



***Cornelia Connelly School***  
*School of the Holy Child*

CURRICULUM GUIDE  
2018 - 2019

LEAD SERVE INSPIRE

## **MISSION**

Cornelia Connelly School inspires young women to achieve academic excellence and develop into confident, articulate leaders who are guided by Catholic principles to serve our global society.

## **PHILOSOPHY**

A Roman Catholic, independent, college-preparatory high school for girls, Cornelia Connelly School promotes academic excellence, faith development, global consciousness and moral and ethical behavior. As a member of the Holy Child Network of Schools, we are true to our core principles of trust, reverence and respect espoused by our foundress Cornelia Connelly. We promote the full development of each young woman and challenge her to appreciate and embody the program goals.

### **A CORNELIA CONNELLY SCHOOL GRADUATE IS:**

A woman of academic excellence, who is an independent thinker, demonstrates intellectual curiosity and pursues a lifelong love of learning.

A woman enriched through a variety of traditional, innovative and creative learning methods, in the spirit of our foundress Cornelia Connelly.

A woman of faith, joy, and action, grounded in the tradition of Roman Catholicism with an understanding and respect for the faith traditions of others.

A woman of compassion who values the dignity of every individual and embraces cultural diversity.

A woman who values her own physical and spiritual worth and the worth of every human being.

A woman who exhibits an appreciation for the visual and performing arts.

A woman of integrity, dedicated to using her leadership skills to inspire and serve the local, national and global communities.

### **GOALS FOR SCHOOLS OF THE HOLY CHILD JESUS**

Foster a faith commitment that engenders a joyous personal response with God in addressing the challenges of the world.

Live, learn, and worship as a dynamic Christian community.

Offer an intellectually challenging and creative program of study that develops a love of learning and academic excellence.

Work for Christian principles of justice, peace, and compassion in every facet of life.

Create a learning climate based on trust and reverence for the dignity and uniqueness of each person.

Promote the personal growth and development of all who participate in the life of the school.

Ensure the continuation and growth of Holy Child mission and philosophy in the school.

**LEAD**

**SERVE**

**INSPIRE**

## FOREWORD

The courses have been designed to offer the students a strong college-preparatory course of study. These courses have been reviewed, updated, and revised by the faculty, with student input, and approved by the Academic Council and the Administration. Students should familiarize themselves with the 2018-2019 Curriculum Guide and note the graduation requirements. It is recommended that a student's schedule reflect depth of study as well as variety.

Students planning to enroll in AP/Honors courses are asked to carefully review the requirements. Generally, students with leadership, sports or major co-curricular responsibilities are encouraged not to enroll in more than three Advanced Placement (AP) or Honors courses per semester. Students enrolled in AP courses are required to take the AP exam.

Students must have a teacher's/department chair's recommendation to take an AP/Honors course. The purpose of this teacher's recommendation is to maximize the opportunity for the student's success in the designated AP/Honors courses. Several courses also require a placement exam. No one criterion determines eligibility for an AP/Honors course. Completion of summer work is an expectation for an AP course.

Every effort is made to schedule students into their AP/Honors courses. At times, due to scheduling constraints, a student may not be able to be scheduled into all AP/Honors courses requested. For this reason, students are asked to rank their preferences in order of priority (#1 being the highest priority). Students are responsible for selecting the required courses to satisfy graduation requirements.

Pre-registration will be completed in the spring. The primary purpose for this will be to determine the electives that will be included on the course list to be posted.

The online course request submission period for current freshmen, sophomores, and juniors will run from April 1-18, 2019. The Academic Information section should be consulted for specifics regarding registration and scheduling.

The registration date for incoming freshmen is on the afternoon of May 13, 2019. You will be contacted by the school prior to the event with more information.

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## ACADEMIC INFORMATION

Cornelia Connelly School, a college-preparatory high school, is accredited by the Western Catholic Educational Association, Western Association of Schools and Colleges, and the California Association of Independent Schools. The school is a member of the National Association of Independent Schools and the National Network of Holy Child Schools.

### Graduation requirements are as follows:

English	8 semesters
Fine Arts	3 semesters (Does not include Foundations Course.)
Mathematics	6 semesters
Physical Education	4 semesters (Health is included in Grade 9 P.E. course.)
Religious Studies	8 semesters
Science	6 semesters
Social Science	6 semesters
World Language	6 semesters of the same language
Financial Literacy	1 semester (May be completed with Personal Finance, Economics, or approved electives.)
Elective	2 semesters
Community Service	80 hours (*See Campus Ministry Service Program below.)
Technology	Demonstrate competency through class use of the following programs: Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

### Campus Ministry Service Program:

9th grade	16 hours
10th grade	16 hours
11th grade	24 hours
12th grade	24 hours, plus the Senior Service Learning Project

## COMMITMENT TO TECHNOLOGY

The abilities to locate needed information, to evaluate it, and to use and present it effectively are essential skills in the 21st century. It is the goal of the library and all departments to provide a foundation of computer and information literacy for students to use during their education at Connelly and college, as well as useful life skills for the future.

Students will strengthen core academic skills such as word processing, researching, and problem solving by creating and managing online media in individual and collaborative projects. Other areas of focus integrated in the curriculum include: online safety, ethics, appropriate use and copyright.

## REGISTRATION

Typically, students enroll in seven courses each semester. Students whose academic work takes them beyond the scope and sequence of the Connelly curriculum may continue their study in a particular field on the college level. Off campus courses taken for credit require approval from the College Counselor, Department Chair, or Assistant Head.

In the spring, juniors meet with the College Guidance Counselor to review courses needed to satisfy graduation requirements. Starting in the second semester, students in grades 9 and 10 meet with their designated academic counselor to review the four-year plan. Current students will submit their selection of courses online. It is important that all deadlines be met.

The elective courses listed in this booklet may be changed or canceled at the discretion of the administration. Not all electives are offered each semester.

## CURRICULUM GUIDE CODING

9 = 9th grade	Y = Full-year course
10 = 10th grade	S = Semester course
11 = 11th grade	F/S = Two-semester course
12 = 12th grade	

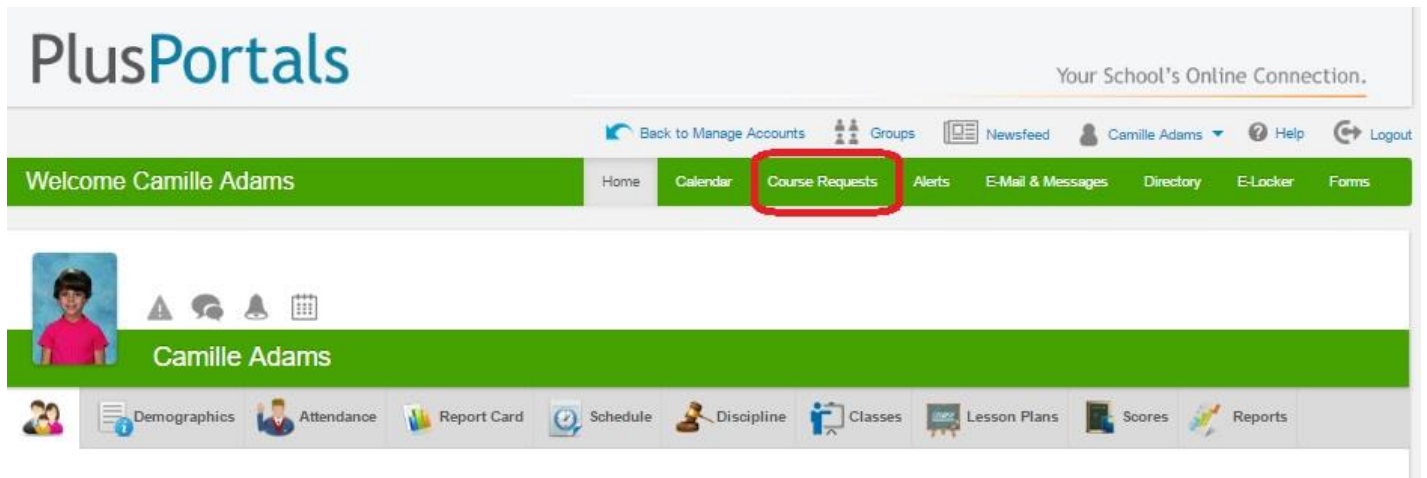
## ONLINE COURSE REQUEST

During PlusPortals online submission period, students can add or drop course requests as often as desired. At the end of the course request period, only the most recently submitted requests are downloaded and imported into Administrator's Plus. To submit course requests, students will do the following:

## INSTRUCTION FOR ONLINE COURSE REQUESTS

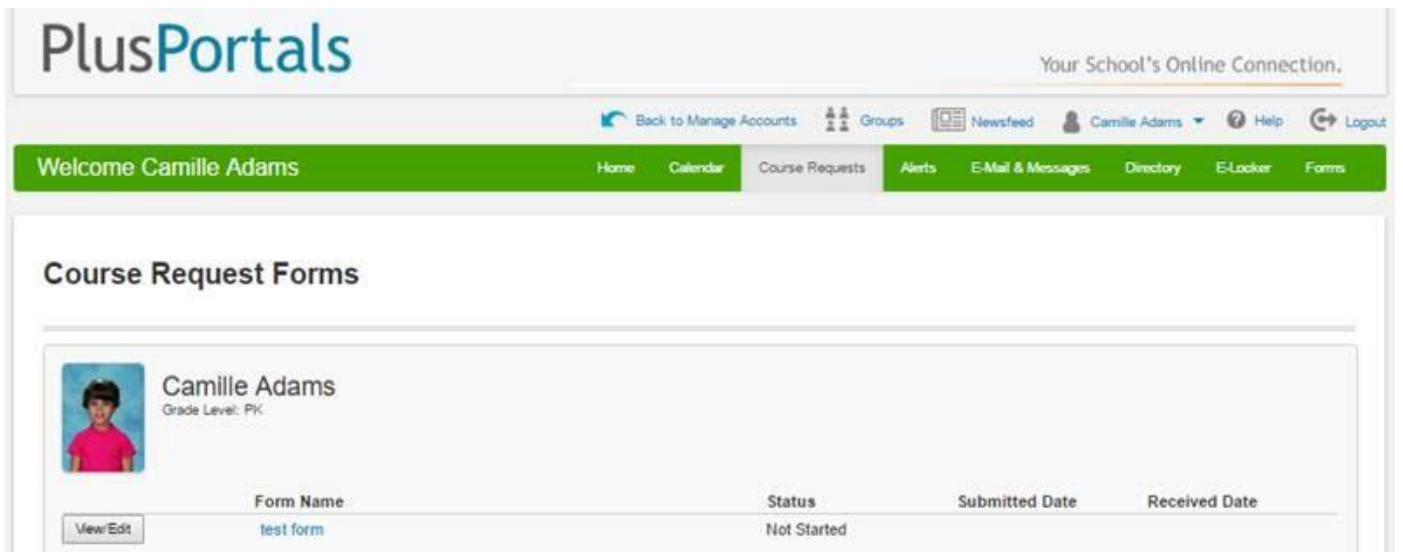
1. Sign in to the PlusPortals.
2. Click on "Course Request" tab.
3. Click on form under "Form Name"
4. Click on a course name to expand the course information screen. You may leave comments in the appropriate box
5. To select a course click in the check box to the left of the course name.
6. Please refer to the Registration Worksheet you completed with your Counselor during this process.
7. If you want to write comments, or suggest another course selection, highlight the course and fill in the comment boxes.

