</i></u> The purpose of this course is to help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelations, students will recognize the ways in which important spiritual truths can also be found in non-Catholic churches as well as in non-Christian religions. It is also intended to help them recognize the ways in which other systems of belief and practice differ from the Catholic faith. ○ <u><i>Sacred Scripture:</i></u> The purpose of this course is to give an overview of Sacred Scripture with an introduction to the basic principles for understanding and interpreting the Bible. Every effort is made to project a sense of the unity of the narrative for the divine plan of salvation, the presence of God's action in this record of his Revelation, and his desire to share his merciful love with us. All scripture is inspired by God and is useful for teaching, for refutation, for correction, and for training in righteousness, so that one who belongs to God may be competent, equipped for every good work. (2 Tm 3:14-17) 	CE1321	CP	1.0	11
	CE1420	CP	1.0	12



Course Offerings

ENGLISH LANGUAGE ARTS (ELA)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● ELA I	CE2111/CE2121	H/CP/Ac.	1.0	9
<ul style="list-style-type: none"> ○ English Language Arts I is a required course for all ninth grade students. Based on the National Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text. ○ Students will develop their writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use. This course is supported through various literary Genre studies. 				
● ELA II	CE2211/CE2221	H/CP	1.0	10
<ul style="list-style-type: none"> ○ A required course for all tenth grade students. Based on the National Common Core Standards, this course provides students with the skills and knowledge to become advanced critical readers and writers by analyzing multiple themes, interpretations, and details, craft and structure, and the integration of knowledge and ideas in literature and informational text. ○ Reinforcing and expanding the writing objectives of the freshman year, this course will develop the student's writing skills by examining text types and purposes. Students will write arguments to support claims in an analysis of substantive topics. Student will write explanatory/informational texts to examine and convey complex ideas. Students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct sustained research projects and will participate in a range of collaborative discussions and presentations. This course will further advance students' knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use. This course is supported through various selections in World and British studies. 				



Course Offerings

ENGLISH LANGUAGE ARTS (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● ELA III	CE2311/CE2321	H/CP	1.0	11
<ul style="list-style-type: none"> ○ English Language Arts III is a required course for all eleventh grade students. Based on the National Common Core Standards, this course will develop the student’s writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Students will learn how to produce and distribute quality writing using technology’s capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students’ knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use. This course is supported through various selections in American studies 				
● ELA IV	CE2410/CE2420	H/CP	1.0	12
<ul style="list-style-type: none"> ○ English Language Arts IV is a required course for all twelfth grade students. Reinforcing and expanding the writing objectives of the junior year, this course will develop the student’s writing skills by examining text types and purposes and by writing arguments to support claims in an analysis of substantive topics or texts. Students will write explanatory/informational texts to examine and convey complex ideas, and will write narratives to develop real or imagined experiences or events. Students will learn how to produce and distribute quality writing using technology’s capacity to produce, publish, and share writing products. Students will conduct sustained research projects and will participate in a range of collaborative discussions and presentations integrating multiple sources of information. This course will further advance students’ knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use. This course is supported through various selections in contemporary American studies. 				

