



**2018-2019 COURSE CATALOG**

**Father Judge High School** is accredited by the Pennsylvania Department of Public Instruction and the Middle States Association of College and Secondary Schools.

### **ADMINISTRATION**

Mr. Brian Patrick King '97 - President  
Mr. William Schilling '76 - Principal

### **ASSISTANT PRINCIPALS**

Dr. Robert A. Lockwood - Academic Affairs  
Mr. Michael Campellone '88 - Student Affairs  
Mr. Tim Dailey - Student Services

### **DEPARTMENT CHAIRPERSONS**

Business Computer and Information Technology	Mr. Gene Carboni
English	Mr. Sean Kelly
Fine Arts	Mrs. Nicole Harrigan
Guidance Services	Mrs. Michele Purcell
Health/Physical Education	Mr. James Altomari
Mathematics	Mrs. Sylvia Polisi
Science	Ms. Joy Kots
Social Studies	Mr. Jeff Hylan
Theology	Mrs. Maureen Dwyer
World Language	Mrs. Mary Jones
Fr. Brisson Academic Support Center	Mrs. Diane Lieber Campbell
Education Technology Coordinator	Mr. Gene Carboni

### **INTRODUCTORY NOTES**

**Mission:** Father Judge High School respects the diversity of each student, and provides a climate of academic excellence and college preparation within a safe environment. Rooted in the spirituality of our patron Saint Francis de Sales, Father Judge High School educates the whole young man spiritually, intellectually, physically, emotionally and socially in the Catholic tradition.

The curriculum and information in the academic course catalog serves as a vehicle to demonstrate the Mission of Father Judge High School. It has been prepared to assist in the course selection process and clarify academic policies.

## ACADEMIC REQUIREMENTS

The minimum requirements for a diploma from Father Judge High School:

Theology	4.00 credits
English	4.00 credits
Mathematics	3.00 credits
Science	3.00 credits
Social Studies	3.00 credits
Physical Ed/Health	1.00 credit
Fine Arts	0.50 credit
Google Application	0.50 credit
*Electives	9.00 credits
Christian Service	1.00 credit (0.25 each year)
<b>Total</b>	<b>29.0 credits</b>

*\*Elective must include at least 1 credit in Math, Science, or Social Studies*

**All Freshmen must take:**

**One of each**

- Theology
- English
- Mathematics
- Science
- Social Studies
- Physical Education/Health

**Select one from the following**

- World Language
- Critical Thinking

Freshmen are required to have 7 credits

Students who are rostered for Band defer Physical Education/Health to Sophomore Year.

**All Sophomores must take:**

**One of each**

- Theology
- English
- Mathematics
- Science
- Social Studies
- World Language I or II
- Fine Arts - Art Appreciation (0.5 credit)
- Technology - Google Applications (0.5 credit)

Sophomores are required to have 7.0 credits

**All Juniors must take:**

**One of each**

- Theology
- English
- Mathematics
- Science
- Social Studies

**Select two from the following**

- Business/Technology
- Fine Arts
- World Language
- Math
- Science

Juniors are required to have 7.0 credits

All **Seniors** must take:

**One of each**

- Theology
- English

**Select six from the following**

- Business/Technology
- Fine Arts
- \*Mathematics
- \*Science
- \*Social Studies
- World Language

Seniors are required to have a 7.0 credits

\*At least one course in Math, Science, or Social Studies

**Suggested Course Sequence:**

**Freshmen**

- Theology 1
- English 1
- World History
- Algebra 1
- Physics 9
- Physical Education/Health
- World Language I or Critical Thinking

**Sophomore**

- Theology 2
- English 2
- US Government and Politics
- Algebra 2
- Chemistry
- World Language
- Fine Arts

**Junior**

- Theology 3
- English 3
- United States History

Geometry  
Biology  
*Elective*  
*Elective*

**Senior**

Theology 4  
English 4  
*Elective in Mathematics, Science, or Social Studies*  
*Elective*  
*Elective*  
*Elective*  
*Elective*

**GRADUATION CHECKLIST**

**Theology**

Theology 1 \_\_\_\_      Theology 2 \_\_\_\_      Theology 3 \_\_\_\_      Theology 4 \_\_\_\_

**English**

English 1 \_\_\_\_      English 2 \_\_\_\_      English 3 \_\_\_\_      English 4 \_\_\_\_

**Social Studies**

World History \_\_\_\_      US Government \_\_\_\_      US History \_\_\_\_

**Mathematics**

Algebra 1 \_\_\_\_      Algebra 2 \_\_\_\_      Geometry \_\_\_\_

**Science**

\*Physics 9 \_\_\_\_      Biology \_\_\_\_      Chemistry \_\_\_\_  
*Honors students are required to take Biology, Chemistry, and Physics (Jr)*

**Fine Arts**

Art Appreciation \_\_\_\_

**Technology**

Google Applications \_\_\_\_

## Physical Education and Health

PE/Health \_\_\_\_\_

### \*Electives

_____	_____
_____	_____
_____	_____

*\*Elective must include at least 1 credit in Math, Science, or Social Studies*

### COURSE OF INSTRUCTION

The courses listed in this document are planned for your son's school year. The School Administration reserves the right to cancel any course or to merge a offering. The Administration also reserves the right to implement any ancillary services which may become available during the school year. These services may necessitate a change of roster.

### **ONCE ACCEPTED, A STUDENT CANNOT DROP AN (AP) ADVANCED PLACEMENT COURSE.**

Any students who apply for an advanced placement course must meet the prerequisites for the course and must sit for the test in May. A fee is charged for this test. Enrollment is limited. Once accepted and enrolled, this course may NOT be dropped. All of Father Judge's Advanced Placement courses are officially sanctioned by the College Board.

### ACADEMIC PROMOTION AND WITHDRAWAL

Students must receive a final grade of 70% in all subjects to be promoted. Those with a failure at the close of the 4th marking period must remove the failure by attending the Diocesan Summer School. A student with two failures at the close of the 4th marking period is automatically on academic probation for the next school year. If he has two failures at the end of the 4th period the following year, he may be dismissed. If he has one failure at the close of the 4th marking period the following year, he is on probation. Seniors who would be dismissed under the probation policy will be permitted to attend summer school to remove the failures and be able to receive a diploma after receiving a passing grade in summer school.

Students with THREE (3) or more failures at the end of the first quarter must appear before the Administrative Council with their parents or be dropped from the roll. 9<sup>th</sup> grade students with five (5) failures at the end of the first semester are ordinarily dismissed. Tenth, eleventh and twelfth grade students with four or more failures at the end of the first semester are ordinarily dismissed.

A student on academic probation who receives three (3) failures at the end of the first semester is ordinarily dismissed. Any student who receives three (3) failures at the end of the school year will ordinarily be dropped from the rolls. Students with more than three failures are dismissed.

Attendance and Academic Credit: Attendance is as much a part of a student's grade as any test, project, or homework assignment. Students who have 22 or more absences from any class (due to absences, lateness, early dismissal, or any combination) may receive a failing grade for the course, even if the student has a passing grade. Excessive absence cases will be reviewed by the Assistant Principal for Academic Affairs and the Principal.

## **ACADEMIC PROBATION**

Being placed on academic probation is serious for it indicates either that the student is not capable of the FJ academic program or that he is not choosing to achieve to his potential. Academic probation signifies that a student's enrollment at and graduation from FJ is in jeopardy. The academic standing of an enrolled student will be reviewed by the Assistant Principal of Academic Affairs if he receives below a 70% quarter average or earned one or more failures in a quarter. The student may be placed on academic probation at any time during his academic career. A student placed on academic probation will join a conference with his parents/guardians, the Assistant Principal for Academic Affairs, and any or all teacher(s) concerned. The purpose of the conference is to reinforce the seriousness of the probation and to outline the requirements for continued enrollment at Father Judge. An action plan for success will be established and consideration given to the following: learning study skills, recommending peer or professional tutoring, limiting social activity, or changing the student's academic program. A student should not be on academic probation for more than two semesters. It is not expected that a student would be placed on academic probation more than twice during his/her high school experience. If the student is participating on a FJ athletic team, or any other extracurricular activity, that student will be ineligible to participate for the remainder of the period until the Athletic Director or moderator is directly notified of eligibility by the Academic Office. If the student is a member of a school club or activity, the student may become ineligible to participate for the remainder of the grading period and is not eligible until directly notified by the faculty moderator. Students must make up any failed course during the summer through our approved online credit recovery school (Educere) for continued admittance at FJ. Students are responsible for the additional costs for credit recovery. Students who do not complete summer credit recovery will be automatically be dismissed from Father Judge. Academic dismissal occurs after all avenues for remediation and assistance have been exhausted or when it is deemed by the Assistant Principal for Academic Affairs that the student cannot succeed at FJ. Academic dismissal will occur when the student does not complete a plan for making up failed courses, or if a student has accumulated three failing final course grades.