### Selecting the Course Requests Tab



The screenshot shows the PlusPortals interface. At the top left is the PlusPortals logo. To the right is the text "Your School's Online Connection." Below this is a navigation bar with links: "Back to Manage Accounts", "Groups", "Newsfeed", "Camille Adams" (with a dropdown arrow), "Help", and "Logout". A green banner below the navigation bar says "Welcome Camille Adams" on the left and contains tabs: "Home", "Calendar", "Course Requests" (highlighted with a red circle), "Alerts", "E-Mail & Messages", "Directory", "E-Locker", and "Forms". Below the banner is a profile section for Camille Adams, including a profile picture, a green bar with the name "Camille Adams", and a row of icons for "Demographics", "Attendance", "Report Card", "Schedule", "Discipline", "Classes", "Lesson Plans", "Scores", and "Reports".

### Click on the form listed under Form Name



The screenshot shows the "Course Request Forms" page in PlusPortals. The navigation bar is the same as in the previous screenshot, but the "Course Requests" tab is now active. The page title is "Course Request Forms". Below the title is a user profile for Camille Adams, with a profile picture and the text "Camille Adams" and "Grade Level: PK". Below the profile is a table with the following columns: "Form Name", "Status", "Submitted Date", and "Received Date". The table contains one row with the following data: "test form", "Not Started", and empty cells for "Submitted Date" and "Received Date". A "View/Edit" button is located to the left of the "Form Name" column.

Form Name	Status	Submitted Date	Received Date
test form	Not Started		

## Expanded View of Course

Welcome Camille Adams

Home Calendar Course Requests Alerts E-Mail & Messages Directory E-Locker Forms

Adams Camille  
Grade Level: GRADE PV

Form: test form

Test form

test

Course Recommendations:

Course	Comments
H Fr Eng	

Social Dev

Student's comments:

Approved by Parent  
Parent's comments:

Approved by Reviewer  
Reviewer's Remarks:

Pers Dev

Art Dev

Music Dev

Number Dev

H Fr Eng

Cancel Save & Revisit Later Submit

At any time, prior to clicking on submit, you may add or drop requests. Since the program does not provide a place to indicate a second or third choice for electives, please email Dr. Rauterkus (crauterkus@connellyhs.org) to indicate your second and third choices, especially in the Arts. Remember to include your first and last name on the email. Add to this any other pertinent comment that may affect the scheduling of your classes. The clearer your requests, the more likely that you will be scheduled into your preferred courses.

PlusPortals Course Submission period for the current freshmen, sophomores, and juniors begins April 1, 2019. The last day for submission is April 18, 2019.

Class of 2019, please note: If you do not select a minimum of six courses, you will be assigned an elective. Reminder: For yearlong (2-semester) courses, enter both course numbers. All financial obligations to Cornelia Connelly School must be completed in order for a student to receive her 2018-2019 schedule.

### SCHEDULE CHANGES

1. Students are given TWO weeks at the beginning of each semester to make changes in their programs.
2. Students who drop a course after two weeks into the semester will have the course recorded on the transcript as a withdrawal. However, the withdrawal grade will not be calculated into the student's GPA.\*
3. The school makes every effort to fill a student's course requests; however, scheduling conflicts sometimes make it impossible to fulfill all of her requests.

\*After 6 weeks, no student may withdraw from a course and receive credit.

## GRADING

Letter grades are used on the report card and transcript. The recommended grading scale is as follows:

A+	97.5 – 100	C+	76.5 - 79.4
A	92.5 - 97.4	C	72.5 - 76.4
A-	89.5 - 92.4	C-	69.5 - 72.4
B+	86.5 - 89.4	D+	66.5 - 69.4
B	82.5 - 86.4	D	62.5 - 66.4
B-	79.5 - 82.4	D-	59.5 - 62.4
		F	Below 59.5

The GPA (grade point average) is calculated on courses that are assigned five credits per semester. The following courses are not included in the GPA calculations: physical education, student government, foundations, office aid, and pass/fail courses. Students who take AP or Honors courses receive one extra quality point, which is applicable in the tabulation of the Honor Roll. Students enrolled in an AP course who do not take the AP exam will not receive the extra quality point for the second semester, nor will AP be noted on the transcript.

Cumulative GPAs are reported both weighted and un-weighted to colleges.

Although a grade of D is a passing grade, a minimum grade of C- is recommended to move on to the next level. In addition, most colleges and universities will not accept credit for D courses.

Since Connelly is a small, solely college-preparatory school with competitive admissions, rank in class is not used. Calculating and reporting a class rank is a disservice to colleges and to Connelly students because it magnifies slight differences in cumulative GPAs. To better describe Connelly students, a school profile is prepared and accompanies each transcript.

## UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

Complete a minimum of 15 of A-G courses with letter grades of C or better with at least 11 finished prior to the beginning of your senior year.

### Subject Requirements

- A. History/Social Science: 2 years, including 1 year of U.S. history or one semester of U.S. History and one semester of American government and one year of world history.
- B. English: 4 years
- C. Mathematics: 3 years, 4 years recommended, must include algebra, geometry, and intermediate algebra
- D. Laboratory Science: 2 years, 3 years recommended in 2 of 3 core disciplines: biology, chemistry, physics
- E. World language: 2 years of the same language, 3 years recommended of the same language
- F. Visual and Performing Arts: 1 year the same discipline
- G. Electives: 1 year (2 semesters) in addition to those required in A-F above

The minimum GPA in A-G courses required for UC eligibility is 3.00, and is calculated only from the grades you earn in those courses in 10th and 11th grade. All students must meet the following minimum requirements:

- Complete 15 UC-required college-preparatory (A-G) courses - 11 of those prior to the start of 12th grade.
- Maintain a GPA of 3.0 or better in these courses.
- Take the SAT Reasoning Test or ACT with Writing.

The University assigns extra points toward a student's GPA for up to eight semesters of certified Honors/AP-level work. Not more than four semesters of courses taken in the 10th grade may be given honor points. D grades do not earn extra points. No extra points are given for Honors English II, Honors Geometry, Honors World History, or Honors Algebra II/Trigonometry. Please consult A-G list for further information.

**Note:** A-G courses with D and F grades must be remediated.

For the most recent list of Connelly courses that meet University of California requirements for admission, go online to <http://www.ucop.edu/agguide/> (Directions: Click on A-G Course Lists. Choose High Schools or Programs. Type in Cornelia Connelly and choose a year. Then click search.)

## CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

CSU requires a minimum 15 unit pattern of courses for admission for first-time freshmen. You must complete - with a grade of C or higher - the following pattern of college-preparatory subjects totaling 15 units.

4 years	English
3 years	Mathematics (algebra, geometry, and intermediate algebra)
2 years	History and Social Science (1 year U.S. history)
2 years	Laboratory Science (1 year biological science, 1 year physical science)
2 years	World Language (the same language)
1 year	Visual and Performing Arts
1 year	Electives chosen from the subject areas listed above

D and F grades in required courses must be remediated.

The GPA is calculated only from the grades you earn in UC A-G courses in 10th and 11th years. One point is added for up to eight semesters of Honors/AP courses completed in sophomore and junior years with a C or better. Four semesters of Honors/AP courses may be taken in the sophomore year. Honors English II, Honors Geometry, Honors World History, and Honors Algebra II/Trigonometry are not given honors credit. Below 2.00 does not qualify for CSU regular admission.

The SAT Reasoning Test or ACT with writing is required as well. The writing section is not used by most CSUs. For more detailed information, go to <https://www2.calstate.edu/apply/freshman>.

## SUMMARY OF COLLEGE EXAMINATIONS

### COLLEGE ENTRANCE EXAMINATION TESTS

1) SAT Reasoning Test: A three-hour and 50-minute test given at various sites (high schools and colleges/universities) in the morning of each test date\* listed below. The test is a measure of critical reading, mathematical and writing skills designed to indicate a student's ability to do college work. The test also includes an optional 50-minute handwritten essay. The test can be taken more than once and should be taken for the first time at least by spring of the junior year. Schedules, practice test questions, application forms and information on several prep programs are available in the College Center. Registration is completed online @ [sat.org/register](http://sat.org/register).

#### Required by or allowed in lieu of the ACT:

University of California  
California State Universities  
Private colleges/universities in California and out-of-state  
Out-of-state public universities (check individual college Web sites)  
Most scholarships

\*Dates are usually the first Saturday of the month in August, October, November, December, March, May and June. Please refer to the Connelly calendar for exact dates.

2) SAT Subject Tests: One-hour tests given at various sites in the morning of each test date\* listed below. One to three tests can be taken on each date. The tests fall into five general areas: Literature, history and social studies, mathematics, sciences, and world languages. Students should take the tests in the June following a year of a particular subject, starting as early as 9th grade. Final tests can be taken in the fall of the senior year.

Two SAT Subject Tests will no longer be required for UC admissions. However, students can still choose to submit their scores for consideration as part of their application just as they now do with AP scores. The Subject Tests may be recommended or required for certain majors, programs of study, or private schools.

\*Dates are usually the first Saturday of the month in August, October, November, December, May, and June. Please refer to the Connelly calendar for exact dates.

3) ACT: A three-hour and 35-minute test given at various sites in the morning of each test date\* listed below. The test contains multiple-choice sections in English, mathematics, reading, and science. As of spring 2005, an optional writing section has been added. Most colleges and universities require the writing section as well. All students are expected to take the writing portion. Every college/university in the United States accepts the ACT in place of the SAT Reasoning Test.