Course Offerings

MATHEMATICS

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Algebra I	CE4111/CE4121/CE4131	H/CP/Acad	1.0	9
<ul style="list-style-type: none"> ○ Based on the National Common Core Standards, students taking Algebra I will examine structure in equations, will perform arithmetic with polynomials and rational functions, and will create equations that describe numbers or relationships. Students will reason with equations and inequalities abstractly and quantitatively, will solve systems of equations and will represent and solve equations and inequalities graphically. Students will construct viable arguments for their reasoning and critique the reasoning of others. 				
● Algebra II	CE4211/CE4221/CE4231	H/CP/Acad	1.0	9,10
<ul style="list-style-type: none"> ○ Based on the National Common Core Standards, students taking Algebra II will interpret and build functions; analyze functions using various representations; construct and compare linear and exponential models; and solve problems. Abstract and quantitative reasoning; construction of viable arguments; and critique reasoning of others will also be instructed. ○ <u>A graphing calculator and/or an App for the iPad is required.</u> ○ <i>Prerequisite for H. Algebra II:</i> H. Algebra I and departmental approval ○ <i>*Freshmen with exceptional results in Alg. I in 8th Grade may request Alg. II.</i> ○ <i>**<u>Department approval is required for sophomores who wish to take this course concurrently with Geometry (aka "Double Math").</u></i> 				
● Geometry	CE4311/CE4321	H/CP	1.0	11
<ul style="list-style-type: none"> ○ Based on the National Common Core Standards, students taking Geometry will experiment with transformations in the plane, will prove geometric theorems, and will make geometric constructions. Students will understand similarity, right triangles, and trigonometric ratios. Students will understand and apply theorems about circles, will express geometric properties with equations, and will use geometric measurement and dimension to solve problems. Students will reason abstractly and quantitatively and will construct viable arguments and critique the reasoning of others. ○ <i>Prerequisite for H. Geometry:</i> H. Algebra I or departmental approval 				

Course Offerings

MATHEMATICS (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Trigonometry/Pre-Calculus	CE4411/CE4421	H/CP	1.0	11,12
<ul style="list-style-type: none"> ○ An in-depth study of topics introduced in Algebra 2 is undertaken and new advanced mathematical concepts are studied. Polynomial, rational, exponential, logarithmic, trigonometric and other classes of functions are analyzed numerically, algebraically and graphically. The curves of trigonometry, trigonometric equations and applications, triangle trigonometry and advanced functions and graphing are studied. Students will engage in trigonometric functions, modeling periodic phenomena with trigonometric functions, and will prove and apply trigonometric identities. Data analysis, statistics, and discrete mathematics are explored. Mathematical modeling and applications are emphasized. <u>A graphing calculator and/or an App for the iPad is required.</u> ○ <i>Pre-requisites: Algebra I & II and Geometry</i> 				
● Calculus	CE4550	H	1.0	12
<ul style="list-style-type: none"> ○ This course is designed for the student who has followed the Academic program in Mathematics. The course covers topics in Analytic Geometry and Calculus including the Limit, Continuous Functions, Derivatives and Integrals of Polynomial Functions, Algebraic Functions, and Trigonometric Functions. Students will use the graphing calculator to explore certain topics in the course of study. ○ <u>A graphing calculator and/or an App for the iPad is required.</u> ○ <i>Pre-requisites: Algebra I, Algebra II, Geometry, and Trig/PreCalculus. Teacher recommendation as well.</i> 				
● Statistics	CE4611	H	1.0	12
<ul style="list-style-type: none"> ○ This course is designed to be an introduction to statistics. Descriptive statistics, probability, discrete probability distributions, and normal probability distributions will be covered. Additional topics of correlations and regression equations will also be examined. ○ <u>A graphing calculator and/or an App for the iPad is required.</u> ○ <i>Pre-requisites: Algebra I and II; departmental and Academic Office approval.</i> 				



Course Offerings

SCIENCE

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
<ul style="list-style-type: none"> ● Honors Biology <ul style="list-style-type: none"> ○ This course develops five biological themes: interaction, evolution of life processes, energy utilization, regulation, and coordination. Laboratory investigations are incorporated to stimulate inquiry or to develop critical thinking. Recognizing the universal relationship of structure and function on all levels of complexity and emphasizing the fundamental unity in the diversity of all life forms, Honors Biology pursues the study of: biological molecules; cellular structure and function; Mendelian and molecular genetics; and the three domain classifications including botany and zoology. Emphasis is placed on strengthening the abilities to organize, interpret, and communicate data gathered in research that prepares students for further scientific endeavors. 	CE511	H	1.0	9
<ul style="list-style-type: none"> ● Biology <ul style="list-style-type: none"> ○ Designed to challenge the college bound student, this course, by means of scientific inquiries, guides the students toward a thorough understanding of the following biological topics: plant and animal systems energy, biological molecules, evolution, genetics, cell biology and ecology. 	CE5321	CP	1.0	9