## EXTRACURRICULAR ELIGIBILITY

1. On the day report cards are issued, students who have failed one academic subject will be suspended from participation in all activities and practices for a minimum period of two weeks. At the conclusion of the two-week period, the student should pick up academic evaluation forms from the Assistant Principal for Student Affairs. These forms must be completed by the teachers of the courses that the student failed. The student must have successfully passed at least one class-administered test and have a passing grade in the course within the minimum time period. The completed forms must be returned within one week and a decision will be made concerning participation. This is the only time period for re-evaluation. If the evaluation is satisfactory, the student will receive written notice to present to his coach or moderator. If unsatisfactory, the student may not participate for the remainder of the marking period.
2. On the day report cards are issued, students with 2 or more failures will not be able to participate in any activity for the remainder of the quarter. If the student earns a failing course grade, that student is ineligible to participate in extracurricular activities the first quarter of the next school year.

## ACADEMIC GROUPING

Academic Grouping is designed to meet the particular needs of the individual student at the level of his intellectual ability. Therefore, state-required subjects, except health and physical education, are offered at three different levels of academic difficulty, ranging from advanced to college prep work. Electives are offered at Honors and college prep levels, depending upon the intrinsic difficulty of the subject matter in relation to the other electives. The following can be used as a guide to understanding each group.

<b>College Level</b>	Advanced Placement classes - AP Exams required
<b>Honors</b>	College prep courses for the exceptional student
<b>College Preparation</b>	College prep courses for the students of above average ability
<b>Academic</b>	College prep courses or general classes -students of average ability (Math and Science Departments only)
<b>Knights Program</b>	College preparatory (with special help and supervision)

\*Students are grouped by their scores on Terra Nova/Standardized Tests, 7th and 8th Final Course Grades, Cumulative Class Rank, and the High School Placement Test (Freshmen).

## GPA and RANK IN CLASS

Rank in class, both current and cumulative, is determined by the adjusted quality point quotient. The quality point quotient is obtained by dividing the number of quality points earned by the number of credits. To compensate students taking more than five credits, a mathematical adjustment is made when computing this average. Adjustment tables are available in the Academic Office. The quality points table is listed below. It applies to the Class of 2020, 2019, and 2018. Beginning with the Class of 2021 rank in class is only calculated for the top 30% of the class. All other students will be unranked. Beginning with the the Class of 2021 GPAs will be weighted based upon Academic Grouping.

Quality Points (Class of 2020, 2019, 2018)

	<u>Grade</u>	<u>A/P</u>	<u>Honors</u>	<u>College Prep</u>	<u>Academic</u>
<b>A</b> <b>4.0</b>	100	54	48	44	40
	99	53	47	43	39
	98	52	46	42	38
	97	51	45	41	37
	96	50	44	40	36
	95	49	43	39	35
	94	48	42	38	34
	93	47	41	37	33
	92	46	40	36	32
	91	45	39	35	31
	90	44	38	34	30
<b>B</b> <b>3.0</b>	89	43	37	33	29
	88	42	36	32	28
	87	41	35	31	27
	86	40	34	30	26
	85	39	33	29	25
	84	38	32	28	24
	83	37	31	27	23
	82	36	30	26	22
	81	35	29	25	21
	80	34	28	24	20
<b>C</b> <b>2.0</b>	79	33	27	23	19
	78	32	26	22	18
	77	31	25	21	17
	76	30	24	20	16
	75	29	23	19	15
	74	28	22	18	14
	73	27	21	17	13
<b>D</b> <b>1.0</b>	72	26	20	16	12
	71	25	19	15	11
	70	24	18	14	10

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	69	23	17	13	9
	68	22	16	12	8
	67	21	15	11	7
	66	20	14	10	6
<i>F</i>	65	19	13	9	5
	64	18	12	8	4
	63	17	11	7	3
	62	16	10	6	2
	61	15	9	5	1
	60	14	8	4	0

GPA Scale (Beginning with the Class of 2021)

Grade	Unweighted	AP	Honors	College Prep	Academic
100	4.0	6.0	5.5	5.0	4.5
99	3.9	5.9	5.4	4.9	4.4
98	3.8	5.8	5.3	4.8	4.3
97	3.7	5.7	5.2	4.7	4.2
96	3.6	5.6	5.1	4.6	4.1
95	3.5	5.5	5.0	4.5	4.0
94	3.4	5.4	4.9	4.4	3.9
93	3.3	5.3	4.8	4.3	3.8
92	3.2	5.2	4.7	4.2	3.7
91	3.1	5.1	4.6	4.1	3.6
90	3.0	5.0	4.5	4.0	3.5
89	2.9	4.9	4.4	3.9	3.4
88	2.8	4.8	4.3	3.8	3.3
87	2.7	4.7	4.2	3.7	3.2
86	2.6	4.6	4.1	3.6	3.1
85	2.5	4.5	4.0	3.5	3.0
84	2.4	4.4	3.9	3.4	2.9
83	2.3	4.3	3.8	3.3	2.8
82	2.2	4.2	3.7	3.2	2.7
81	2.1	4.1	3.6	3.1	2.6
80	2.0	4.0	3.5	3.0	2.5
79	1.9	3.9	3.4	2.9	2.4
78	1.8	3.8	3.3	2.8	2.3
77	1.7	3.7	3.2	2.7	2.2

76	1.6	3.6	3.1	2.6	2.1
75	1.5	3.5	3.0	2.5	2.0
74	1.4	3.4	2.9	2.4	1.9
73	1.3	3.3	2.8	2.3	1.8
72	1.2	3.2	2.7	2.2	1.7
71	1.1	3.1	2.6	2.1	1.6
70	1.0	3.0	2.5	2.0	1.5

**HONOR ROLL**

Honors signify that a student is being recognized for his academic achievement with respect to his overall course of studies. It recognizes that he has made a serious effort to maximize his abilities commensurate with his education level.

**REQUIREMENTS FOR HONORS DESIGNATIONS**

The following are the honors designations used by the Archdiocese of Philadelphia Secondary School System.

- First Honors:** Quarterly Average of 93; no single grade below 90
- Second Honors:** Quarterly Average of 88; no single grade below 85

**HONORS CALCULATION**

Honors will be calculated on a quarterly basis and will not include semester assessments or the semester average.

## PROGRAM OF STUDIES

### **I. Course Selection Procedure:**

Each student will select courses for next year on PowerSchool. Students will be required to select subjects for the coming school year based on ability, career goals, and teachers' recommendations.

1. Student will be given the courses selected only if he meets the basic requirements of the courses in achievement and ability and receives the recommendation of his teachers.
2. Within each course the student will be placed at a group level which is commensurate with his achievements, ability and teacher recommendation. Conflicts which arise due to scheduling difficulties in groups will be remedied by the Assistant Principal, keeping the students' abilities and the school's resources as compatible as possible.
3. The Assistant Principal of Academics is the final arbiter in all decisions relevant to student placement in courses.

In the event of a conflict in scheduling, the Assistant Principal of Academics will honor the alternate choices of the student to the greatest degree possible. An alternate selection should be listed on the Course selection sheet in Power School. If there are no alternate choices, courses will be assigned at the discretion of the Assistant Principal.

### **II. Course Change and Course Drop Policy: (Next School Year)**

Since course selection should be done only after careful and thoughtful consultation with parents and teachers, the following procedures are established for a change or a drop in a course.

1. Ordinarily, changes in course selection must be made no later than the Scheduled Course Approval Day.
2. Changes after the Course Approval Day will NOT be considered if submitted for the following reasons:
  - Teacher preference
  - Reduction of load because of outside employment
  - Displeasure with schedule
3. Rosters are available in August. Errors and limited changes are made at that time.
4. Ordinarily, once the school year begins, no courses or groupings are changed.
5. All changes are dictated by student abilities; past grades, cumulative rank, times offered, and class size.

## CHRISTIAN SERVICE AND RETREAT REQUIREMENTS

Father Judge High School is committed to the essential role of service in the education of a Salesian gentleman. In our ongoing challenge to *live Jesus*, all juniors and seniors at Father Judge High School complete a minimum of fifteen hours of service per year during the first semester, while freshmen and sophomores complete a minimum of ten hours of service per year during the second semester. Students may also complete service hours during the summer preceding the school year for which the hours are intended with Theology Department

approval. The service hours will count as a pass/fail Christian Service grade. The service reflection will count as a Theology grade. Students not completing the Christian Service requirement must attend Christian Service Summer School in order to be promoted. Seniors who do not complete their required number of hours will not receive a diploma, transcripts, nor walk in the graduation ceremony.

Retreats are an integral part of life at Father Judge. As such, the retreat program has priority over all other extracurricular activities. Conflicts between retreat days and games/shows, etc., have been avoided as much as possible during scheduling. Retreats will take precedence over all practices. Freshmen, sophomore, junior, and senior retreats are mandatory.

## **COLLEGE COURSES**

Students are expected to take all required courses at Father Judge High School. A student who has completed FJ's curriculum in a given area may, with the prior approval of the Assistant Principal for Academic Affairs, take an elective course at a college/university. The college/university course will be computed into the student's GPA at the Advanced Placement level. The college course will appear on a student's transcript that is mailed to a college. Online courses are governed by the same rules as college/university courses. Such courses must be approved and completed within the regular school year if a student is to receive credit for them.