**Required by or allowed in lieu of the SAT Reasoning Test:**

University of California (plus writing section)

California State Universities

Private colleges (check individual colleges)

Out-of-state public universities (check individual college websites)

\*Dates are usually September, October, December, February, April, June, and July. Please refer to the Connelly calendar for exact dates.

**4) PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (NMSQT):** A two-hour and 30-minute test; a shortened version of the SAT. PSAT/NMSQT is not an admissions test.

**Required by:** National Merit Scholarship Corporation

**Date:** October. Please note: only junior year scores qualify for the National Merit Scholarship.

**ADVANCED PLACEMENT (AP) EXAMINATIONS**

The Advanced Placement Program, sponsored by the College Board and administered by Educational Testing Service, offers students the opportunity to participate in challenging college-level course work and to receive credit, advanced placement, or both in college. AP courses and their corresponding examinations are prepared annually. The AP examinations are administered to students at Connelly each May. Each exam consists of a multiple-choice and a free-response section. Spanish Language and Chinese Language exams include listening and speaking components. Most exams are three-hours-long. Grade reports are sent to the candidates, Cornelia Connelly School, and the colleges and universities the senior students designate. AP grades provide the institutions with the opportunity to evaluate and acknowledge achievement by awarding college or elective course credit and/or advanced placement.

Advanced Placement Examination grades are reported on a five-point scale as follows:

5 = Extremely well qualified

4 = Well qualified

3 = Qualified

2 = Possibly qualified

1 = No recommendation

In general, an AP grade of 3 or higher indicates sufficient mastery of course content to allow exemption from a college course comparable to the AP course, placement in the succeeding college course, or credit. Credit and placement policies are determined by each college or university. Students are urged to contact colleges and universities to request the specific AP policies in writing.

**CALIFORNIA SCHOLARSHIP FEDERATION (CSF)**

**Requirements for Semester Membership**

1) Membership is based only on scholarship and citizenship. Membership enrollment is held during the semester following the one in which the qualifying grades were earned and is for one semester only. In order to become a member, a student must submit an application each semester she is eligible. Students do not become eligible until sophomore year.

2) To secure eligibility for CSF membership, a student must earn sufficient points from the course lists. Both LIST I and LIST II courses must include academically challenging material and substantial amounts of reading and writing and must integrate critical thinking and problem solving skills.

3) A student must have taken a minimum of three courses from LISTS I and II; at least two of these three courses must be from LIST I only. To warrant eligibility for semester membership, a student must earn a minimum of 10 CSF points. Of these 10 points, seven points MUST be earned in courses from LISTS I and II, while the remaining three points MAY be earned in courses from any LIST (I, II, or III). Of the 7 points required from LIST I & II courses, at least four points MUST be earned in LIST I courses alone. Only grades from five courses are considered.

4) CSF points for courses earning five semester credits shall be calculated as follows:

- A grade of A ..... three CSF points
- An extra CSF point is given for as many as two Honors/AP courses in which an A or B is earned
- A grade of B ..... one CSF point

- A grade of C ..... zero CSF points
- A grade of D or F in any course shall disqualify a student from membership for that semester.

## **COURSE OFFERINGS**

### **CAMPUS MINISTRY SERVICE PROGRAM**

Through classes and activities, students and faculty attempt to discover what it means to have Jesus Christ as our model. In each relationship, Jesus' words, "Whatsoever you do to the least of my sisters and brothers, this you do unto me," give a special meaning to efforts to reach out to those in need.

The biblical call to "act justly, to love tenderly, and to walk humbly with God" leads us to responsible action in our needy world. The school's philosophy, based on gospel values, focuses on a central theme of a belief in the dignity and worth of every human being. This, too, confirms our desire to participate in the betterment of life for all.

Service to others is an essential element of Christian living. Experience, exposure, education, and prayerful reflection make it possible to grow in a commitment to service. Because Cornelia Connelly School believes in Jesus Christ and in serving others, a required Campus Ministry Service Program is part of each student's education.

1. To offer experiences which expose students to areas which need social transformation.
2. To provide the opportunity for students to engage in responsible actions, which lead to the enrichment of all.
3. To help each student shift her focus beyond her individual needs, thus deepening her commitment to serve others.
4. To encourage faculty and family participation in and support of the Campus Ministry Service Program.
5. To encourage a life-long commitment to service.

### **Graduation Requirement: 80 hours**

9th grade	*16 hours (suggested 8 hours focusing on ecology and 8 hours focusing on children)
10th grade	*16 hours (suggested 8 hours focusing on the poor and 8 hours focusing on the elderly)
11th grade	24 hours (student's choice)
12th grade	24 hours (student's choice in a concentrated area)

A Senior Service Learning Project to be completed in the third quarter of the senior year and presentation of the project will be presented during the Senior Exit Interview. Please see Director of Campus Ministry for details regarding project. The Senior Service Learning Project will be part of the student's personal website during the exit interview. Senior Exit Interviews will take place during the spring of the student's senior year.

\* Hours are required. Areas listed are strongly recommended to provide students with different service experiences.

## **ENGLISH**

The course offerings that follow are intended to be viewed as steps in a cumulative process. For all levels, the English Department operates from the philosophy that writing is a process requiring attention to all stages of creation, including prewriting, drafting, peer evaluation, editing, and eventual presentation. Furthermore, we believe strongly that learning is largely student produced. Therefore, all courses place a heavy emphasis on student-generated discussion and analysis of texts. We teach a broad, inclusive range of literature and nurture a free and responsible exchange of ideas in the hope of fostering and inspiring a respect and affinity for literature and the English language itself. The English department is also committed to merging its offerings with other humanities departments in order to offer a more comprehensive interdisciplinary curriculum.

The following competencies are expected and fostered in the students at Cornelia Connelly School. The English Department expects that these skills, begun in the student's first year, will continue to be honed throughout her four years at Connelly.

Basic competencies include:

- Reading actively rather than passively
- Accepting responsibility for learning the meanings of unfamiliar words
- Being conversant with aspects of plot, tone, point of view, and other literary and rhetorical devices
- Ability to distinguish various writing structures and observe structural complexities and subtleties
- Ability to develop multiple readings of texts that are adequately supported by textual evidence
- Proficiency in the writing-as-process philosophy, which includes peer evaluation, editing, revising, and publication
- Developing competent and authentic voices appropriate to their levels of knowledge

- Showing a regard for the thought processes of each student, thereby fostering a classroom community that respects the ideas expressed by all members of the class
- Developing a broader base of experience to be applied to the students' lives and to their writing
- Ability to select and explicate specific passages and incorporate them into a developed analysis
- Recalling and synthesizing ideas, motifs, and stylistic patterns studied in earlier courses and applying them to works that the students are currently reading
- Being able to differentiate various critical interpretations and theories and to compare and contrast them with their own
- Being willing and able not only to participate in, but also to generate, class discussions

**Graduation Requirement: 4-year sequence**

<b>ENGLISH I:</b>	Semesters	Credits	Grade
<b>INTRODUCTION TO LITERATURE 805/806</b>	Y	10.0	9

The first semester launches Connelly's writing program and introduces the theory that vocabulary and grammar are taught prescriptively and in context. Students review the tools of basic research in a variety of writing assignments, including, but not limited to, narrative, persuasive, descriptive, and expository. Students write creative pieces, poetic fragments, poems, and short stories as part of their study of world literature. In addition, the course familiarizes students with diverse literary types: through a reading of multicultural texts, students will investigate memoir, short story, novel, play, and poetry. The curriculum covers world literature from 1800 BCE to modern times and will expose students to common literary themes throughout the world and its history in literature. Some of the major texts include Homer's *The Odyssey*, Orwell's *Animal Farm*, Angelou's *I Know Why the Caged Bird Sings*, several short stories, and a play chosen by the students and attended, as a class, after reading. Throughout the year, students will work on public speaking skills and presentations to help them become comfortable speaking in front of a group.

<b>HONORS ENGLISH I:</b>	Semesters	Credits	Grade
<b>INTRODUCTION TO LITERATURE 929/930</b>	Y	10.0	9

Like the College Prep English class, this course introduces students to Connelly's writing program and introduces the theory that vocabulary and grammar are taught prescriptively and in context. Students review the tools of basic research in a variety of writing assignments, including, but not limited to, narrative, persuasive, descriptive, and expository. Students write creative pieces, poetic fragments, poems, and short stories as part of their study of world literature. In addition, the course familiarizes students with diverse literary types: through a reading of multicultural texts, students will investigate memoir, short story, novel, play, and poetry. The curriculum covers world literature from 1800 BCE to modern times and will expose students to common literary themes throughout the world and its history in literature. Some of the major texts include Homer's *The Odyssey*, Orwell's *Animal Farm*, Angelou's *I Know Why the Caged Bird Sings*, several short stories, and a play chosen by the students and attended, as a class, after reading. Throughout the year, students will work on public speaking skills and presentations to help them become comfortable speaking in front of a group.

This is an honors-level course. To receive honors credit, students are expected to perform at a high level and go beyond the basic facts and interpretations.

**Prerequisites:** Incoming freshmen who have demonstrated strength in their previous English courses will be evaluated for placement at this level on the basis of their performance on an English placement exam scheduled for April 30, 2019 @ 3:30 p.m.

<b>ENGLISH II</b>	Semesters	Credits	Grade
<b>BRITISH LITERATURE 807/808</b>	Y	10.0	10

This course is a chronological survey that traces British literature from the Anglo-Saxon period to the mid-20th century and pays particular attention to the development and transformation of the English language through the literature. Areas of study will include Beowulf, Arthurian legends, Elizabethan poetry, Shakespeare, poetry of the 17th and 18th Centuries, the essay and political satire, Romantic and Victorian poetry, the novel (*Frankenstein*), 20th-century short stories, and poetry and drama of the Modern era.

The writing component of English II will further develop the skills established in English I. The course will reinforce vocabulary building and basic grammar, particularly in the context of the writing process. Students will compose analytical papers that present a thesis and use textual evidence as support. Students will be introduced to the foundational elements of research and MLA documentation.