Course Offerings

SCIENCE (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Honors Chemistry	CE5211	H	1.0	10
<ul style="list-style-type: none"> ○ This course provides an enriched chemistry program for the college bound student and for those in honors courses. Chemical principles and concepts are developed through a lab- oriented approach. Special attention is given to the development of problem solving, understandings and skills, which provide a foundation for students who hope to pursue careers in science. ○ <i>Prerequisite: H. Algebra I (80+ avg.) and Honors Biology (85+ avg.)</i> 				
● Chemistry	CE5221	CP	1.0	10
<ul style="list-style-type: none"> ○ This course is designed to provide an overview of chemical principles for the average, college bound student. Topics studied include the properties and classification of matter, atomic structure, stoichiometry, chemical bonding, chemical reactions, and an introduction to organic chemistry. An emphasis is placed on developing problem-solving skills. Laboratory experiments are conducted to demonstrate and reinforce important principles and concepts. 				
● Honors Physics	CE5311	H	1.0	11,12
<ul style="list-style-type: none"> ○ This course is algebra-based and provides the basic principles of physics and applies these concepts to global phenomena. Honors Physics is intended for college bound students who are planning to major in science, engineering, or medicine. Class time is generally devoted to lecture, problem solving, hands-on experiments, computer labs and class demonstrations. Reading of the textbook, problem solving and laboratory data interpretation are assigned as out of class activities. Topics include light, motion, heat, electricity, and magnetism. ○ <i>Prerequisite: Departmental recommendation and two years of Honors Math with grade no lower than 80 and Honors Chemistry.</i> 				
● Physics	CE5421	CP	1.0	11, 12
<ul style="list-style-type: none"> ○ Conceptual Physics is based more on the concepts of physics as opposed to the more math-oriented Honors Physics course. Topics include light, motion, heat, electricity, and magnetism. This course in physics is designed for the average ability student who desires a background in physics for further technical school, college or other career-related education. Basic algebra and geometry are used to a significant extent. A laboratory component is integral to the course. ○ <i>Prerequisite: Algebra I and II, Geometry, Track 2, Average of 80</i> 				

Course Offerings

SCIENCE (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Anatomy & Physiology	CE5611	H/CP	1.0	11,12
○ This course involves a detailed study of the structure and function of the human body. It is intended both to familiarize students with the operation of their own body and also to prepare those interested for further specialized work in a health-care field. Dissection of fixed materials is required.				
○ <i>Prerequisites: Biology and Chemistry.</i>				
● Forensic Science	CE5721	CP	1.0	12
○ The focus of the course is to acknowledge the tremendous impact that the advances in science have had on both criminal investigation and the ethical decisions we must make as informed citizens of the world. The course will cover the application of natural sciences to legal matters, Fingerprinting, DNA, blood spatter, hair and fiber analysis, insect metamorphosis as a tool to time of death, etc. The course emphasizes inquiry-based learning and problem solving.				
○ <i>Prerequisite: Biology and Chemistry</i>				
● Sports Medicine	CE5911	CP	1.0	12
○ This course provides high school students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class will not provide patient care.				

Course Offerings

SCIENCE (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
<ul style="list-style-type: none"> ● Engineering I <ul style="list-style-type: none"> ○ This class will introduce students to the iterative engineering process and fundamental engineering design principles. Students will learn to deconstruct complex problems and through guided examples create comprehensive design solutions. This is a foundation class and will cover basic drafting skills, strength of materials, statics, heat transfer and other foundation engineering subject areas. ○ This course is designed to expose students to many different fields of engineering throughout the year as we explore various engineering subject areas, rather than delving deeply into anyone area. This will allow students to get a general overview of the various engineering fields and identify areas of interest. The class will also include a hands on aspect, as students will design and construct a piece of testing equipment for the engineering lab. (If Covid-19 restrictions will allow.) 	CE5811	H	1.0	11/12
<ul style="list-style-type: none"> ● Engineering II <ul style="list-style-type: none"> ○ This class is a continuation of the Engineering I curriculum in which students will work collaboratively on solving complex design problems. Students will draw on foundation engineering knowledge gained in Engineering I as new engineering subject areas are introduced. Students will learn to deconstruct complex problems and through guided examples create comprehensive design solutions. This is an advanced class and will expand on the subject areas covered in Engineering I and introduce Computer Aided Design (CAD), electrical circuits and basic computer programming as well as other engineering subject areas. ○ This course is designed to expose students to many different fields of engineering throughout the year as we explore various engineering subject areas, rather than delving deeply into anyone area. This will allow students to get a general overview of the various engineering fields and identify areas of interest. The class will also include a hands-on aspect, as students will design and construct a piece of testing equipment for the engineering lab. (If Covid-19 restrictions will allow.) ○ <i>Prerequisite: H. Engineering I</i> 	CE5821	H	1.0	12