## **ACADEMIC INTEGRITY**

Integrity, honesty, and respect are at the heart Father Judge High School and should be demonstrated daily in the classroom. To steal or obtain information from another so that one's grade is higher or to avoid the effort required to complete an assignment runs counter to the Gospel values and is not tolerated. All forms of academic dishonesty, including but not limited to cheating, plagiarism, copying, and misrepresentation, will result in a failing grade for that assignment. The theft of information or resources may result in additional sanctions including suspension or dismissal from school. Examples of academic dishonesty will be discussed more in the students' individual classes. Violation of testing procedures (i.e. talking, looking around the room, possession of any paper, book or electronic device which is not permitted) will ordinarily result in a grade of "0" for the test, exam, notebook or project.

## **TRANSFER STUDENTS AND TRANSFER CREDITS**

All transfer students must take Theology courses from the time of enrollment. If possible, the student may take additional Theology courses as elective courses in junior and senior years. Transfer students must take

additional classes as necessary in order to have completed the required credits to graduate. Classes are transferred at the College Prep level unless they specifically indicate Honors, AP, or remedial on the official transcript from the sending school. The following conversation table is used:

A+	99	B-	83	D	71
A	96	C+	79	D-	70
A-	93	C	76	F	65
B+	89	C-	73	P	85
B	86	D+	72		

This conversion table is used for any class that uses Alpha grade system including Diocesan Scholars.

**HOMEWORK**

The administration and faculty strongly believe that homework is a vital component in a student’s academic formation. Homework complements the work presented in the classroom. Therefore, all students are expected to spend 2-3 hours of each weekday evening completing assignments, reviewing class work, doing research, and reading.

**QUALITY OF STUDENT WORK**

Minimum quality standards for both classwork and homework have been established:

- Proper grammar, syntax and spelling are expected in all written and oral work in all subject areas.
- Neatness and clarity of presentation are also expected
- All work may be submitted electronically, unless otherwise specified by the teacher
- Resources for student work must be clearly identified and properly cited

**TUTORING**

The academic curriculum at FJ can be very rigorous. All students are encouraged to meet with their teachers outside of regular class hours for additional support. Students may also request peer tutoring. Peer tutoring is provided by members of the National Honor Society (NHS). Students may request a tutor through their teacher or the NHS faculty moderator.

## QUARTER, SEMESTER, FINAL, AND EXAM GRADES

The school year is divided in four (4) academic quarters. Two quarters comprise a semester. The quarter grade for each course is determined by homework, classwork, quiz scores, test scores, and other projects and assignments assigned by the teacher. The specific weight of each assignment is determined by the teacher.

At the end of the second and fourth quarters, the student will receive a semester grade for each course. The semester grade is determined by averaging each quarter as 50% of the grade.

The semester grades are averaged (45% each) with the Final Exam Grades (10%) to yield a final course grade.

Examinations are given in each course at the end of the second and fourth quarters. These exams give students the opportunity to review, reinforce, and synthesize areas of knowledge studied over a period of time. No student may take an exam before the scheduled administration time. A student may make up an exam only with a doctor's note of illness or permission of the administrator in cases of emergency. If an exam is withheld due to outstanding financial obligations, the student will be informed no later than one week before exams. Since exams are averaged as 10% of the semester grade for a course, failure to take an exam will result in a zero as 10% of a student's semester average. Students enrolled in an AP class may be exempt from the final exam if they take the AP test. This is at the discretion of the teacher.

## INCOMPLETE GRADES

An incomplete grade ("I") will be given only when necessary due to illness or unusual circumstances with permission of the Assistant Principal for Academic Affairs. Upon receiving an incomplete grade the student is required to meet with the teacher and receive a schedule for completion of all missing work. All work must be completed and a grade turned into the office within fifteen (15) school days after the end of the grading period with exceptions made at the discretion of the Assistant Principal for Academic Affairs. If the student fails to meet the required time schedule, a failure will be recorded as the course grade. An incomplete ("I") will be calculated as a failure for extracurricular eligibility.

## TEST DAYS

The following schedule is to be followed in an effort to avoid placing unfair burden on students. The schedule is to apply to all ANNOUNCED major exams (more than half a period):

English, Business, Mathematics      A & D Days

Theology, Art, Languages  
Social Studies, Science

B & E Days  
C & F Days

**THEOLOGY DEPARTMENT**

**Theology Progression**

<b>Year</b>	<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Honors	Theology I	Theology II	Theology III	Theology IV
College Prep	Theology I	Theology II	Theology III	Theology IV

**Theology Curriculum**

**Course 095**

**Grades 9, 10, 11, 12**

**Christian Service** is required of each student. A minimum of ten hours of Christian Service is to be completed during the second semester of both freshman and sophomore years; a minimum of fifteen hours of Christian service is to be completed during the first semester of both junior and senior years. This is a Pass-Fail course.

**Course 011, 012, 014**

**1 Credit**

**Honors, College Prep**

**Grade 9**

**1<sup>st</sup> semester: INTRODUCTION TO THE CATHOLIC FAITH**

This course introduces students to the basic tenets of the Catholic Faith through the life of Jesus Christ. It incorporates essential doctrinal elements of the USCCB framework course “Who is Jesus Christ?”

**2<sup>nd</sup> semester: THE REVELATION OF JESUS CHRIST IN SCRIPTURE**

This course helps students to understand Sacred Scripture. The Bible is the word of God where they encounter the living Word of God, Jesus Christ. Students 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 Christ more personally.

**Course 021, 022**

**1 Credit**

**Honors, College Prep**

**Grade 10**

**1<sup>st</sup> semester: THE MISSION OF JESUS CHRIST (THE PASCHAL MYSTERY)**

This course explores what 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 reflect on the meaning of being a disciple of Christ.

**2<sup>nd</sup> semester: JESUS CHRIST’S MISSION CONTINUES IN THE CHURCH**

This course deepens students understanding 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 appreciate the Church as a mystery which has both human and divine elements.

**Course 031, 032** **1 Credit** **Honors, College Prep** **Grade 11**

**1<sup>st</sup> semester: SACRAMENTS AS PRIVILEGED ENCOUNTERS WITH JESUS CHRIST**

This course increases students’ awareness that they can meet Jesus 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 their lives.

**2<sup>nd</sup> semester: LIFE IN JESUS CHRIST**

This course empowers students to understand the moral life. Only in Jesus Christ can human beings discover the fullness of life. Disciples of Christ are guided by moral concepts and precepts of Christ and his Church. Students probe these moral teachings and reflect upon their implications for everyday life.

**Course 041, 042** **1 Credit** **Honors, College Prep** **Grade 12**

**1<sup>st</sup> semester: LIVING AS A DISCIPLE OF JESUS CHRIST IN SOCIETY**

This course introduces students to the social justice teachings of the Catholic Church. Students explore how the concern of Jesus Christ for others, especially the poor and needy, is experienced today in the social teaching, mission, and witness of the Church.

**2<sup>nd</sup> semester: RESPONDING TO THE CALL OF JESUS CHRIST**

This course enables students understand the concept of vocation: how Jesus Christ calls us to live. Married life, single life, priestly life and consecrated life are explored. Students reflect upon what it means to be a loving person and how to live life for the benefit of others.

**ENGLISH DEPARTMENT**

**English Progression**

<b>Year</b>	<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
AP (Adv. Placement)	N/A	N/A	135, AP Lang and Composition	145, AP Eng Lit
Honors	111, ELA 1 (Fund. of Lit & Comp)	121, ELA 2 (American Lit & Comp)	131, ELA 3 (British Lit & Comp)	141, ELA 4 (World Lit & Comp)
College Prep	112, ELA 1	122, ELA 2	132, ELA 3	142, ELA 4
Knights	114, ELA 1 (Fund Lit Types, & Comp)	123, ELA 2	133, ELA 3	143, ELA 4

**English (ELA) Curriculum**

**English Language Arts 1**

**1 Credit**

**Honors, CP, K**

**Grade 9**

Critical Reading, Writing, and Speaking supported through Genre Studies

Grade 9 English Language Arts I is a required course for all ninth grade students. 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 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 literary Genre studies.

**English Language Arts 2**

**1 Credit**

**Honors, CP**

**Grade 10**

Critical Reading, Writing, and Speaking supported through World and British Studies

Grade 10 English Language Arts II is a required course for all tenth grade students. 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 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



**Prerequisite:** Students need to apply and be approved by the English Department to participate in this course. Selection for the class will be based on a combination of the following: class ranking, ELA II grade (must be 90 or higher), pre-admission evaluative test results, recommendation by the sophomore English teacher, review by the English Chair, and final approval by the Studies Office. Students should be prepared to submit their writing portfolio from freshman and sophomore years. Students enrolled in course 135 are required to take the AP Test for successful completion of the course. A fee is charged.

**Course 145**

**1 Credit**

**AP**

**Grade 12**

**Advanced Placement English Literature**

The English Advanced Placement Course follows the recommended curriculum of the College Entrance Examination Board Advanced Placement Program. The purpose of the program is to give superior students the opportunity to do college level work in high school and to earn college credit for the work. If a student earns the required grade on an AP exam; he can receive the equivalent of 6-8 semester hours or 10-12 hours of college credit. Students who have successfully completed the AP Language & Composition course in junior English are expected to apply for enrollment in the Advanced Placement English course for the senior year. Other college-bound students, with the recommendation of their instructors, may also apply for the course. Insofar as the English Advanced Placement strongly suggests enhancing the cultural background of the students, periodic visits to literary events are encouraged as an integral part of the program.