<b>HONORS ENGLISH II: BRITISH LITERATURE 952/953</b>	Semesters Y	Credits 10.0	Grade 10
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This course is a chronological survey that traces British literature from the Anglo-Saxon period to the mid-20th century and pays particular attention to the development and transformation of the English language through literature. Areas of study will include *Beowulf*, Arthurian legends, Elizabethan poetry, Shakespeare, poetry of the 17th and 18th Centuries, the essay and political satire, Romantic and Victorian poetry, the novel (*Frankenstein*), 20th-century short stories, and poetry and drama of the Modern era.

The writing component of English II will further develop the skills established in English I. The course will reinforce vocabulary building and basic grammar, particularly in the context of the writing process. Students will compose analytical papers that present a thesis and use textual evidence as support. Students will also be introduced to the foundational elements of research and MLA documentation.

Honors English II requires more extensive reading and writing than the English II course. Students will read more selections from each area of study and will be expected to approach the texts with an earnest eye toward analysis.

**Prerequisites:** Students must have satisfactorily completed either English I with an A- or Honors English I with a grade of B+ or better. Department approval is required.

<b>ENGLISH III: AMERICAN LITERATURE 835/836</b>	Semesters Y	Credits 10.0	Grade 11
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This course is designed to introduce students to the major literary periods, authors, and concepts in American literature. It is a chronological survey that traces American literature from the Early Colonial to the Modernist period. Students will be introduced to concepts, histories, authors, and major themes in American literature.

The first semester will cover readings from the Early American and Colonial Period through American Romanticism. Writers will include, but are not limited to, Puritan poets, writers of the Revolution, slave narratives, satire, short stories, essays and poetry from the Age of Realism and Naturalism, the Harlem Renaissance and Modernism. Students will also read a number of key American novels and plays, such as *The Adventures of Huckleberry Finn*, *The Crucible*, *A Raisin in the Sun*, *The Great Gatsby*, and *Catcher in the Rye*.

Critical writing skills will be stressed over the course of the year; writing responses will be grounded in the literature and the literary period. Students will complete several formal essays that develop MLA parenthetical citation, explication, and analysis.

In the second semester, students will produce a research paper that includes secondary resources, along with textual citation and analysis. At the end of each semester, students will complete a cumulative final that tests their comprehension of material covered within each semester and includes an essay writing component. In addition to literature and composition, English III will continue to develop grammar and vocabulary skills begun in the freshman and sophomore years.

In the second semester, students will produce a research paper that includes secondary resources, along with textual citation and analysis. At the end of each semester, students will complete a cumulative final that tests their comprehension of material covered within each semester and includes an essay writing component. In addition to literature and composition, English III will continue to develop grammar and vocabulary skills begun in the freshman and sophomore years.

<b>AP ENGLISH: LANGUAGE AND COMPOSITION/ AMERICAN LITERATURE 920/928</b>	Semesters Y	Credits 10.0	Grade 11
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AP English Language and Composition is designed to teach the skills students will need to succeed in a college level course and will follow the requirements described in the AP Language and Composition Course Description published by the College Board. Students will critically analyze writing and will develop the ability to craft an argument, synthesize sources, and conduct research at an advanced level. Students will also cultivate media literacy by studying the rhetoric of visual media through art, photos, commercials (print and video), documentary films, and political cartoons. In conjunction with the College Board's AP English Course Description, this course teaches "students to read primary and secondary sources carefully, to synthesize material from these texts in their own composition, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA)."

This course is organized both chronologically and thematically. Students will read fiction, non-fiction, and poetry from American Literature in an effort to understand how history relates thematically to the world in which we live. They will examine works for voice and credibility and will gain expertise in evaluating point of view, argument, and rhetoric.

As this is a college-level course, students should be motivated writers. The workload of this course is both challenging and places a high level of expectation on the student in regard to performance. Students will read and write daily and will participate in peer review groups and individual writing conferences.

**Note:** AP English students are required to sit for the AP English Language and Composition exam in May.

**Prerequisites:** Students must have satisfactorily completed either English II with a minimum of an A- or Honors English II with a minimum of a B+. Approval of the English department faculty and a timed writing sample also are required. The timed writing will be administered during conference on a designated date.

	Semesters	Credits	Grade
<b>ENGLISH IV: WORLD LITERATURE 845/846</b>	Y	10.0	12

English IV challenges students to read and interpret a wide range of imaginative works of world literature from Antiquity through the Modern era with an emphasis on diversity of cultures. Through an introduction to literary theory, the course invites students to explore a variety of genres and literary styles and to write clearly about the literature they encounter.

Throughout the course of the year, we will study a diverse, multicultural body of literature that reflects these styles. Major writers may include, but are not limited to Sophocles, Euripides, Shakespeare, Molière, Chekov, Ibsen, Beckett, Hurston, Chopin, Marquez, Esquivel, and Borges. By the end of the course, students will have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives; they will have acquired a broad-based knowledge of literature that builds upon literature courses of previous years and prepares them for college. Students will do close readings of fiction, poetry, and plays and write well-constructed analyses and arguments about them. Writing assignments also will include essay exams, reader response journals, free-writing, and in-class essays. Students will prepare for college-level writing through the multistep process of a research paper. In addition, English IV will continue to develop grammar and vocabulary skills learned in the previous three years. Assistance in editing and revising college essays will be available for all seniors during conference period throughout the first semester.

	Semesters	Credits	Grade
<b>AP ENGLISH LITERATURE AND COMPOSITON 982/983</b>	Y	10.0	12

AP English Literature challenges students to read and interpret a wide range of imaginative works of world literature from Antiquity through the Modern era, with an emphasis on works written after 1600. With emphasis on major authors and literary trends, the course invites students to explore a variety of genres and literary styles and to write clearly about the literature they encounter. On a daily basis, students will be required to read critically, think clearly, and write concisely. By the end of the course, they will have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives; they will have acquired a broad-based knowledge of literature that builds upon literature courses of previous years and prepares them to take the AP English Literature and Composition exam.

The course will emphasize the study and consideration of the literary, cultural, and human significance of selected great works of the Western tradition, focusing on representative works of fiction, poetry, and drama that illustrate literary and intellectual developments from the beginning of recorded literature. An important goal of the class is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values that unite the different literary traditions. The course will give special attention to close reading of fiction, poetry, and plays, to critical thinking, and to writing well-constructed analyses and arguments about them within a framework of cultural diversity, as well as comparative and interdisciplinary analysis. Writing assignments will also include essay exams, reader response journals, free-writing, and in-class essays. In addition, AP English will continue to develop grammar and vocabulary skills learned in the previous three years. Assistance in editing and revising college essays will be available for all seniors during conference period throughout the first semester.

AP English is a college-level course that requires considerably more reading and writing than the English IV course; students are expected to demonstrate high-level critical thinking and analytical skills. Note: AP English students are expected to take the AP English Literature exam.

Prerequisites: Students must have satisfactorily completed either English III with a grade of at least an A- or AP English Language with a grade of at least a B. Approval of the English department faculty and a timed writing sample are required. The timed writing will be administered during conference on a designated date.

**ELECTIVES**

**Note: English electives are taken in addition to the required English courses.**

	Semesters	Credits	Grade
<b>YEARBOOK 841/842</b>	Y	10.00	9-12

This course exposes students to the materials, techniques, and vocabulary of the graphic arts and desktop publishing fields. While under the guidance of the advisor, students complete various assignments to produce a professional-looking finished product. All students are required to participate in production through photography, copywriting, editing, and designing. Deadlines are a critical component of the course, and students will be graded primarily on their ability to meet all required deadlines with quality work. Student placement on the staff is based on previous art, journalism, or photography experience, on writing ability, on typing and computer skills, and on their ability to work diligently and independently to complete assignments. This class typically meets twice a week – schedule to be determined in the fall – for a total of three hours. Students are expected to work on yearbook assignments from their home computer. Strong motivation, sincere commitment, and regular attendance are crucial. Because this is a production course, students must sign up for the entire year and cannot drop the course after the first two weeks without penalty. This course is not recommended for students participating in sports.

	Semesters	Credits	Grade
<b>JOURNALISM</b>	Y	10	9-12

Journalism is a year-long, elective course that meets UC Accreditation as an A-G course. Journalism introduces students to media studies, learning, and implementing in their work, the nine principals of journalism. Students will develop and work towards mastery of journalistic knowledge such as investigative reporting, research, and information evaluation for authenticity and dependability. A major goal of this course is to produce the Connelly Chronicle distributed in both print and online every month. In addition, students will participate in school and local community events with the goal of reporting on them through copy and live tweet. Students will write news, edit, revise, editorialize, format font and layout design, seek and design advertising, feature write, and live tweet. Students will develop and master analytical reading skills, critical thinking skills, expository, narrative, descriptive, and persuasive writing skills, as well as oral communication skills through interviews and reporting. Students will work independently as well as collaboratively through editing copy, organizing layout and headlines, and preparing for publication through use of latest technology. Students will learn to ask provocative questions and generate hypothesis based on form and content of factual evidence, and will effectively cite evidence when offering an interpretation of a text. Students will respond to various audience demands, and genre requests by interviewing, researching, writing, and communicating to a given audience, will make public contacts for the purpose of securing advertising, and learn how the media industry is shaped as a reflection of society, culture, and history. Students will study 1st Amendment, as well as Supreme Court findings on journalistic freedoms and protections. This class will have the opportunity to visit local news agencies, as well as to have guest lecturers who are working reporters.

**FINE ARTS**

*“Curiosity, Creativity & Research . . . such intellectual pursuits combined with a sense of beauty & joy of living, are essential components in forming our students’ attitude toward life.” - The Cornelia Connelly Philosophy*

The Fine Arts Department echoes the Cornelia Connelly Philosophy and believes that teaching critical thinking skills enables each student to ask educated questions as she defines and develops her appreciation for the arts. In addition, the Fine Arts Department provides each student with opportunities to fully explore the expressive potential within her. The Fine Arts Department also is committed to fostering an interdisciplinary approach to the arts, encouraging the student to incorporate various levels of content in her creative efforts. We encourage students to integrate their connections and knowledge of the humanities, history, literature, philosophy, personal spirituality, and science.

Graduation Requirement: Three semesters

	Semesters	Credits	Grade
<b>FOUNDATIONS IN FINE ARTS AND SPEECH SKILLS 200/203</b>	S	5.0	9

This course serves as the introductory study for a variety of Fine Arts courses. The fundamental elements of art, speech including information literacy, and music will be studied in breadth. This semester course is provided to allow the student to become confident and comfortable with their abilities in the arts, speech, and technology.