Course Offerings

SOCIAL STUDIES

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
<ul style="list-style-type: none"> ● World History <ul style="list-style-type: none"> ○ A history of major world civilizations designed to explore the development of the modern global community and the spread of ideologies and cultures. The curriculum employs transnational themes to provide connections that transcend time, space, and disciplines and which promote the use of critical historical, global and economic literacy skills to explore global patterns of change over time. Acquiring these skills will enable students to analyze and interpret historical events in depth and to apply their understanding to a variety of historical contexts. 	CE3111/CE3121	H/CP	1.0	9
<ul style="list-style-type: none"> ● American Gov't. & Politics <ul style="list-style-type: none"> ○ This course is a comprehensive examination of the supreme and fundamental characteristics of the American Governmental system. Its study involves the origins, development, principles, organization, powers, functions and actual workings and processes of American Government. This course utilizes critical civic, economic and historical literacy skills to emphasize political theory, philosophy, and the nature of government and how it has impacted the country over time. This course is designed to give a thorough knowledge and deep understanding of the Government of the United States which is essential to all American citizens. 	CE3211/CE3221	H/CP	1.0	10
<ul style="list-style-type: none"> ● American History <ul style="list-style-type: none"> ○ The first quarter of this course is an introduction to American Government. The evolution of our government and its historical background are covered in survey format. In the remaining three quarters, students will study American History from Reconstruction to the present day. 	CE3311/CE3321	H/CP	1.0	11
<ul style="list-style-type: none"> ● Psychology <ul style="list-style-type: none"> ○ This Social Studies Elective is an introductory course of the scientific study of human behavior and mental processes – Psychology. How and why people behave or misbehave is the basis of this course. Units will include neurobiology, developmental psychology, abnormal psychology, and educational psychology. 	CE3420	H/CP	1.0	11/12



Course Offerings

SOCIAL STUDIES (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
<ul style="list-style-type: none"> ● Comparative Gov't. & Economics <ul style="list-style-type: none"> ○ Major world events of the later half of the 20th century will be studied. Special emphasis will be placed on the study of current problems and situations. These events will be viewed in their proper historical perspective. This course is designed to give the student a clear and in-depth understanding of our world in the 21st Century. ○ Additionally, this course emphasizes the study of global awareness, social learning, civic decision-making and the sources of diversity. Students will participate in simulations, examine case studies and research socio-political structures around the world. The Curriculum Committee seeks to offer a course that will be a “culmination of three years of historical, political, economic and social learning that ties key ideas together” in order to send graduates out into the world with a respect for diverse peoples. 	CE3510	CP/H	1.0	12
<ul style="list-style-type: none"> ● African-American Studies <ul style="list-style-type: none"> ○ This is a half-year elective course which explores the cultural, political and social history of African Americans from the Middle Passage through contemporary American life. Through this course students will develop a deeper understanding of the intricate ways in which African Americans have influenced and shaped the history and culture of the United States. In this course, students will examine the historical approaches to understanding the experiences and contributions of African Americans in the United States. 	CE3601	CP	0.5	12
<ul style="list-style-type: none"> ● Case Studies in Civil Rights Seminar <ul style="list-style-type: none"> ○ This half year guided seminar course invites the students to explore landmark Supreme Court civil rights cases from their historical roots through their contemporary impact. Students will work individually and in groups to research specific cases impacting various minority and historically marginalized groups including Native Americans, women, immigrants, African Americans, people with disabilities, followers of specific religious beliefs, among others. A variety of presentation styles including debate, oral and written presentations, as well as Socratic seminar will be used. This course requires that the student is able to identify areas of specific interest within the topic list, work independently and collaboratively, as well as actively respond in large and small group discussions 	CE3701	CP	0.5	12