**Prerequisite:** Students need to apply and be approved by the English Department to participate in this course. Selection for the class will be based on a combination of the following: class ranking, AP Language and Composition or ELA III grade (must be 90 or higher), pre-admission evaluative test results, recommendation by the sophomore English teacher, review by the English Chair, and final approval by the Studies Office. Students should be prepared to submit their writing portfolio from freshman and sophomore years. Students enrolled in course 145 are required to take the AP Test for successful completion of the course. A fee is charged.

**Course 152, 153**

**WRITING CRITICALLY ABOUT FILM/PUBLIC SPEAKING**

**1 Credit**

**CP**

**Grades 11,12**

Just as students must learn the elements of fiction, drama, poetry, and various other genres of literature, the elements of film allow for a deeper appreciation and understanding of the topic. By focusing on these aspects in their writing, students will see not just their critical thinking improve, but also the level of their analytical writing. This course aims to increase the student's ability to write well and to challenge them to become even better writers. For this class, the writing process will be utilized so that students have a chance to improve their writing not just across the semester, but also across each assignment. In the second semester, the course in public speaking will help students to develop critical writing skills in organizing, outlining, and revision in preparation for oral delivery, to discover and build confidence in maintaining a point of view, to reinforce effective presentation skills that require an understanding of audience knowledge, to understand sound argumentation and the ineffectiveness of faulty logic, to devise informational and argumentative speeches on a variety of topics, to appreciate the use of research technology to obtain and critically analyze source material, to understand diverse points of view, and to extemporize a coherent argument within a debate setting and devise rebuttal.

**Prerequisite:** Students must have an average of 90 or higher in all previous ELA classes (this class is not a replacement for ELA III or ELA IV, which are still required).

**SOCIAL STUDIES DEPARTMENT**

**Social Studies Progression**

<b>Year</b>	<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
AP (Adv. Placement)	215, AP World History	225, AP U.S. Government	235, AP U.S. History	<b>Electives</b> 245, <i>AP European History</i> ** 255, <i>AP Psychology</i> **
Honors	211, World History	221, American Government and Politics	231, U.S. History <b>Electives</b> <i>251, Psychology</i> <i>261, Current Events</i>	<b>Electives</b> 241, Comparative Government and Economics <i>251, Psychology*</i> <i>261, Current Events*</i>
College Prep	212, World History	222, American Government and Politics	232, U.S. History <b>Electives</b> <i>252, Psychology</i> <i>262, Current Events</i>	<b>Electives</b> 242, Comparative Government and Economics <i>252, Psychology*</i> <i>262, Current Events*</i>
Knights	214, World History	222, American Government and Politics	232, U.S. History <b>Electives</b> <i>252, Psychology</i> <i>262, Current Events</i>	<b>Electives</b> 242, Comparative Government and Economics <i>252, Psychology*</i> <i>262, Current Events*</i>

**\*If you are taking a math, science or world language as your 4th-year requirement you can take Current Issues or Psychology over Comparative Government and Economics BUT if social studies fulfills your 4th-year elective requirement it must be Comparative Government and Economics first AND then you can also take Current Issues and/or Psychology.**

**\*\* AP Psychology or AP European History can replace Comparative Government and Economics as your 4th-year requirement for social studies.**

## **Social Studies Curriculum**

### **Course 211, 212, 214**

**1 Credit      Honors, CP, K      Grade 9**

#### **World History**

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 which 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.

### **Course 215**

**1 Credit      AP      Grade 9**

#### **AP World History**

The AP World History course is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present.

This course covers the following themes: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems and Development and Transformation of Social Structures. Class participation through seminar reports, discussions, debates, and role-playing activities is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. All students must take the AP Exam in May. A fee is charged. Selection is based upon grade school performance and teacher recommendation.

### **Course 221, 222**

**1 Credit      Honors, CP      Grades 10**

#### **United States Government and Politics**

This course provides an analytical perspective on government and politics in the United States, while rigorously investigating the impact of outside forces (political parties, interest groups, the American media) on the American citizenry. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies designed to further students' critical inquiry. In addition, this course also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. political reality. The following topics are covered: Constitutional Underpinnings of United States Government; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of Nat'l Government: Congress, Presidency, Bureaucracy, Courts; Public Policy: Economic, Military, Social, Political; and Civil Rights and Civil Liberties.

### **Course 231, 232**

**1 Credit      Honors, CP      Grade 11**

#### **United States History**

This course provides you with a comprehensive examination of events, characters, social and economic institutions, political events, and geographical factors which characterize the emergence of the United States of America into a world power. The primary emphasis will focus upon the full scope of American history from the lead up to the Civil War through the closure of the twentieth century to modern times. The major themes in

this course include sectionalism, Western expansion, the US Civil War, Reconstruction, Industrialization, the American Labor Movement, the Spanish American War, European Immigration, World War One, the Great Depression, World War Two, the Cold War, the Korean War, the US Civil Rights Movement, the Vietnam War, Watergate, Iran-Contra Affair, the Persian Gulf Crisis, the election process, the September 11th, 2001 terrorist attack upon America, and the historic election of Barack Obama.

**Course 235** **1 Credit** **AP** **Grade 11**  
**AP United States History**

AP U.S. History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through seminar reports, discussions, debates, and role-playing activities is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically, divided into 21 units. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History curriculum framework. All students must take the AP Exam in May. A fee is charged. Selection is based upon cumulative rank, grades in other history courses and teacher recommendations.

**Course 241, 242** **1 Credit** **Honors, CP** **Grade 12**  
**Comparative Government and Economics**

Comparative Government and Economics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

**Course 251, 252** **1 Credit** **Honors, CP** **Grade 11, 12**  
**Psychology**

Psychology studies the behavior of organisms as a scientific and human enterprise. Content is developed by laboratory investigations, lecture sessions, cooperative learning activities, and student presentations. All students must complete a Behavioral Science Research Project. Topics include the Psychology Experiment, Personality, Human Development, Learning, Intelligence, Abnormality, Normality and Environment vs. Heredity. Enrollment is limited and based upon cumulative class rank.

**Course 255** **1 Credit** **AP** **Grade 11, 12**  
**AP Psychology**

Psychology studies the behavior of organisms as a scientific and human enterprise. Content is developed by laboratory investigations, lecture sessions, cooperative learning activities, and student presentations. All students must complete a Behavioral Science Research Project. Topics include the Psychology Experiment, Personality, Human Development, Learning, Intelligence, Abnormality, Normality and Environment vs. Heredity. Enrollment is limited and based upon cumulative class rank.

**Course 261, 262** **1 Credit** **Honors, CP** **Grade 11, 12**  
**Current Events**

This course is a comprehensive examination of the of the American Governmental system and the fundamental issues that face our nation. Its study involves the 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. This course is designed to give a thorough knowledge and deep understanding of the pressing domestic and foreign issues that continue to challenge our civilization and the world.

**Course 225**

**1 Credit**

**AP**

**Grade 10**

**AP United States Government and Politics**

This course follows the recommended curriculum of the Advanced Placement Program. The purpose of this course is to give interested and highly motivated students the opportunity to do college level work in high school while earning college credit for their work. If the student earns the required grade on the AP exam, he can earn the equivalent credit of 3-6 semester hours of college credit. Outside readings, library assignments, and Internet research assignments will be an integral part of the curriculum. All students must take the AP Exam in May. A fee is charged. Selection is based upon cumulative rank, grades in other history courses and teacher recommendations.

**Course 245**

**1 Credit**

**AP**

**Grade 12**

**AP European History**

The AP European History course covers European History from the end of the Middle Ages up to the post-World War II era of European culture. Special emphasis is given to political, cultural, philosophical, and social ideas and trends. This course follows the recommended curriculum of the Advanced Placement Program. The purpose of this course is to give interested and highly motivated students the opportunity to do college level work in high school while earning college credit for their work. If the student earns the required grade on the AP exam, he can earn the equivalent credit of 3-6 semester hours of college credit. Outside readings, library assignments, and Internet research assignments will be an integral part of the curriculum. All students must take the AP Exam in May. A fee is charged. Selection is based upon cumulative rank, grades in other history courses and teacher recommendations.

**MATHEMATICS DEPARTMENT**

**Mathematics Progression**

<b>Year</b>	<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
AP (Adv. Placement)				345 AP Calculus
Honors	311 Algebra I	321 Algebra II	331 Geometry 341 PreCalculus  330 Geometry 340 PreCalculus	346 Calculus
College Prep	312 Algebra I	322 Algebra II	332 Geometry	342 PreCalculus  <b>*Elective 352 Statistics</b>
Academic	313 Algebra I	323 Algebra II	333 Geometry	343 PreCalculus  <b>*Elective 353 Statistics</b>
Knights	314 Algebra I	324 Algebra II	333 Geometry	343 PreCalculus

**Mathematics Curriculum**

- Our Algebra I, Algebra II and Geometry courses are aligned to the PA Common Core Standards for Mathematics Content and Mathematical Practice.
- The Mathematics Content Standards define what students should understand and be able to do.
- Mathematical Practice Standards describe the habits of mind required to reach a level of Mathematical proficiency.
- The course materials are enhanced through the use of the chromebooks, the graphing calculator and the computer.
- The STEM center is utilized for project-based learning.