The art module of Foundations invites the student to explore and become confident with the basic elements of art including line, shape, form, value, and contrast through drawing and painting. The student will be introduced to the use of light sources and to still life drawing through realism and generally becoming comfortable drawing from life and imaginary sources. Students will become familiar with the use of a variety of mediums including watercolor to investigate the use of perspective as a tool for artists. Students will ultimately participate in the Freshman Showcase Art Show in the Connelly library.

The choral module of the Freshman Foundations course introduces the student to creating vocal music as part of a large group in the context of a vocal ensemble. The student will be introduced to the basics of vocal production/vocal technique; breathing as utilized for singing; vocal registration and pitch recognition; the interpretive elements of the music making process; singing in parts; an introduction to navigating a choral score and music theory; and the basics of performance protocol in the context of preparing two performances per semester as part of the Freshman Choir.

The research and speech module included in this freshman core program is a foundation for all further courses at Connelly. Students are introduced to the academic research process, including the skills needed to search for, evaluate, and use a variety of information resources. They are taught how to find and evaluate library print materials and online resources such as reference and article databases and open websites. Students are provided the opportunity to practice strategies for public speaking and gain confidence in delivering a variety of speeches including impromptu, persuasive, and research-based informational speeches.

The Technology Foundations course focuses on the creative use of technology that express students' interest. Students will gain the knowledge and skills to identify different types of computers, and the components of personal computers including microprocessors, motherboard, flash drives, hard disks, memory, input/output devices and much more. Students learn, develop, and tinker with interactive technologies to code basic applications, create HTML and CSS websites, code in various programming languages, and experience virtual and holographic computing. The class will have a strong focus on utilizing these technologies in creative ways that will help student's academic and personal life.

**NOTE:** Course does not count in GPA.

	Semesters	Credits	Grade
<b>STUDIO ART I AND II 244/245</b>	Y	10.0	10-12
This yearlong course introduces concepts, skills, and techniques of two-dimensional art including line, shape, balance, design, color theory, and composition. Each student will utilize multiple mediums to allow her to discover art through different projects including drawing with pencil, ink, paint, pastel, printmaking, soft sculpture, and design. A historical perspective will be introduced with readings and discussion. NOTE: This class is a prerequisite to all other Visual Art classes.			

	Semesters	Credits	Grade
<b>INTRODUCTION TO COMPUTER GRAPHICS (GRAPHIC DESIGN) 279/280</b>	Y	10.0	10-12
The purpose of this yearlong course is to introduce the student to the basic concepts of computer graphic design. Students will utilize colors, shapes, photographic manipulation and different typefaces to create original designs. Additional concepts such as logo, industrial, and commercial design will be explored as well. While creation is an important part of a designer's job, presentation is just as important. Students will also learn how to mount and present their work in a professional manner. This course will primarily utilize Adobe's Creative Cloud Suite of desktop software and mobile apps. Students will have the option to utilize graphic tablets in their iMac workstation. The class requires an Adobe Creative Cloud subscription (normally \$19.99 monthly) that can be paid monthly or on a yearly basis.			

**Prerequisite:** Students must have completed one year of Studio Art or have consent of the instructor by showing a portfolio demonstrating competency in the arts.

	Semesters	Credits	Grade
<b>GRAPHIC DESIGN II 291/292</b>	Y	10.0	11-12
This yearlong course continues the student's exploration into the world of Graphic Design. Students are expected to have an advanced understanding of Adobe's Creative Cloud suite of apps. Students will move beyond creating simple two-dimensional designs and will focus on constructing packaging and displays. Designs, logos, and art will be created using graphic tablets. Students will be expected to show a mastery of the Adobe Graphics Suite. The class requires an Adobe Creative Cloud subscription (normally \$19.99 monthly) that can be paid monthly or on a yearly basis.			

	Semesters	Credits	Grade
<b>ADVANCED STUDIO ART-PAINTING I 246/247</b>	Y	10.0	10-12

This exciting yearlong course will allow the student to continue to explore concepts of art through the mediums of paint and pastel. All mediums of paint will be addressed including pastel, watercolor, acrylic, and oil. The course will include projects in Realism, Abstract, and Non-Objective Art design.

**Prerequisite:** Studio Art I and II

	Semesters	Credits	Grade
<b>ADVANCED STUDIO ART-CERAMICS 261/262</b>	Y	10.0	10-12

This year long course will provide a stimulus for exploring three-dimensional art by means of design through clay ceramic sculpture. All of the projects will be hand built and include coil and slab building, construction of vessels that can hold liquid, mask making, a trompe l'oeil project, and other three-dimensional projects. There will be a \$30 materials fee for this class.

**Prerequisite:** Studio Art I and II

	Semesters	Credits	Grade
<b>ADVANCED STUDIO ART-PAINTING II 293/294</b>	Y	10.0	10-12

This advanced yearlong course will provide a forum in which the student will develop and create a portfolio of advanced artwork and continue to explore concepts and styles of art through a variety of the mediums and subject matter of her choice. This class allows for particular focus on the student as an artist and development of her personal style of creativity.

**Prerequisite:** Studio Art I and II, Painting I, and teacher approval. A portfolio of substantial work may be submitted to the teacher for approval in lieu of Painting I.

	Semesters	Credits	Grade
<b>AP STUDIO ART 978/979</b>	Y	10.0	10-12

This yearlong college level course will allow the highly motivated student to create a serious portfolio of individual work that will ultimately be submitted to the College Board for review and possible college credit. This course is designed for the student who is actively pursuing growth in her art skills or wishes to concentrate in art during college and wants to look at art as a profession. Any student wishing to take this course must first show themselves to be up to the rigorous nature of this course. Every student will first temporarily be enrolled in Painting II for a period of 12 weeks. At this time the student's work and dedication to the completion of this college level course will be evaluated and the student will be re-registered into AP Studio Art.

**Prerequisite:** Consent of the instructor after evaluation of class work, contract of study, Studio Art I and II, and a year of Advanced Art or comparable portfolio.

	Semesters	Credits	Grade
<b>AP ART HISTORY 980/981</b>	Y	10.0	10-12

This comprehensive history of art course examines major forms of artistic expression from the past and present and from a variety of cultures. Although the emphasis of the course will be on Western art, we also will cover Non-European Art, including art of the ancient Near East, Egypt, Islam, Africa, the ancient Americas, and Asia. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. The course promotes an understanding of 1) Architecture, Sculpture, Painting, Drawing, and other Art forms, 2) the elements of Art, fundamental Art History terminology, and technical processes used in the production of art, and 3) works of art in historical and cultural contexts, considering such issues as patronage, gender, function, and the effects of art. No prior experience in art or art history is required, but the course demands a high degree of commitment to academic work and to the purposes of a program designed to meet college standards. Students will be required to critique works of art intelligently and to write about them effectively. Attendance and participation are essential because considerable class time will be devoted to examining and analyzing individual works of art, with student reviews and interpretation a significant part of the grade. Students are required to complete extensive summer reading assignments, and there will be additional meetings outside of class to prepare for the AP Exam. Note: Students who enroll in this course are expected to take the AP Art History Exam.

	Semesters	Credits	Grade
<b>PERFORMING ARTS VOCAL ENSEMBLE 253/254</b>	Y	10.0	10-12

A non-auditioned ensemble that will address basic- to intermediate-vocal techniques. Posture, breath support, vowel production, tone color, and vibrato will be introduced and developed. Music theory and sight-reading will be introduced as music is explored through many languages, cultures, and styles. A portion of the course will be taking part in performances during the school year as well as participation in school liturgies.



<b>HONORS ADVANCED VOCAL ENSEMBLE 269/270</b>	Semesters Y	Credits 10.0	Grade 10-12
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An auditioned ensemble that will address intermediate to advanced vocal techniques. A major portion of the course will be performances during the school year as well as participation in school and other diocesan liturgies. Music theory and sight-reading will be refined as music is explored through many languages, cultures and styles. Vocal techniques such as breath support, vowel production, tone color, and vibrato will be developed.

**Prerequisite:** Audition; Consent of the instructor.

<b>BEGINNING HANDBELL ENSEMBLE 251/252</b>	Semesters Y	Credits 10.0	Grade 10-12
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The Connelly Handbell Ensemble will focus on beginning to intermediate handbell techniques. The class will begin with basic music Theory as it pertains to handbells, including introductions to rhythm, pitch recognition, dynamics, articulation techniques, as well as expression and musicality. The ensemble will be expected to participate fully in many liturgies at Connelly as well as perform in concerts and festivals throughout the school year. Also addressed will be appropriate handbell usage in Catholic liturgy as well as viable performance medium in concerts.

<b>ADVANCED HANDBELL ENSEMBLE 271/272</b>	Semesters Y	Credits 10.0	Grade 10-12
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The Connelly Advanced Handbell Ensemble, an auditioned ensemble, will focus on intermediate to advanced handbell techniques. The class will continue the study of Music Theory as it pertains to handbells, including more complex rhythms, faster pitch recognition, extreme dynamics, articulation techniques, as well as further exploration of expression and musicality. The ensemble will be expected to participate fully in many liturgies at Connelly as well as perform in concerts and festivals throughout the school year. Also addressed will be appropriate handbell usage in Catholic liturgy as well as viable performance medium in concerts.

**Prerequisite:** Audition, Consent of instructor

### TRI-SCHOOL THEATRE CLASSES

Tri-School Theatre is an educational theatre ministry that uses the performing arts as a way for students to discover themselves and to nurture their God-given talents through process-oriented training in a Christ-centered environment. Tri-School Theatre has been recognized by the Educational Theatre Association, the California State Thespian Organization and the Music and Arts Commendation for Youth Organization for excellence in secondary arts education.

**Course Fees:** \$155 per elective class, \$415 for yearlong classes. Payment plans available. To register for these courses, please fill out a registration form/emergency form and mail with payment to Tri-School Theatre, 1952 W La Palma Ave, Anaheim CA 92801. For more information, please call the Tri-School office at 714-774-7575 Ext. 1155 or visit the Web site [www.trischool.org](http://www.trischool.org).

### YEARLONG CONSERVATORY

Tri-School Theatre offers yearlong courses in technical theatre and performance. These classes are for the serious student of theatre. None of these classes are graded. Students will have the opportunity to perform in showcases. All classes are held at the Servite Theater. A schedule will be handed out on the first day of class.