Course Offerings

WORLD LANGUAGE

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
<ul style="list-style-type: none"> ● Spanish I <ul style="list-style-type: none"> ○ Students with exceptional verbal, listening, and reading skills may be placed in the Honors course. Material for the two courses is essentially the same. Students with higher ability will be able to progress at an accelerated rate in the Honors section. Those enrolled in the honors course will be expected to produce more advanced writing assignments, use simple conversational skills, and begin basic research projects on various cultural topics. The texts use real-world photos, on-location videos, grammar presentations and provide a solid introduction to the basic skills while incorporating high interest cultural information. Products, practices and perspectives of the target culture glimpses into the life and customs of Spanish-speaking peoples are gained through the text, supplementary materials provided by the textbook publisher, and those generated by the instructor. 	CE6511/CE6521	H/CP	1.0	9-11
<ul style="list-style-type: none"> ● Spanish II <ul style="list-style-type: none"> ○ Spanish II continues the work begun in Spanish I through a more comprehensive and accelerated study of the basic skills of listening, speaking, reading and writing. Students will be expected to increase their proficiency in verbal and in written communication. This will be accomplished by the study of more complex grammatical structures and through vocabulary acquisition within the context of real-world conversations. Students will also continue to improve writing proficiency through the use of directed paragraph construction and oral proficiency through paired practice and presentations. Additional material pertaining to Spanish and Latin American culture is presented. 	CE6541/CE6551	H/CP	1.0	10-12
<ul style="list-style-type: none"> ● Honors Spanish III <ul style="list-style-type: none"> ○ Designed for the linguistically gifted, this intensified course aims at refining and strengthening all receptive and productive communication skills. Exposure to authentic Spanish materials helps the students to better understand the Spanish people and their culture. Selected readings expose the student to authentic Hispanic culture. Instructional materials that accompany the text as well as instructor created material are employed to supplement the language lessons ○ <i>Prerequisite: Satisfactory completion of Spanish I and a first semester grade of 85 or above in Honors Spanish II or teacher recommendation in Spanish II.</i> 	CE6571	H	1.0	11, 12

Course Offerings

WORLD LANGUAGE (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Honors Spanish IV	CE6700	H	1.0	11, 12
○ This course will include a complete review of all grammar, especially the verb tenses of the indicative, subjunctive and imperative moods. Continued emphasis will be placed on oral communication and the improvement of writing skills through more complex compositions and essays. A study of Spanish civilization including geography, history and art will be investigated with each chapter along with an authentic reading. Excerpts of authentic Spanish materials are used as a basis for each chapter. Students will learn how to express, not only what they do, but also how they feel and what they believe about the world.				
● Italian I and II	CE6311	H/CP	1.0	9-12
○ An introductory course in which students will learn the basics of the language: history, spelling, grammar, numerals, and general conversational words.				

FINE ARTS

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Honors Art I	CE8211	H	1.0	9-12
○ A <i>foundation</i> course open to students in grades 9 to 12 who are seriously interested in art. Emphasis in the first year is on the development of basic skills, development of visual perception, and exploration of materials. An introduction to various programs such as Photoshop and Illustrator are integrated in this course.				
● Honors Art II	CE8311	H	1.0	10-12
○ An elective where students will pursue a more advanced study of art than introduced in Art I, especially in <i>design</i> . Fundamentals are explored in greater detail and new mediums are introduced which include sculpture, printmaking as well as continuation of MAC programs. Students will learn Art History, develop an appreciation for the aesthetics of art and acquire the language and skills needed for art criticism.				
● Honors Art III	CE8411	H	1.0	11, 12
○ Art III is a <i>portfolio</i> and college preparation program. A working knowledge of computer operation is essential in order to assist in preparing individual artwork portfolios on a CD. Emphasis is on perfecting skills in specific areas of interest and on the development of creative expression through individual instruction. This course options for AP Studio Art or H. Art IV.				