**SCIENCE DEPARTMENT**

**Science Progression**

<b>Year</b>	<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
AP (Adv. Placement)	N/A	N/A	N/A	AP Bio, AP Phys E&M
Honors	Biology	Chemistry	Physics	AP Physics, AP Bio, Anat and Physiology, Intro to Engineering
College Prep	Physics 9	Chemistry	Biology	Physics or Earth Science
Academic	Physics 9	Chemistry	Biology	Physics or Environmental Science
Knights	Physics 9	Chemistry	Biology	Physics or Environmental Science

**Science Curriculum**

Space travel, laser communication, genetic research and undersea exploration are but a few examples of the exciting activities in which scientists are engaged. The world around you is interesting and exciting place. Why has our present generation been able to make such spectacular advances in science and technology? In part because, as a fundamental part of his makeup, man is curious. Think how many times you have asked your parents, relatives, or friends a question to satisfy your curiosity about "what" or "how" or "why". A scientist is a person who has made curiosity his profession; but you do not have to want to be a scientist to study science, just be curious about the world around you. You may ask, "Why study science?" Well, if you ever asked a question, or if you ever wondered why and felt curious--study science, find out what makes you and the world tick!

**Course 412****Physics 9****1 Credit****College Prep/Academic****Grade 9**

Physics 9 is an introductory course for first year high school students. It uses extensive investigation to study the principles of motion, forces, matter and energy, electricity and magnetism, waves and sound, and light, and optics. Emphasis will be placed on data collection and analysis to assure an understanding of the laws of physics and their application to chemistry, biology, forensic science, and environmental science. The course will exercise the student in the practical application of mathematics to science and may be taken concurrently with Algebra 1.

**Course 411****Biology****1 Credit****Honors****Grade 9**

As the queen of sciences, Biology is the vital force that helps students to recognize the critical importance of scientific developments in today's world as well as the world of tomorrow. This course provides students with the basic knowledge of biology as it relates to them and their own range of experiences. Biology emphasizes the importance of understanding the basic scientific concepts that provide the framework for studying the living world around us. Students are provided with insight into the thinking processes of scientists and the ways in which science and technology often merge to provide answers to scientific problems. Students will have an opportunity to experience learning and processing skills that lead to the abilities of problem solving and critical thinking.

**Course 421****Chemistry****1 Credit****Honors****Grade 10**

Growing out of the idea that science is a search for understanding, this course takes a close look at the behavior of matter and how it is affected by energy and other types of matter. Students learn that changes in matter can be observed, classified, measured, and even predicted, once the laws which govern the behavior of substances are understood. Students also learn to use mathematical models, or formulae, to calculate predicted outcomes of various physical and chemical changes. They learn that many "magical" changes (like flash powder, changes from base metal to "gold," changes in color, creation of artificial light, etc.) can be easily explained, once the nature of atoms and chemical reactions is understood. This course is an excellent preparation for students who are college bound, especially if they intend to seek a career in a science-related field.

**Course 422****Biology: The Living Science****1 Credit****College Prep****Grade 11**

As new discoveries in science and technology occur at an incredible pace, the choices that educated citizens will make will require an understanding of science. Our quality of life as a society will depend on how wisely we make those choices. In Biology - The Living Science students are invited to explore the fascinating world of biology and recognize that we are all part of the great web of life that covers the globe. Students are encouraged to appreciate the discoveries of science that have greatly improved our quality of life over that of preceding generations, and to recognize that biology offers the opportunity to make still many new discoveries that can make our world a better place for themselves and their children. Topics addressed include the characteristics of living things, cell biology, genetics, evolution and natural selection, biodiversity and ecology as well as an overview of all phyla from bacteria to humans.

**Course 423** **1 Credit** **Academic** **Grade 11**

**Biology: Everyday Experience**

This course provides a general introduction to the major areas of modern Biology: biochemical molecules, cell structure and function, genetics, evolution and classification of living systems. Examples drawn from microbiology will be used throughout the course.

**Course 431** **1 Credit** **Honors** **Grade 11**

**Physics**

Physics, the most fundamental physical science, is concerned with the basic principles of the universe. At this level, the course is directed toward the students who have demonstrated proficiency in math and science. Generally, those taking this course are college bound and will major in science or engineering. There will be a significant emphasis on using the computer as a laboratory tool for data acquisition and analysis. Those intending to major in a non-science field, but demonstrate a science proficiency are encouraged to continue in the program to complete this course of study. The beauty of physics lies in the simplicity of the fundamental physical theories and in the manner in which a small number of fundamental concepts, equations, and assumptions can explain a myriad of physical phenomena in our world. The projected syllabus includes mechanics, thermodynamics, optics, electromagnetism, relativity and quantum mechanics. Emphasis is placed on mathematical analysis. Laboratories are an integral aspect of the course. Students will have the opportunity to utilize computer technology to aid in their acquisition of chemical concepts and process skills.

**Prerequisites:** Honors Chemistry, Algebra I and II. If enrollment is limited, selection will be based on cumulative class rank.

**Course 432** **1 Credit** **College Prep** **Grade 10**

**Chemistry**

Using the Scientific Method as a starting point, this course tries to teach the student a deeper understanding of matter and all its properties. The student learns that the behavior of matter is governed by a variety of physical laws. With an understanding of these laws, and the mathematical formulae that describe the relationships involved, the student learns to apply concepts and calculate the outcomes of various interactions of matter and energy. A good understanding of basic mathematics and some knowledge of introductory algebra is helpful in this course. With its focus on application of basic concepts, problem solving-skills, and analysis and evaluation of information, this course is an excellent preparation for the college bound student. It provides a good foundation for students who expect to pursue a technical field in college and it also develops analytical and problem-solving skills for students who wish to major in a non-technical field in college. Chemistry students will have the opportunity to utilize computer technology to aid in their acquisition of chemical concepts and process skills.

**Course 433** **1 Credit** **Academic** **Grade 10**

**Basic Concepts - Chemistry**

Using basic mathematics, (i.e., addition, subtraction, multiplication, and division), this course is designed to develop one's ability to understand basic concepts in Chemistry. Based on the assumption that modern society exists, in large measure, because of advances in modern Chemistry, this course explains the principles upon

which modern chemists build the world of tomorrow. The experiments performed are directly related to the daily world of the students and are meant to integrate theory and reality, stressing the tremendous dependency our society has on the world of science.

**Course 434**

**1 Credit**

**Academic**

**Grade 10**

**Chemistry**

This course introduces the basic concepts of Chemistry. Students will investigate the structure and properties of matter. With limited dependence on mathematics the course will teach the principles of atomic structure and chemical reactions. The experiments performed are directly related to the daily world of the students

**Course 436**

**1 Credit**

**College Prep/Academic**

**Grade 12**

**Environmental Science**

The Environmental Science curriculum is designed to introduce students to major ecological concepts and the environmental problems which affect the world in which they live. Recognizing the urgent need for environmental education at all levels, Environmental Science will allow students to become more aware of the interactions of people and their environment. Students will learn about technological solutions to these problems. This course provides a full year of study examining the physical and chemical processes which make the world function. Issues concerning Science Technology and Society are presented throughout the course. Environmental Science will help students make more informed choices about issues which affect our environment - the construction of dams and developments, the disposal of toxic wastes, deforestation, and the consumption of fossil fuels. Additionally, students will develop strategies to deal with the practical problems associated with daily living such as sewage treatment, maintaining safe drinking water supplies, food production and the use of chemical nutrients and pesticides, regulations for automobile emissions, and the implications and effects of exposure to radiation. If enrollment is limited, selection will be based on academic record and performance.

**Course 435**

**1 Credit**

**AP**

**Grade 12**

**AP Environmental Science**

The AP Environmental Science course is designed to be the equivalent of a full year, college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of 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. Students will engage in labs and field investigations related to content. Prerequisites: High school biology, chemistry, algebra, and algebra 2. **ALL STUDENTS ARE REQUIRED TO TAKE THE AP TEST.** A fee is charged. Candidates must apply and will be selected on academic record and performance. Advanced credit may be awarded at the college level. Enrollment is limited.

**Course 441**

**Anatomy and Physiology****1 Credit****Honors****Grade 12**

Anatomy and physiology is a course that involves the structure and function of the human body, as it pertains to how the body systems relate to one another in organization, adaptation, and homeostasis. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies. The material learned in this course can be applied to medical field careers, health and fitness careers, and biological research careers. Candidates must apply and will be selected on academic record and performance. Prerequisites for this course are Chemistry and Biology. Enrollment will be limited to 24 students.