### Elective Courses

Tri-School Theatre offers elective courses in technical theatre and performance. Electives are offered in the fall, winter and spring for 7-week periods. At the end of each session, student work is presented at a showcase. None of these classes are graded. All classes are held at the Servite Theater. A schedule for the year is handed out on the first day of each class.

<b>ACTING I</b>	Semesters Y	Grade 9-12
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This class is a foundation for all future work at Tri-School. Students will learn to work as an ensemble, and begin developing storytelling, monologues and scenes. Other projects may include improv, movement and voice. This course is geared for students who have not yet studied theatre in high school, though some may have experience from elementary school or junior high.

<b>ACTING II</b>	Y	10-12
This course provides a more intense study of scene work and monologues. This class requires a year of theatre experience at the high school level.		
<b>Prerequisite:</b> Acting I		
<b>ACTING III and IV</b>	Y	11-12
This advanced-level class will build on the ensemble with such topics as theatre genres, styles, and acting methods. This course is a continuation of the study of voice and movement, and emphasizes self-awareness. This class requires two or three years of theatre experience at the high school level. Note: This class is repeatable. Prerequisite: Acting II		
<b>INTRO TO TECHNICAL THEATRE</b>	Y	9-12
This class is a foundation for any student interested in learning about technical theatre. Course topics include lighting, sound, set shop, stage management, and production coordination. This class combines classroom work with hands-on experiences. There is no previous training or experience necessary. Students from this class will receive top priority on crew assignments for the fall and spring productions.		
	Semesters	Grade
<b>TECHNICAL THEATRE II</b>	Y	10-12
This second-level class is the next step for students interested in learning about technical theatre. Course topics expand to include designing. This class combines classroom work with hands-on experience. Students will receive priority on crew assignments for the fall and spring productions.		
<b>Prerequisite:</b> Technical Theatre I		
<b>TECHNICAL THEATRE III AND IV</b>	Y	11-12
This advanced-level course will include topics from the previous courses, but in more depth and with an emphasis on design, for example, in lighting and set shop. Students from this class will receive top priority on crew head assignments for the fall, winter and spring productions. Note: Class is repeatable. Prerequisite: Technical Theatre II		
<b>MONOLOGUE</b>	S	9-12
Receive individualized coaching on a monologue selected especially for you. Highly recommended for students who audition for plays. No experience necessary. Note: Class is repeatable.		
<b>MUSICAL THEATRE</b>	S	9-12
This class will help you select, prepare, and present a musical theatre song for auditions, and to showcase your talent. No experience necessary - singers and non-singers welcome. <b>Note:</b> Class is repeatable.		
<b>MUSICAL THEATRE SCENES</b>	S	9-12
Receive individualized coaching on a musical theatre song and scene selected for you and a partner. This course is highly recommended for students who audition for musicals as it incorporates scene work and singing. <b>Note:</b> Class is repeatable.		
<b>Prerequisite:</b> Musical Theatre		
<b>MUSICAL THEATRE</b>	S	9-12
This class will help you select, prepare, and present a musical theatre song for auditions, and to showcase your talent. No experience necessary - singers and non-singers welcome. Note: Class is repeatable.		
<b>MAKE-UP DESIGN</b>	S	9-12
This hands-on course will show you how to apply basic stage make-up, as well as scars, wounds, and old-age effects. No experience necessary. Note: Class is repeatable.		
<b>CABARET</b>	S	10-12
Create a musical performance about your life through song. Develop and perform your own one-person act. Performance is on a day separate from Showcase. Recommended for juniors and seniors with some theatre experience. Instructor approval required. Note: Class is repeatable.		

## MATHEMATICS

The philosophy of the Mathematics Department is to foster self-confidence and an appreciation of the process of learning and thinking logically in each student. In accordance with this philosophy, recommendations of the instructor are utilized to place each student in the courses where she will learn the most and achieve the greatest success.

Any course taken outside of Connelly must be approved by the Department Chair and the Assistant Head of School. Core courses of Algebra I and Algebra II cannot be taken during the summer for advancement. Geometry and Precalculus may be taken during the summer if the course is designed for advancement (not enrichment or remediation). A comprehensive exam may be required to be taken on-site at Connelly to verify subject matter competency. Online or "hybrid" courses cannot be taken for advancement.

**Graduation Requirement:** Three years

*\*One-semester of Financial Literacy must be completed through Personal Finance, Economics or an approved elective.*

### TYPICAL MATH COURSE SEQUENCES (variations exist on these progressions)

	COLLEGE-PREP SEQUENCE	HONORS	HONORS/AP
<b>FRESHMAN</b>	Algebra 1	Honors Algebra 1	Honors Algebra II /Trigonometry
<b>SOPHMORE</b>	Geometry	Honors Geometry	Honors Geometry
<b>JUNIOR</b>	Algebra II	Honors Algebra II	Precalculus or Honors Precalculus or AP Calculus AB
<b>SENIOR</b>	Math Elective	Precalculus or Honors Precalculus or Math Elective	AP Calculus AB or AP Calculus BC

	Semesters	Credits	Grade
<b>ALGEBRA I 621/622</b>	Y	10.0	9

This course actively involves students in thinking, reasoning, and communicating about algebra. Throughout the course, students are introduced to the concept of the variable and its applications by means of organizing thoughts into mathematical sentences and equations. Topics of equations, inequalities, functions, systems, exponents, radicals, polynomials, and quadratics will be explored. Its challenging, problem-solving investigations further empower students to approach problems logically and responsibly.

	Semesters	Credits	Grade
<b>HONORS ALGEBRA I 939/940</b>	Y	10.0	9

This accelerated course covers the same topics as Algebra 1, however, investigating these topics to a greater depth than normally experienced in a 1st-year algebra course. To set this course apart from its college-prep counterpart, the pace of the course will be quicker, students will have additional special homework problems and supplementary assignments, and all work will be assessed more critically. Exams will also be more difficult than found in a regular algebra course.

**Prerequisite:** Incoming ninth grade students who have demonstrated strength in their previous mathematics courses will be evaluated for placement at this level.

	Semesters	Credits	Grade
<b>GEOMETRY 608/609</b>	Y	10.0	10

This is a course in traditional Euclidian geometry. The course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. Emphasis also is placed on the description and use of inductive and deductive reasoning in problem solving situations, and applications to the real world. Abstract reasoning skills, spatial visualization and logical reasoning patterns are improved through this course. Algebraic principles, including the use of coordinates, are applied to geometric problems. Technology will also be used throughout the course as an instructional tool.

**Prerequisite:** Completion of Algebra I or Algebra II with a C- or better.

	Semesters	Credits	Grade
<b>HONORS GEOMETRY 956/957</b>	Y	10.0	10

This course includes all the subject content of the regular geometry course, but moves at an accelerated pace with greater emphasis on self-directed discovery and learning, which allows for topics to be covered in greater depth and for the inclusion of additional topics. The concept of proof is a substantial focus of the course. Technology will also be used throughout the course as an instructional tool.

**Prerequisite:** An A in Algebra I or at least a B in Honors Algebra I and the recommendation of the teacher. Honors Algebra 2 students need to have a least a B- in the course.

	Semesters	Credits	Grade
<b>ALGEBRA II/TRIGONOMETRY 615/616</b>	Y	10.0	9-12

This course builds upon students' understanding of algebra and introduces fundamental concepts of polynomials, logarithms, exponentials, and trigonometry that are necessary for future studies in mathematics and science. Through various explorations, the curriculum promotes understanding and encourages the utilization of mathematical tools to verify this understanding.

**Prerequisite:** Completion of Algebra I and Geometry with C- or better.

	Semesters	Credits	Grade
<b>HONORS ALGEBRA II/TRIGONOMETRY 918/919</b>	Y	10.0	9-12

This advanced course gives students a stronger understanding of algebra in addition to more advanced studies in mathematics, including trigonometry, logarithmic and exponential functions, and analytical geometry. Through various explorations, the curriculum promotes understanding and encourages the utilization of mathematical tools to verify this understanding.

**Prerequisite:** An A in Algebra I or a B in Honors Algebra I; an A in Geometry or a B in Honors Geometry, and the recommendation of the instructor. Incoming ninth grade students who have successfully completed Algebra I are evaluated for possible placement at this level.

	Semesters	Credits	Grade
<b>PRECALCULUS 617/618</b>	Y	10.0	11-12

This course is intended for students who have successfully mastered two years of algebra and one year of geometry. It strengthens student understanding of functions of various forms, including radical, rational, trigonometric, exponential and logarithmic functions. Topics in vectors, matrices, series, probability and combinatorics will also be explored. **Prerequisite:** At least a B- in Honors Algebra II / Trigonometry and Geometry or an A in Algebra II/Trigonometry and Geometry along with supplementary work and the recommendation of the teacher.

	Semesters	Credits	Grade
<b>HONORS PRECALCULUS 944/945</b>	Y	10.0	11-12

This course includes all the subject content of the college-prep precalculus course but in greater detail. To set this course apart from its regular counterpart, students will be given special homework problems, supplementary assignments and all work will be assessed more critically. Lastly, exams will be more difficult than the college-prep precalculus course. **Prerequisite:** At least a B+ in Honors Algebra II / Trigonometry and Geometry.

	Semesters	Credits	Grade
<b>ADVANCED PLACEMENT AP CALCULUS AB 970/971</b>	Y	10.0	12

This is a completely different type of mathematics course requiring an excellent understanding of the concepts of mathematics introduced in previous math courses. The course covers the study of functions and limits, as well as differential and integral calculus. It prepares students for the Advanced Placement Calculus examination. There is an additional early-bird meeting every week with this course.

**Prerequisite:** A grade of B or better in Precalculus or Honors Precalculus. Prospective students must be comfortable with their previous mathematics courses and demonstrate a willingness to work.

	Semesters	Credits	Grade
<b>ADVANCED PLACEMENT AP CALCULUS BC 947/950</b>	Y	10.0	12

The Advanced Placement Calculus BC class at Cornelia Connelly is a college-level mathematics course that is a continuation of the AP Calculus AB course. Higher-level mathematical problem solving and communication are promoted through the curriculum. The curriculum for the course is split up into four categories: parametric/polar equations as applied to calculus, vectors and the mathematics of space, infinite series, polynomial approximations and AB topics review. It prepares students for the Advanced Placement Calculus BC examination.