Course Offerings

FINE ARTS (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Honors Art IV	CE8510	H	1.0	12
○ Designed for the serious artist, Art IV will focus on problem solving; developing and pursuing a theme; and an exploration of ideas.				
● Instrumental Music	CE8001	H	1.0	9-12
○ The course emphasizes an in-depth development of individual technical skills and ensemble playing. Band literature, sight-reading and tuning procedures are taught. Theory is integrated within the context of the study of band literature. The class meets daily for one class period and rehearses at least one afternoon per week after school.				
● Choral Music	CE8051	H	1.0	9-12
○ This class forms the core of the Concert Choir, the premiere vocal ensemble for the school community. Students will learn vocal technique, concepts of music theory and ensemble performance practice by rehearsing and performing challenging SATB repertoire. Students are expected to prepare the repertoire on their own and are required to attend all rehearsals and performances. In addition, the class leads the community at all liturgies.				



Course Offerings

HEALTH & PHYSICAL EDUCATION

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
<ul style="list-style-type: none"> ● PE/Health <ul style="list-style-type: none"> ○ The Physical Education program stresses sportsmanship, working together, skill performance, physical fitness, individual sports and team sports. Various activities provide the opportunity for improved motor skills, and the basic knowledge needed to participate in sports, and lifetime activities. Students are required to dress for and participate in each and every class. The Health Program deals with current critical health concerns in today’s society. This course will center on the students gaining knowledge and information that will better prepare them to make positive choices and decisions about their own health. Students will learn to differentiate between healthful and risky behaviors, and to recognize the effects of the behaviors they chose. Areas of study include health and wellness, fitness, nutrition, body systems, physiology, mental health and social drugs. 	CE9001	CP	1.0	10-12
<ul style="list-style-type: none"> ● Personal Fitness <ul style="list-style-type: none"> ○ This course gives students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training and overall fitness training and conditioning course includes both lecture and activity sessions with research and project based learning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness and movement activity for a lifetime. This course involves a large physical component and is recommended for athletic students wishing to achieve optimal physical fitness. ○ <i>Prerequisite: Health/PE</i> 	CE9011	CP	0.5	12



Course Offerings

H. EAST INITIATIVE - Education Advanced by Science and Technology

- Honors EAST Initiative CE7821 H 1.0 9-12
 - EAST is a course that empowers students to take responsibility for their education by giving them state of the art technologies and encouraging them to solve problems that they see in their communities. EAST students have access to a wide range of hardware and software including GPS/GIS (Geographic Information Systems), 3D design and animation, web design, graphic design, architecture, gaming and virtual/augmented reality systems as well as video and audio production platforms. Alongside all of the technical skills they gain, EAST students also learn vital skills in problem-solving, collaboration, research and both written and verbal communication. EAST students are encouraged to work with organizations within their communities to identify and help solve problems in new and innovative ways. EAST gives students a chance to explore and take risks in an environment that values a creative approach and is focused on student growth and community.

BUSINESS

- | <u>Course Title</u> | <u>Course #</u> | <u>Track(s) Offered</u> | <u>Credits</u> | <u>Grade</u> |
|--|-----------------|-------------------------|----------------|--------------|
| ● Marketing | CE7221 | CP | 1.0 | 10, 11, 12 |
| <ul style="list-style-type: none"> ○ Students learn the foundations and functions needed to successfully market goods, services, and ideas to consumers. While students study business, economics, selling, human relations, communications, distribution, promotion, product planning, and pricing, they also see marketing as a career choice. | | | | |
| ● Accounting | CE7610 | H | 1.0 | 11, 12 |
| <ul style="list-style-type: none"> ○ This course is an introduction to the theory of accounts and generally accepted accounting principles. Emphasis is placed on completing the accounting cycle, inventory and asset valuation and stockholders' equity. Students will be instructed in the methods of analyzing and categorizing documents. Students will learn how to record business transactions into journals, post information into ledgers, and prepare a trial balance. Additionally, they will be taught how to prepare the financial statements (balance sheet, income statements, statement of cash flow). | | | | |