**Course 442****1 Credit****College Prep****Grades 11 and 12****Physics**

Physics is the most basic of sciences. It studies nature and the underlying principles that govern the behavior of the world around us. A common illusion is that physics is too abstract and impractical. The opposite is true. Any abstraction merely reflects the complexity of nature. This is an introductory non-calculus physics course. Students will be provided with a broad background in the principles and concepts of physics. This course is intended for the college bound, as a final course completing a sound secondary science education. Students are expected to have reasonable math skills. There will be a significant emphasis on using the computer as a laboratory tool for data acquisition and analysis of physical situations, attempting to explain cause and effect. The projected syllabus includes mechanics, thermodynamics, optics, electromagnetism, relativity and quantum mechanics.

**Prerequisites:** Chemistry 432, Algebra I and II; Biology is a prerequisite/corequisite. This course should be taken concurrently with PreCalculus or Trigonometry. If enrollment is limited, selection will be based on academic record and performance.

**Course 443****1 Credit****Academic****Grades 11 and 12****Physics**

Physics is presented, at this level, as a means of understanding the workings of our surrounding universe. This course is intended for the student who enjoys science but is not particularly mathematically talented. Emphasis is placed on analyzing physical situations and phenomena (theoretically, with mathematical analysis kept as basic as possible). Consequently, this course covers only basic and general principles. The objective is to develop an appreciation for science and the physical phenomena encountered in day to day life. Students will also be introduced to the computer as a tool to be used in the laboratory. Algebraic competency is expected.

**Prerequisites:** Chemistry 432, Algebra I and II. Biology is a prerequisite/corequisite. This course should be taken concurrently with Trigonometry. If enrollment is limited, selection will be based on academic record and performance.

**Course 444****1 Credit****College Prep/Academic****Grade 12****Forensic Science**

Forensic Science is the application of science for solving crimes. This is a course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. This course focuses on the collection, identification, and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting, handwriting analysis, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored.





**Finishing Trades Institute**

**WORLD LANGUAGE DEPARTMENT**

**World Language Progression**

<b>Year</b>	<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
AP (Adv. Placement)	NA	NA	NA	NA
Honors	Spanish 1	Spanish 2	Spanish 3 Latin 1 Greek 1	Spanish 4 Latin 2 Greek 1
College Prep	Spanish 1	Spanish 2		

**World Language Curriculum**

<b>Course 511 Spanish 1</b>	<b>1 Credit</b>	<b>Honors</b>	<b>Grades 9, 10</b>
<b>Course 512 Spanish 1</b>	<b>1 Credit</b>	<b>College Prep</b>	<b>Grades 9, 10, 11</b>

**Level I**

During Level I, students will learn to interact and survive linguistically in the target language in the classroom, primarily using memorized materials and functions that recur on a daily basis (e.g., greetings, describing the weather, telling how they are). The students use the language in a manner that is comprehensible to a native speaker who is patient and accustomed to dealing with non-native speakers. Phonological and grammatical errors are frequent. These errors are expected and even accepted as long as they do not interrupt the comprehensibility of the interchange.

Students will usually give single sentence answers - or even partial sentences - in response to cues involving visuals, tightly structured questions (yes/no, either/or); or a situation (e.g., greetings when they enter the classroom). They rarely ask questions on their own, but can repeat questions from the teacher's model. It is hoped that students will be learning to ask more questions by the end of this level, and also to give more than just one sentence answers to a question.

<b>Course 521 Spanish 2</b>	<b>1 Credit</b>	<b>Honors</b>	<b>Grades 10, 11, 12</b>
<b>Course 522 Spanish 2</b>	<b>1 Credit</b>	<b>College Prep</b>	<b>Grades 10, 11, 12</b>

**Level II**

By the end of this level, students will possess the listening, speaking, reading, and writing skills necessary to be able to handle simple everyday survival tasks in the target culture (e.g., handling routine travel needs or taking care of their physical needs). Grammar errors still appear in morphology and syntax pattern (especially in those dissimilar to English patterns) but subject/verb agreements are made with commonly used verbs, as are number agreements on nouns/articles. Phonological and grammatical errors are fewer than in Level I, but still occur frequently enough to mark the student distinctly as a foreigner. Student's speech will be understandable to natives accustomed to dealing with non-native speakers.

<b>Course 531 Spanish 3</b>	<b>1 Credit</b>	<b>Honors</b>	<b>Grades 11, 12</b>
<b>Course 541 Spanish 4</b>	<b>1 Credit</b>	<b>Honors</b>	<b>Grade 12</b>

### **Level III and Level IV**

By the end of Levels III and IV, students will carry out all the functions of Level II but have greatly increased the content areas they can discuss. Going beyond the linguistic focus of primarily personal welfare and survival of level two, students at these levels are beginning to discuss other people, places, and external events by describing and narrating in past, present, and future time.

In conversations, the students are no longer primarily reactors. They participate in casual conversations and ask question as part of the give-and-take of the interaction. They would be able not only to survive in the target culture but also live and function in it, albeit in a limited manner. They are able to face situations that involve minor problems or unexpected developments and begin to resolve the differences.

From the grammatical point of view, students can handle the basic elementary constructions quite accurately and can use constructions to refer to the past and future in listening, speaking, reading, and writing activities. Errors still occur in grammatical forms and usage. The pronunciation is often faulty but intelligible. While they sometimes miscommunicate and must hesitate or use paraphrasing and fillers, they are likely to be comprehensible to natives not accustomed to dealing with foreigners.

<b>Course 562</b>	<b>1 Credit</b>	<b>Honors</b>	<b>Grade 11</b>
<b>Latin 1</b>			

This course will present basic Latin vocabulary, word forms, and grammar in an orderly, cumulative fashion so that the student can achieve a fundamental reading knowledge of the language.

A National Latin Exam for award recognition will be administered.

<b>Course 563</b>	<b>1 Credit</b>	<b>Honors</b>	<b>Grade 12</b>
<b>Latin 2</b>			

In this course there will be a review and further development of vocabulary, word forms and grammar.

A National Latin Exam for award recognition will be administered.

<b>Course 564</b>	<b>1 Credit</b>	<b>Honors</b>	<b>Grades 11, 12</b>
<b>Greek</b>			

Students will master a sufficient vocabulary to work through at least a third of the New Testament. Students will be able to read portions of Koinē texts, particularly the Septuagint and New Testament, and to compose short sentences in Greek. Students will understand various aspects of Greek grammar and morphology and be able to compare these with English and other languages they have studied. Students will understand linguistic

terminology and concepts, especially as pertinent to translation, though also as pertains to comparison of languages.

Students will demonstrate a command of vocabulary, grammar, and morphology through tests, quizzes, in-class exercises, and homework assignments in glossing, parsing, declining, conjugating, and translating. Studying aspects of the cultural and political history of ancient Greece will help contextualize the language.

As a Catholic school, we accept the observation of the Second Vatican Council document *Dei Verbum* that “the Church from the very beginning accepted as her own that very ancient Greek translation of the Old Testament which is called the Septuagint” and that “the word of God should be accessible at all times” (22). For the Septuagint and the New Testament in its original Greek to be directly accessible, one must be able to read Greek, the first literary language of the Church.

### Business Computers and Information Technology Progression

Year	Freshmen	Sophomore	Junior	Senior
Honors	N/A	Google Tools	Computer Programming	N/A
College Prep	Google Tools	Google Tools	Acct 1 Tech Comm Bus Law A+ Mang Pc Operating Systems Fundamentals & Networking Intro to Business/ Sports Management	Acct 1 Tech Comm Bus Law A+ Mang PC Operating System Fundamentals & Networking Intro to Business/Sports Management

### Business Computers and Information Technology Curriculum

**Course 635** **1 Credit** **College Prep** **Grades 11, 12**

#### Accounting 1

This course is designed to teach students basic accounting principles. The student is introduced in stages to a simple accounting cycle. Training is provided for analyzing transactions and for the single proprietorship business for which the student records transactions. After the students receive a thorough introduction to the Principles of Accounting they will gain experience using the computer to complete their assignments using an Automated Accounting program either in the lab or on the wireless network. It is recommended not only to Business students but also to those students who wish to major in Accounting or Business Administration in College.

**Course 637** **1 Credit** **College Prep** **Grade 12**

#### Accounting 2

This course will focus on underlying theory and current practice of financial accounting for the sole proprietorship and corporations. It will include the fundamentals of the accounting process, analysis of transactions, and the preparation of financial statements. This course will enhance the student's ability to handle all aspects of accounting functions, including inventory control, depreciation, notes and accounts receivable, and control of cash. Students will utilize computerized spreadsheets to solve problems. Students will gain experience using the computer to complete their assignments using an Automated Accounting program either in the lab or on the wireless network. It is recommended not only to Business students but also to those students who wish to major in Accounting or Business Administration in College.

**Course 639** **1 Credit** **College Prep** **Grades 11, 12**

#### Technological Communications / Personal Finance

In this course, students will use the Google Apps for Education Suite to demonstrate understanding of the basic computer protocols of the school along with effective communications skills. Students will use Google

Drive/Docs, Sheets, Slides, Draw, Maps, along with Google Search tools to develop, publish, and collaborate on complex business, and research-based online documents and will develop in-depth presentations using online formats. Students will demonstrate understanding of MLA and APA formatting for research papers. Students will solve problems using technological communications and will refine their research using appropriate Web technologies. Understanding “Digital Citizenship” through applied processes will be the focus of class work and discussions. This Personal Finance component of this course is designed to provide students with information that will enable them to make wise financial decisions as consumers, citizens, and employees.