**Prerequisite:** A grade of B or better in AP Calculus AB.

## MATH ELECTIVES

**Note:** Students may enroll in one or both semesters.

	Semesters	Credits	Grade
<b>STATISTICS 941</b>	F	5.0	11-12

This course reviews and introduces important concepts regarding probability/statistics. The course provides an introduction to statistical methods and techniques. It creates an awareness of the critical role played by statistics in the scientific method. The course also provides an introduction to basic aspects of probability and counting techniques, including permutations and combinations.

**Prerequisite:** Successful completion of Algebra 2 and Trigonometry.

	Semesters	Credits	Grade
<b>PERSONAL FINANCE 619</b>	S	5.0	11-12

This course is designed for students to build upon their previous mathematics background and experience real life mathematics through personal and business financial models. The mathematics of banking, charge accounts, amortization of loans, insurance, and scenarios of real-life financial choices will all be explored.

**Prerequisite:** Completion of Algebra I and Geometry with a C- or better. Completion of Algebra II with a C- or better is recommended, but concurrent enrollment is allowed with teacher recommendation.

### PHYSICAL EDUCATION

Viewing life as a biological unity of mind and body, the Physical Education Department is responsible for teaching skills and developing interest in activities that will serve the students long after their school days are over. Physical education gives individuals the opportunity to learn physiologically sound movement patterns and to build them into avenues of expression essential in performing activities in the home, in the profession or vocation, and in leisure-time pursuits. Physical education establishes standards of behavior that represent the best Christian traditions of rigorous, healthy living.

**Graduation Requirement:** Four Semesters

	Semesters	Credits	Grade
<b>PHYSICAL EDUCATION/HEALTH 284/285</b>	Y	10.0	9

This one-year class includes a variety of activities and sports. The activities may include: Dance/rhythms; individual activities such as fitness and weight training, badminton, speedminton, waveboard, golf, bowling and yoga; team sports such as soccer, speed away, volleyball, lacrosse, field hockey, basketball, softball, and flag football.

Health is taught in conjunction with PE and is a one-year course. Topics covered in the health course include the following: Benefits of cardiovascular exercise, nutrition, body composition and portion control, diseases and disorders, alcohol, tobacco and drugs, reproduction, healthy relationships, stress management, time management and organization, CPR and first aid training.

<b>PHYSICAL EDUCATION II 071/072</b>	Y	10.0	10-12
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This two-semester class includes a variety of activities and sports that are taught in six-week blocks. The activities include: self-defense, waveboard, weightlifting, and team activities such as basketball, volleyball, volley tennis, softball, soccer, track, ultimate Frisbee, speed away and flag football. Students may enroll for one or for two semesters.

### RELIGIOUS STUDIES

Our Religion Department and Campus Ministry Team are committed to leading our Connelly girls to growth in faith by engaging in the four catechetical tasks of building community, sharing stories and beliefs, praying together, and participating in acts of social justice. We welcome and invite students of all faith traditions to learn of the Catholic faith and to further their own spiritual journey, wherever and however God may be calling them.

Our religion teachers have earned higher degrees in Pastoral Studies, Theology, and/or Religious Studies from Roman Catholic universities. Our curriculum is approved by the Orange diocese, and all our courses have high academic standards. We encourage creative projects, presentations, and student led faith sharing gatherings and informal prayer services.

## RELIGIOUS STUDIES I

Fall Semester:	Semesters	Credits	Grade
<b>INTRODUCTION TO JESUS CHRIST 295</b>	S	5.0	9

*Introduction to Jesus Christ* offers a comprehensive overview of the basics of Roman Catholic belief and practice. This course serves as a foundation for subsequent Religious Studies courses and faith formation experiences offered at Cornelia Connelly School. The revised course textbook was developed using the Catechism of the Catholic Church as a primary source.

### Spring Semester:

<b>THE REVELATION OF JESUS CHRIST IN SCRIPTURE 296</b>	S	5.0	9
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In alignment with the USCCB's Curriculum Framework this course is developed to lead students toward a deeper understanding of Sacred Scripture as the living Word of God. This in-depth course brings to life the books of the Old Testament and the remarkable journey of God's Chosen People in Scripture. The Jewish people forged an intimate relationship with God that was brought to fullness in the coming of God's Son, Jesus Christ.

## RELIGIOUS STUDIES II

Fall Semester:	Semesters	Credits	Grade
<b>THE PURPOSE AND MISSION OF JESUS CHRIST 297</b>	S	5.0	10

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

### Spring Semester:

<b>JESUS CHRIST'S MISSION CONTINUES IN THE CHURCH 298</b>	Semesters	Credits	Grade
	S	5.0	10

The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. Students will come to know that the Church is the living Body of Christ today and will explore the major developments, people, and events that have shaped the Catholic Church and world history over the past 2000 years.

## RELIGIOUS STUDIES III

Fall Semester:	Semesters	Credits	Grade
<b>THE MISSION OF JESUS CHRIST AND SACRAMENTS</b>	S	5.0	11

The purpose of this course is to twofold:

*Sacraments:* During the first six weeks of the semester students will examine each of the seven sacraments celebrated by the Catholic Church. Through, clear explanations, Scripture research experiential exercises, and other creative activities, students will understand that they can encounter Christ today in and through the Sacraments, especially the Eucharist.

*Paschal Mystery:* For the remainder of the semester students will examine all that God has done for us through his Son, Jesus Christ. For all eternity God has invited us to share in eternal happiness with Him. This was accomplished through the Life, Death, Resurrection, and Ascension of Jesus Christ. In this course students will discover how they share in this redemption and explore the meaning of being a disciple of Christ.

Spring Semester:	Semesters	Credits	Grade
<b>LIFE IN JESUS CHRIST 361</b>	S	5.0	11

This course is a comprehensive view of correct methods of making moral decisions. The course covers theories and Church teaching about views of morality, responsibility, use of reason, repentance and forgiveness, moral growth and other concepts. At the same time, specific issues are approached from the viewpoint of Catholic teaching and use.

RELIGIOUS STUDIES IV: Electives	Semesters	Credits	Grade
<b>COMPARATIVE RELIGIONS 199</b>	S	5.0	12

This course will introduce students to the major religions of the world and will study the historical and theological developments that shaped these religions. The intent is to promote compassion and community, find greater stability in the faith and to enrich the

individual's own practices and values. The religions of Christianity, Judaism, Islam, Hinduism, Buddhism, Taoism, and Confucianism, are studied. Ecumenism will be promoted by studying the common threads that are found in all religions.

**LIVING AS DISCIPLES OF JESUS CHRIST IN SOCIETY**

S 5.0 12

This course examines Catholic social teachings with emphasis on the fundamental dignity of human beings made in God's image and likeness and the profound respect for human life. Students will be challenged to form a firm foundation on which to analyze any problem that may affect living in the community. Students will actively be involved in writing, planning, and leading social justice prayer services and projects.

**RESPONDING TO THE CALL OF JESUS CHRIST**

Semesters Credits Grade  
S 5.0 12

This course gives students an opportunity to investigate the vocations which God may be calling them. Students will learn how each vocation provides an opportunity of service to the Kingdom of God.

**SCIENCE**

The Science Department is instrumental in Connelly's development of young Christian women capable of contributing to a changing world. Science teaches critical thinking, but it also stimulates curiosity and interest while helping the student to understand herself and her environment.

Graduation Requirement: Three years as follows: One year of Biology, Honors Biology or AP Biology and one year of Chemistry, Honors Chemistry or AP Chemistry. The required third year course and optional fourth year course may be selected from all other science course offerings for which the student meets the prerequisites.

Three Typical Science Course Progressions: many variations exist on these progressions.

	<b>College Prep.</b>	<b>Honors/AP</b>
<b>Freshman</b>	Biology	Honors Biology
<b>Sophomore</b>	Chemistry	Honors Chemistry
<b>Junior/Senior</b>	Physics, Anatomy and Physiology, Oceanography, Engineer Your World	AP Chemistry, AP Biology, AP Environmental Science, Honors Physics

Notes:

- 1) Freshman must score high on a diagnostic science placement test and have recommendations from their junior high math and science teachers to begin in Honors Biology.
- 2) Students who do well in college prep courses will be invited to move over to the honors progression in subsequent years.
- 3) Three years of science are required for graduation, one year of which must be a biology course (Biology, Honors Biology, or AP Biology) and one year of which must be a chemistry course (Chemistry, Honors Chemistry or AP Chemistry).
- 4) Two years of lab science are required by the UC system and three years are recommended. Biology, Chemistry, Physics, Oceanography, Anatomy and Physiology, and Environmental Science courses are recognized as UC-approved lab sciences.

**BIOLOGY 709/710**

Semesters Credits Grade  
Y 10.0 9-12

This one-year laboratory course involves the student in biological science. Students are led from discussions of observable phenomena to abstract concepts--one step at a time. Biology is examined as it applies to situations the students see around them. This ecological approach covers cells, reproduction, development, genetics, evolution, classification, microbiology, plants, animals, and human anatomy/physiology. Laboratory work encompasses the microscope, dissections, experiments, and observations.

**HONORS BIOLOGY 960/961**

Y 10.0 9-12

This one-year laboratory course involves the student in biological science. This honors level biology course will cover chemistry, cells, reproduction, development, genetics, evolution, classification, microbiology, plants, animals, and human anatomy/physiology. Laboratory work encompasses the microscope, dissections, experiments, and observations. Topics will be discussed in greater depth than the college-preparatory biology class. Participation in the Connelly Science Fair is required.

**Prerequisite for incoming freshman:** Scoring high on a diagnostic science placement test and grades of B+ or better in junior high math and physical science and junior high math and science teacher approvals.

**AP BIOLOGY 972/973**

Y

10.0

10-12

This one-year course in Biology presents the subject matter with additional emphasis on the biochemical and molecular aspects. A general range of topics is covered, including chemistry, cells, energy, genetics, evolution, classification and characteristics of organisms, plant, animal and human physiology, and ecology. Laboratory work augments the lecture and discussion periods. Students are prepared for and expected to take the AP Biology examination. Students are expected to buy their textbooks the previous spring and do a major reading assignment over the summer. Class size is limited. This course may have earlybird sessions. In addition, there will be a few Saturday sessions.

**Prerequisite:** Must meet both science prerequisites with minimum grades listed:

<b>1) Science</b>	Biology A-	Honors Biology B+	
<b>2) Science</b>	Chemistry A-	Honors Chemistry B+	AP Chemistry B

**CHEMISTRY 718/719**

Semesters

Credits

Grade

Y

10.0

10-12

This first-year laboratory course explores the basic concepts of chemistry. Laboratory work is the basis for deriving many of the fundamental principles that will then be examined in detail through lectures, problems, and group discussion. Prerequisites: Successful completion of Biology or Honors Biology.