Course Offerings

BUSINESS (cont.'d)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Entrepreneurship	CE7720	CP	1.0	12
○ This course aims to prepare students with knowledge and understanding of economic and business concepts. The students will be introduced to our economic system of free enterprise while gaining new insights into different roles of business, government, management, labor and consumers within the system. Topics include: economics, business organizations (corporations, partnerships, sole-proprietors), international business, social and ethical issues, saving and investing, borrowing, insurance, credit, banking, and much more.				

ACADEMIC & CAREER ENRICHMENT

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Academic Enrichment	CE0231	Academic	1.0	9
○ This course is designed to have a smaller class size for a more individualized instructional environment. Instruction is split weekly (3:2 periods) between math and english-related enrichment. Instructors will work collectively with the Algebra and ELA I teachers as a means to streamline instructional goals. Study strategies and test-taking skills (SAT prep) will be introduced and practiced. The goal of this course is to provide all freshmen students additional and strengthened skills and knowledge in the core curriculum areas of mathematics (Algebra) and english (Reading Comprehension and Writing Composition).				
○ <u>This course is graded as Pass/Fail via a Satisfactory/Unsatisfactory reported mark.</u>				
● Freshmen Seminar	CE7000	CP	1.0	9
○ By design, students will rotate weekly through four subsections of this course.				
○ Section one will focus on english/language arts enrichment through PSAT prep, analysis of Performance Series testing data, and a focus on critical reading and academic writing.				
○ Section two will introduce the field of Engineering and STEM.				
○ Section three will introduce the field of Business.				
○ Section four consists of plethora of guidance lessons in relation to social-emotional and mental health instructed by our Counselors.				
○ Section five educates students in the areas of social justice, diversity, equity, inclusion, and civic engagement.				
○ <u>This course is graded as Pass/Fail via a Satisfactory/Unsatisfactory reported mark.</u>				



Course Offerings

ACADEMIC & CAREER ENRICHMENT

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● Sophomore Seminar	CE7001	CP	1.0	10
<ul style="list-style-type: none"> ○ By design, students will rotate weekly through four subsections of this course. ○ Section one will focus on math and english/language arts enrichment through SAT prep, analysis of Performance Series testing data, and an all-around evaluation of algebraic skill as well as a focus on critical reading and academic writing. ○ Section two will introduce and expand students' knowledge and ability to utilize Google (G-Suite) applications. Students will gain the capability to apply and manipulate such apps into their education as a learning enhancement. ○ Section three will revolve around college and career readiness and guidance. Utilization of Naviance and other methods to assess learning styles and interest inventories will be explored. ○ Section four will be an introduction to fine arts where students have the opportunity to explore and engage in holistic and expressive interests. ○ <u>This course is graded as Pass/Fail via a Satisfactory/Unsatisfactory reported mark.</u> 				

ADVANCED PLACEMENT

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● AP Language & Composition	CE2350	AP	1.0	11
<ul style="list-style-type: none"> ○ The Advanced Placement course is offered to students recommended and approved by their tenth grade teachers. The course is designed for students who are interested in studying and writing using various rhetorical strategies and devices in preparation for effective literature and writing courses in college. Extensive reading, discussions, and analysis of non-fiction writers are important components of this course. Additionally, preparation for the Advanced Placement exam will be provided throughout the course. 				
● AP Literature & Composition	CE2450	AP	1.0	12
<ul style="list-style-type: none"> ○ This course is designed for students who have achieved the competence in reading and writing that will enable them to read and analyze works of literature on the collegiate level. Students are involved in both the study and practice of writing and the study of literature. Writing assignments focus on the critical analysis of literature and include essays in exposition and persuasion. With the desired goal of honest, effective use of language and the organization of ideas in a clear, coherent, and persuasive way, students study and write in response to several representative works from various genres and periods. 				