**Course 643** **1 Credit** **College Prep** **Grades 11, 12**

**Introduction to Business Principles & Sports Management**

This course is designed to help introduce the student to various aspects of business that all people face in life. Particular attention will be given to the operation and management of a business. The course gives students an appreciation of the importance of business in our economy. Certain topics discussed will be: Business & its Environment, Business Ownership, Marketing, Finance, Communication, Human Resources, and Management Function.

Sports and Entertainment Marketing introduces students to the major segments of the Sports and Entertainment Industry along with the social and economic impact it has on the local, state, national, and global economies. Students will focus on the fundamentals of Marketing through the sports and entertainment industries allowing them to understand the product and services offered to consumers and the impact of marketing on these products and services.

**Course 647** **1 Credit** **College Prep** **Grade 11, 12**

**Business Law & the Criminal Justice System**

This course is an introduction to laws which govern society and business. Our legal system, the federal court system and the state court system will be covered. Crimes, civil lawsuits and the makeup of a criminal trial will also be covered. The rules for a contract will be explained thoroughly; as will the following topics: bailments, real estate and insurance. Laws for employment, laws regarding the use of checks and notes, and laws covering an agent will be included, but to a lesser degree.

**Course 650** **1 Credit** **College Prep** **Grade 11, 12**

**A+ Managing and Maintaining PC Hardware**

In this course students will learn the processes and procedures needed to troubleshoot, repair, and maintain PCs. This course also places emphasis on supporting various PC operating systems. Students will be introduced to disaster recovery methods. Students will have the opportunity to apply and enhance their skills through hands-on projects that simulate real-life scenarios. This course aids in preparation for the current CompTIA certification exams.

**Course 651** **1 Credit** **College Prep** **Grades 11, 12**

**Operating System & Networking Fundamentals**

This course will be taught using lectures, discussions, scenarios, demonstrations, chapter review questions, textbook exercises, and classroom labs—the skills and knowledge necessary to support end users who run a Microsoft Windows Operating System in a corporate, small business, or home environment, or who run Microsoft Windows Operating Systems and applications in a home or corporate environment.

This course was developed for students entering the information technology (IT) profession. It covers the fundamentals of installing, administering, and troubleshooting Windows Operating Systems along with the fundamentals of local area networking, defining networks with the OSI Model and understanding wired and wireless networks. In addition it includes understanding Internet Protocol, implementing TCP/IP and working with networking services.

It will help train students who plan to support computers and end-users who run the most recent Microsoft operating systems and the Microsoft suite of productivity applications on wired or wireless networks.

**Course 656**

**.5 Credit**

**College Prep**

**Grade 9, 10**

**Google Tools**

The Google Tools course is designed to help students meet the current ISTE Standards for Students. It is a project based, student centered course with an emphasis on creating and publishing digital content for a broad audience.

**Specific topic coverage includes:**

- Navigate a school managed G Suite for Education account
- Create, Edit, and Share Google Drive files
- Collaborate on Google Drive files with users from other schools
- Introduction to Blogging using Blogger
- How to Effectively use Google Search
- Create and Maintain an eportfolio using Google Sites

**Course 348**

**1 Credit**

**Honors**

**Grade 11**

**Computer Programming**

This course serves as an introduction to computer programming using the high-level language JAVA. It will concentrate on problem solving techniques, developing algorithms, debugging of programs, and writing programs. The student will learn about object-oriented programming (OOP), be taught the process of specification, design, coding, and testing. The student will also be shown how to read and understand a problem description, purpose, and goals. The students will be taught methods of input and output, control structures, looping techniques, and implementing classes. The student will learn the proper use of arrays & collections. Students will also concentrate on apply data abstraction and encapsulation, reading and understand class specifications and relationships among the classes, understanding and implementing a given class hierarchy, using classes and class libraries, extending a given class using inheritance, understand and evaluate recursive methods, and a more extensive use of the Java library classes. Students will also learn more advanced techniques in testing and debugging, such as how to categorize errors: compile-time, run-time, logic, and identify and correcting errors.

**Prerequisite:** Honors Physics, excellent math grades and high cumulative class rank. Students not in Honors Physics but with high math grades and high cumulative class rank may also apply.

**FINE ARTS DEPARTMENT**

## Fine Arts Progression

Year	Freshmen	Sophomore	Junior	Senior
Honors		Art Appreciation, 1 Semester	Art 1, 2D Animation, Intro to Graphic Design	Art 1, Art 2, 2D Animation, Intro to Graphic Design

## Fine Arts Curriculum

### Course 676 / 677 Art Appreciation

**.5 Credit**

**Honors**

**Grade 10**

Art Appreciation is a semester course offered to sophomores where students will be introduced to the basics of Art in preparation for advanced Art courses they can choose as juniors and seniors. The class will begin with a conversation asking questions such as: What is Art? Why is it created? How does it communicate to the viewers?

In addition to this question, students will be taught the basic elements of Art and design as well as be responsible for knowing and understand vocabulary terms and definitions. While this course is mainly project based, students will be given tests on the information they have been taught throughout the class. They will also be taught certain genres or art and given corresponding projects as well as projects based on observation, geometry, and other types of projects as well. A \$50 lab fee will be charged.

### Course 671 Art 1

**1 Credit**

**Honors**

**Grades 11, 12**

Art 1 is a class where students build off of the basic skills learned in Art Appreciation and continue to build upon them throughout the year. Students will study life drawing, illustration, optical illusion, collage and mixed media, introduction to sculpture and print as well as an introduction to elements of hand-drawn graphic art. Throughout the year, students will be introduced to new methods and materials and create a large variety of different projects based on different methods and subject matter. Students are encouraged to be creative and come up with original ideas at all time, forcing their minds to think in a new way. Additionally, students in the Father Judge Art Program participate in a multitude of programs and contests, such as the Art Futures program with the Philadelphia Museum of Art. Art 1 is a prerequisite to Art 2 and is open to both junior and senior students. A \$50 lab fee will be charged. **\*Please note that due to space students may be placed in a different art course or another elective once the course is full\***

### Course 672 Art 2

**1 Credit**

**Honors**

**Grade 12**

#### **Prerequisite: Art 1**

Art 2 is a continuation of Art 1 where students come in with a knowledge and understanding of the basics of art, now showing advancement. Students will work mostly in color and have more advanced projects than Art 1

students. Art 2 students will not only be working on 2-D illustrations but will also create sculpture as well as study structures and functions, figuring out how to make an interesting design that is yet practical. Additionally, Art 2 students will also continue life study in a way not introduced to Art 1 students as well as perspective / drafting, calligraphy, etc. Students are encouraged to be creative and come up with original ideas at all time, forcing their minds to think in a new way. Additionally, students in the Father Judge Art Program participate in a multitude of programs and contests, such as the Art Futures program with the Philadelphia Museum of Art. Art 1 is a prerequisite to Art 2 and is open to both junior and senior students. A \$50 lab fee will be charged. **\*Please note that due to space students may be placed in a different art course or another elective once the course is full\***

### **Course 673**

#### **Intro to Graphic Design**

**Prerequisite: Art Appreciation or Art 1                      1 Credit                      Honors                      Grades 11, 12**

This course introduces students to the design process and the principles of design. Throughout the course the students will recognize that graphic design is everywhere. Emphasis will be placed on problem solving, relating graphic design to communication, and explore options in the graphic design industry. Students will study the principles of design, color theory, and typography. Throughout the year, the students are expected to master certain graphic skills, create effective visual communications, and create professional looking products. A \$50 lab fee will be charged. **\*Please note that due to space students may be placed in a different art course or another elective once the course is full\***

### **Course 674**

#### **2D Animation**

**Prerequisite: Art Appreciation or Art 1                      1 Credit                      Honors                      Grades 11, 12**

In 2D Animation, students will be exposed to a variety of forms of animation. Through hands-on projects, students will experience the production of different forms and techniques of animation, including drawing, stop motion, claymation, etc. A \$50 lab fee will be charged. **\*Please note that due to space students may be placed in a different art course or another elective once the course is full\***

## Health & Physical Education Progression

Year	Freshmen	Sophomore	Junior	Senior
College Prep	Health - 1 sem.		Personal Fitness	Personal Fitness
	PE - 1 sem.		Personal Nutrition	Personal Nutrition

## Health & Physical Education Curriculum

**Course 721** **.50 Credit** College Prep **Grade 9-10\***  
**Physical Education**

The Physical Education program lasts 1 semester and will be directed toward purposeful activities surrounding sports, recreation, and fitness. Lessons will target skill development and involve the total body, its movement, its care, and its proper uses. The course's main focus is provide a learning environment which fosters the development of the physical, social and mental well-being of all students.