Course Offerings

ADVANCED PLACEMENT

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● AP Calculus	CE4550	AP	1.0	12
○ This Advanced Placement course adheres to the guidelines for the Calculus AB level mandated by the College Board and culminates in the students taking the Advanced Placement Calculus Exam offered by the College Board in May for college credit. The course includes a rigorous study of the differential and integral calculus with applications, including limits, continuity, maxima and minima, optimization, with some advanced techniques of differentiation and integration. Students are required to take the College Board exam. <u>A graphing calculator and/or an App for the iPad is required.</u> Students are required to take the AP Examination regardless of the course grade.				
● AP Biology (with Lab)	CE5460	AP	1.0	12
○ This course will take two periods on the student's roster (one for instruction, one for lab). This option will have an overwhelming effect on a student's other course requests, as this course will be given top priority. Advanced Placement Biology is designed to challenge the above-average student who is interested in gaining advanced placement credit for biology. The course outline may be found in the Advanced Placement Biology Guide as published by the College Board. Topics include: cell biology, molecular biology, molecular evolution, botany, zoology, ecology and classification.				
○ NOTE: Students must have teacher recommendation and completion of Chemistry, Biology, and Algebra I & II.				
● AP Physics	CE5520	AP	1.0	12
○ AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.				



Course Offerings

ADVANCED PLACEMENT (cont'd)

<u>Course Title</u>	<u>Course #</u>	<u>Track(s) Offered</u>	<u>Credits</u>	<u>Grade</u>
● AP Psychology	CE3450	AP	1.0	12
○ The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.				
● AP Art Studio	CE8560	AP	1.0	12
○ The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios -- 2D Design, 3D design, and drawing -- corresponding to common college foundation courses.				

*Other AP courses may be offered through online providers per student's request. Student enrollment in online AP courses must be approved by CEC Administration.



DUAL ENROLLMENT OPPORTUNITIES

- **Bucks County Community College**
 - Introduction to Administration of Criminal Justice
 - Ethics
 - Introduction to Sociology
 - Peoples of America

- **Manor College**
 - Human Nutritional Science

- **Immaculata University**
 - *course offerings TBD

- **LaSalle University**
 - L.E.A.P. (LaSalle's Early Achievement Program)
 - applicable for Juniors and Seniors
 - minimum requirements include 3.0 GPA and no disciplinary record (major violations - i.e. suspensions).
 - for more information, please contact Mr. Bower (jbower@conwell-egan.org)

Projected Rosters

FRESHMEN (9th Grade)

- Theology I
- ELA I
- Social Studies: World History
- Math: Algebra I or II
- Science: Biology
- World Language: Spanish or Italian I
- Freshmen Seminar
- Elective:
 - Options: Art, Chorus, Instrumental, EAST)

JUNIOR (11th Grade)

- Theology III
- ELA III or AP Language Composition
- Social Studies: American History
- Math: Geometry or PreCalc/Trig
- Science: Physics
- Electives (3)
 - Art
 - Music
 - Chorus
 - World Language (Level III)
 - EAST
 - Psychology
 - Marketing/Business Communications
 - Accounting
 - H. Engineering I
 - Dual Enrollment Course
 - Additional Math or Science

SOPHOMORE (10th Grade)

- Theology II
- ELA II
- Social Studies: American Government & Politics
- Math: Algebra II or Geometry
- Science: Chemistry
- World Language: Spanish or Italian II
- Sophomore Seminar
- Elective:
 - Options: Art, Chorus, Instrumental, EAST, PE/Health, Business (Marketing & Communications)

SENIOR (12th Grade)

- Theology IV
- ELA IV or AP Literature
- Electives (4-6)
 - **Social Studies:** Psychology, Comparative Gov't, or African-American Studies
 - **Math:** Precalc, Statistics, or Calculus
 - **Science:** Physics, Anatomy & Physiology, AP Biology, Forensics
 - **World Language:** Spanish III or IV
 - **Business:** Marketing, Accounting, Entrepreneurship
 - Art
 - Music (Chorus and/or Instrumental)
 - EAST
 - Senior Capstone
 - AP Courses
 - Dual Enrollment Courses