**Course 722** **.50 Credit** College Prep **Grade 9-10\***  
**Health**

The HEALTH program aims at establishing and developing healthy habits for the mind, body, and spirit. Broad Areas of Health & Wellness are taught in 2 units of Mental Health; 1 unit of Social Health; 1 unit of Emotional Health; and Weekly Physical performance labs. In order to realize maximum efficiency of the body systems, the course will deal with a variety of topical issues: Environmental Safety, Substance Abuse, First Aid, and Emotional Stability in a Violent Society, Communicable and Non-Communicable Diseases, Careers in Health Related Fields.

\*Individual scheduling conflict, transfer students, and other reasons may require a student to take Health and/or Physical Education during their 10th, 11th, or 12th grade year.

**Course** **.50 Credit** College Prep **Grade 11-12**  
**Personal Fitness**

**Prerequisite: 721 & 722**

The Personal Fitness course will be offered to students who have successfully completed the required Health & Physical Education courses. Personal Fitness is a course which will benefit students who are interested in a career which involves Exercise Science, Healthcare, or other Fitness-related disciplines. Lessons will be rigorous and include advanced concepts in fitness-health literacy, research, and personal skill development in order to prepare for the next level of higher learning, post-graduation.

**Course** **.50 Credit** College Prep **Grade 11-12**  
**Personal Nutrition**

**Prerequisite: 721 & 722**

The Personal Nutrition course will be offered to students who have successfully completed the required Health & Physical Education courses. Personal Nutrition is a course which will benefit students who are interested in a

career which involves Nutrition, Healthy Eating Habits, Healthcare, or disciplines which have an emphasis on Nutrition. Lessons will be rigorous and include advanced concepts and research methods focused around nutrition across the lifespan, risks associated with diabetes(DM) and DM management, as well as other illnesses and risk factors, associated within the discipline of Nutrition. The aim is to create advanced learning opportunities for students who have an interest in pursuing a health-related career. Students will be engaged in a course which enables the acquisition of advanced content, deeper comprehension, and relevant applications surrounding Nutrition.

**Brisson Center for Academic Excellence**

**Course 920**

**.50 Credit**

**Grade 10,11,12**

**Enrichment**

Students will be scheduled in Enrichment in place of a traditional study hall. This course is intended to provide a supportive environment for completion of academic work throughout the day. In addition, two days each week, students are provided with explicit instruction in Study Skills. Study Skills include various strategies that can be utilized in core courses including but not limited to: note taking, time management, attention/concentration strategies, test taking skill, use of technology in academics, and goal setting.

**Course 921**

**.50 Credit**

**Grade 9**

**Knights Program Enrichment**

This course is including in a program that is intended to assist students through the transition into the high school experience. The academic pace is slightly modified in order to support the academic need of the individual students. Students will be scheduled in Enrichment in place of a traditional study hall. This course is intended to provide a supportive environment for completion of academic work throughout the day. In addition, two days each week, students are provided with explicit instruction in Study Skills. Study Skills include various strategies that can be utilized in core courses including but not limited to: note taking, time management, attention/concentration strategies, test taking skill, use of technology in academics, and goal setting.

**Course 913, 915**

**1 Credit**

**Grade 9**

**Critical Thinking**

Novels and Information text are chosen throughout the course of the year in order to foster within students a lifelong joy of reading. Students are guided through the process of reading the literal information, and then to delve further into reading between the lines in order to come to the level of interpretation. Then they will be asked to apply what they have read in order to express opinions and form new ideas. Students will analyze authors' writing styles and how they procure and develop their stories so that they may adapt these strategies in their own writing. Improvement of comprehension and vocabulary skills will be encouraged. Investigation of how the brain processes information will aid each student in becoming an effective student.

## ***NCAA Core Requirements***

### ***Core courses***

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college.

### **What are core courses?**

Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses.

Classes that are NCAA core courses include:

- English: English 1-4, American Literature, creative writing
- Math: Algebra 1-3, Geometry, statistics
- Natural or physical science: biology, chemistry, physics
- Social science: American History, civics, government
- Additional: comparative religion, foreign language (such as Spanish 1-4)

Classes that are not NCAA core courses include:

- Classes in non-core areas, business, fine arts or vocations such as driver education, typing, art, music, physical education or welding.
- Personal skill classes such as personal finance or consumer education.
- Classes taught below grade level, at a slower pace or with less rigor or depth. These classes are often titled basic, essential, fundamental or foundational.
- Classes that are not academic in nature such as film appreciation, video editing or greenhouse management.

If you take a high school class such as Algebra 1 or Spanish 1 before you start ninth grade, the class may count for your 16 core courses if it is on your high school's list of approved core courses and is shown on your high school transcript with a grade and a credit.

### **Credit**

You can earn credit for a core course only once. If you take a course that repeats the content of another core course, you earn credit for only one of these courses and the higher grade counts toward your core-course GPA. Generally, you receive the same number of credits from the NCAA for a core course that you receive from your high school for the class. One academic semester of a class counts for .5 of a core course credit. One academic trimester of a class counts for .34 of a core-course credit. One academic quarter of a class counts for .25 of a core-course credit. A one-year class taken over a longer period of time is considered one core course and is not awarded more than one credit.

### **Division I additional core course**

Division I schools allow you to complete one additional core-course unit after you graduate high school, as long as you graduate in eight semesters after you begin ninth grade. The additional core-course unit must be completed within one year after your high school graduation and must be completed before you enroll in college.

The additional core course unit may be taken at a different school than the high school from which you graduated as long as the class is on the new school's list of approved NCAA core courses. If you take the additional core course at a school other than the school from which you graduated, you must provide the NCAA Eligibility Center with an official transcript from the new school showing the additional core-course grade and credit.

If you take the additional core course through a program that does not award credit, the course must be awarded credit by a credit-awarding high school.

### **Division I academic eligibility**

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet ALL the following requirements:

- Complete [16 core courses](#):
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a [2.3 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

### **What if I don't meet the requirements?**

If you have not met all the Division I academic requirements, you may not compete in your first year at college. However, if you qualify as an academic redshirt you may practice during your first term in college and receive an athletics scholarship for the entire year.

To qualify as an academic redshirt, you must graduate high school and meet ALL the following academic requirements:

- Complete 16 [core courses](#):
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

- Earn at least a [2.0 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division I sliding scale.

If you are concerned you may not meet the Division I academic requirements, consider taking the following actions:

- Ask for advice and accountability from your high school counselor. Check in with the admissions or compliance office at the college you hope to attend.
- Get tutoring or other study help.
- Graduate on time. Division I schools allow college-bound student-athletes who graduate on-time to take one core course during the year after they graduate high school.
- Avoid quick fixes through credit recovery programs. These courses may not be accepted by the NCAA.
- Keep your coursework. If the NCAA Eligibility Center needs to review your record due to irregularities, you may be asked to provide your coursework.
- Follow your high school's policies. The best thing to do is work within the rules.

### **Division II Academic Eligibility**

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores. The requirements are changing for students who enroll full-time at a Division II school after August 1, 2018.

#### **If you enroll BEFORE August 1, 2018**

You must graduate high school and meet ALL the following requirements:

- Complete [16 core courses](#):
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a [2.0 GPA](#) in your core courses.
- Earn a [SAT combined score of 820 or an ACT sum score of 68](#).

#### **AFTER August 1, 2018**

You must graduate high school and meet ALL the following requirements:

- Complete [16 core courses](#):
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy

- Earn at least a [2.2 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

### **What if I don't meet the requirements?**

#### **If you enroll BEFORE August 1, 2018**

If you enroll full-time at a Division II school before Aug. 1, 2018, and you have not met all the Division II academic requirements, you may not compete in your first year. However, if you meet the requirements to be a partial qualifier, you may practice and receive an athletics scholarship in your first year at college. To be a partial qualifier, you must graduate high school and meet ONE of the following requirements:

- Earn a [2.0 GPA](#) in [16 core courses](#):
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn an [SAT combined score of 820 or an ACT sum score of 68](#).

#### **If you enroll AFTER August 1, 2018**

If you enroll full-time at a Division II school after Aug. 1, 2018, and you have not met all the Division II academic requirements, you may not compete in your first year. However, if you meet the requirements to be a partial qualifier, you may practice and receive an athletics scholarship in your first year at college. To be a partial qualifier, you must graduate high school and meet ALL the following requirements:

- Complete [16 core courses](#):
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of English, math or natural or physical science
  - Two years of social science
  - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a [2.0 GPA](#) in your core courses.
- Earn an [SAT combined score or ACT sum score](#) matching your core-course GPA on the Division II sliding scale.

If you are concerned you may not meet the Division II academic requirements, consider taking the following actions:

- Ask for advice and accountability from your high school counselor. Check in with the admissions or compliance office at the college you hope to attend.
- Get tutoring or other study help.

- Graduate on time. Division I schools allow college-bound student-athletes who graduate on-time to take one core course during the year after they graduate high school.
- Avoid quick fixes through credit recovery programs. These courses may not be accepted by the NCAA.
- Keep your coursework. If the NCAA Eligibility Center needs to review your record due to irregularities, you may be asked to provide your coursework.
- Follow your high school's policies. The best thing to do is work within the rules.

### **Amateurism**

The NCAA promotes amateurism to create a level playing field for all student-athletes. The young men and women who play college sports are students first, athletes second. If you want to play NCAA sports at a Division II school you must be an amateur athlete.