**HONORS CHEMISTRY 907/908**

Semesters

Credits

Grade

Y

10.0

10-12

This first-year Chemistry course is for students who have a strong interest and capability in math and science. Interrelationships between atoms and molecules, chemical bonding, and the kinetic theory are used to explain many natural phenomena — such as heat and color changes, acid-base chemistry, and why reactions occur. Laboratory experimentation includes computer-assisted data collection and analysis. Participation in the Connelly Science Fair is required.

**Prerequisite:** Must meet both math and science prerequisites with minimum grades listed:

<b>1) Science</b>	Biology A-	Honors Biology B+	
<b>2) Math</b>	Algebra I A-	Honors Algebra I A-	Honors Algebra II/Trig B+

**AP CHEMISTRY 954/955**

Semesters

Credits

Grade

Y

10.0

11-12

This second-year Chemistry course challenges the science-motivated students with more complex experiments, concepts, and problems. Many experiments utilize computer-lab interface equipment for more efficient data gathering and analysis of changes in reaction temperature, color, conductivity, and pH. There are opportunities to explore areas of special interest through science projects and oral and written reports. Students are prepared for and expected to take the AP Chemistry examination. Students are expected to buy their textbooks the previous spring and do a major reading assignment over the summer. Class size is limited. This course may have earlybird sessions. In addition, there will be a few Saturday sessions.

**Prerequisite:** Completion of Chemistry with an A or better or Honors Chemistry with an A- or better and Chemistry teacher approval.

**ANATOMY AND PHYSIOLOGY 707/727**

Y

10.0

11-12

This course is designed for students interested in physical education, nursing, medicine and other health care careers. It provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization; homeostasis; cytology; histology; and the integumentary, skeletal, muscular, nervous systems and special senses. Laboratory work includes dissection of preserved specimens, microscopic and macroscopic study, physiologic experiments, computer simulations, and multimedia presentations. Extensive memorization will be necessary to be successful in this course.

**Prerequisite:** Completion of Biology with a B- or better and completion of Chemistry with a B- or better.

**OCEANOGRAPHY 714/715**

Y

10.0

11-12

In the first semester, this course examines the physical features of the ocean floor, the chemical properties of seawater, the geological origin of the oceans and the earth, and the movements of seawater. Marine ecology and biology are studied the second



semester. A field trip is taken the second semester. A special research report is required second semester. Extensive memorization will be necessary to be successful in this course. Note: This course is offered every other year. Prerequisite: Satisfactory completion of Biology and Chemistry. This is not an AP course. Field trip fees: \$50

**AP ENVIRONMENTAL SCIENCE 729/730**

Y 10.0 11-12

This one-year course will enable students to develop an understanding of natural and man-made environments and environmental problems in the world today. Students will explore environmental science concepts through an inquiry-based approach that will include laboratory experiences. Topics covered will include earth systems, the living world, human population, water and land resources, energy resources and their consumption, pollution and waste production, global climate change, and civic responsibility. Students are prepared for and expected to take the AP Environmental Science examination. Students are expected to buy their textbooks the previous spring and do a major reading assignment over the summer. Class size is limited. In addition, there will be a few Saturday sessions. Field trip fees: \$50

**Prerequisite:** Must meet both science prerequisites with minimum grades listed:

1) Science	Biology B+	Honors Biology B
1) Science	Chemistry B+	Honors Chemistry B

**PHYSICS 720/721**

Y 10.0 11-12

This course examines the mechanics of the physical world. Students study phenomena and theories associated with the following topics in elementary physics: mechanics, heat, sound, light, electricity, and magnetism. Work includes demonstrations and individual laboratory experiments.

**Prerequisite:** Completion of Algebra II/Trig. with a B+ or better **and** completion of a chemistry class. Concurrent enrollment in precalculus recommended.

**HONORS PHYSICS 974/975**

Semesters Credits Grade  
Y 10.0 11-12

The traditional physics subjects of mechanics, electricity, magnetism, heat, sound, light, and atomic physics are investigated from both conceptual and mathematical perspectives. The level of mathematical sophistication employed requires that students have a strong mathematics background and be comfortable with their mathematics skills, as well as demonstrate a willingness to work.

**Prerequisites:** Completion of Honors Algebra II/Trig with a B+ or better **and** Honors Chemistry with a B+ or better or Chemistry with an A or better **and** teacher approval **and** concurrent enrollment in AP Calculus. **\*NOTE: Courses marked with an asterisk (\*) meet one extra period per week at a prescribed earlybird session.**

**ENGINEERING YOUR WORLD 732/733**

Y 10.0 10-12

This course is a year-long course with an engineering design curriculum for students who want to learn about engineering and its role in the world. Students are introduced to authentic engineering practices in a project-based environment. Course is a UC approved "G" elective in science. Class supplies fee: \$80. Class size limit: 16

**Prerequisite:** Successful completion of Biology and Chemistry, and completion or concurrent enrollment in Algebra II/Trig.

**SOCIAL SCIENCE**

The Social Science Department seeks to integrate the teaching of history with the humanities and the social sciences. A graduate of the social science course of study should be able to see the relationship between quantitative social science and the more subjective expressions of the human experience, including art, religion, philosophy, and literature. In addition, she should demonstrate an appreciation of cultural diversity, develop a global perspective and a sense of social justice, as well as display the civic values which are necessary for a healthy democracy.

Graduation Requirement - Three years. Typical sequence is as follows:

- One semester of Ancient History (required for Grade 9)
- Two semesters of World History
- Two semesters of United States History

- One semester American Government
- One semester Financial Literacy Requirement (can be fulfilled by Economics)

	Semesters	Credits	Grade
<b>ANCIENT HISTORY 300/305</b>	S	5.0	9

The purpose of this course is to organize the development of a skill set appropriate for the study of history and the social sciences from grades 9-12. As a result of this course, students will understand the most fundamental social science skills of reading, writing, map reading, primary source analysis research and critical thinking. Particular emphasis will be placed on research as well as writing a thesis statement and a cohesive essay. The purpose of this course is to promote the academic preparedness of Connelly students for college-level social science classes.

	Semesters	Credits	Grade
<b>WORLD HISTORY 316/317</b>	Y	10.0	10

This two semester course is a study of civilization from the Middle Ages through the twentieth century, emphasizing the political, economic, religious, social, and cultural forces at work in human history. Students examine how the roots of today stretch back into our past. In each unit, students focus on the rise of democratic ideas and the unique role of women in history.

	Y	10.0	10
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**HONORS WORLD HISTORY 958/959**

This course is designed for the more serious student of history. The material covered will extend beyond the regular World History curriculum and will be taught with a college-level text and reader. Sophomores will need approval of BOTH their ninth grade English and Ancient History instructors to enroll in this class. Excellent reading and writing skills are necessary for this advanced history course. Although this is an Honors class and not an Advanced Placement class, guidance will be provided for the students' opportunity to take the A.P. exam in May. Students enrolled in this course will be assigned summer reading and a corresponding assignment.

	Semesters	Credits	Grade
<b>UNITED STATES HISTORY 318/319</b>	Y	10.0	11-12

United States History entails a chronological treatment of the nation's past which includes both its merits and mistakes. The economic, political, geographic, social, and cultural differences and development of the U. S. are explored from the Colonial Period through the modern era. Students enrolled in this course will be assigned summer reading and a corresponding assignment.

	Y		
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**HONORS UNITED STATES HISTORY 382/383**

This course is designed for a serious history student who would like to deepen her understanding of United States History. US History entails a chronological treatment of the nation's past which includes both its merits and mistakes. The economic, political, social, and cultural differences and development of the US are explored from the Colonial period through the Modern era. Students enrolled in this course will be required to investigate primary source documents and construct written assignments that require depth of understanding and sophisticated analysis. Students will also be assigned summer reading and a writing assignment.

**Prerequisite:** Students will need the approval of the Department Chair as well as a grade of B+ or better in Honors or CP World History to qualify.

	Semesters	Credits	Grade
<b>ADVANCED PLACEMENT AP UNITED STATES HISTORY 976/977</b>	Y	10.0	11-12

This course entails both a chronological and thematic treatment of our nation's past by examining the political, economic, social, and cultural issues that make up the American experience. The course emphasizes the development of writing skills in conjunction with numerous essay assignments, both free form and document based, critical thinking skills with assignments that call for evaluation, synthesis, and reading comprehension skills with supplemental reading assignments in addition to the text. Students enrolled in this course are also assigned extensive summer reading.

**Prerequisite:** B+ or better in previous Social Science classes, strong writing skills as evidenced by both English and Social Science classes, a passing grade on the timed writing sample for English, and approval of the Department Chair.

	S	5.0	11-12
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**AMERICAN GOVERNMENT 324**

In a general sense, this required course attempts to compare the reality of American government with the ideas established by the Founders. The class focuses on the U. S. Constitution, the roles of the three branches of government, and the distribution of political power in American democracy. Special attention is paid to conflicting political philosophies, the electoral process, the legislative process, the federal budget, civil rights and liberties. Requires completion of U.S. History with a passing grade.

**AP AMERICAN GOVERNMENT 331/332**

S 10.0 11-12

This course is designed for students who want a more challenging course in government taught at the college level. This class meets the requirements set by College Board to prepare students for the Advanced Placement Exam in May. The class focuses on an in-depth analysis of the U. S. Constitution, three Branches, political philosophies, the federal budget, civil rights and liberties. A summer reading assignment is required to take this course.

**Prerequisite:** Students will need approval of the Department Chair as well as a grade of B+ or better in U.S. History to qualify. Students are required to enroll in Honors Economics second semester.

**ELECTIVES**

Semesters Credits Grade

**ANTHROPOLOGY 315**

S 5.0 11-12

This introductory course offers an exploration into the study of humanity and human cultures. Students will concentrate on the development of anthropology as a field of study and its relevance in today's multicultural global community. Additionally, students will learn major theories developed by anthropologists to explain the how and why of human behavior and cultural evolution. The course provides an overview of societies and cultures from Africa, Asia, and the Americas in an attempt to understand human similarity and diversity, providing a foundation from which to view and analyze our own culture as it would appear to an anthropologist.

**Prerequisite:** Successful completion (C or better) of Ancient History and World History.

**ECONOMICS 311**Semesters Credits Grade  
S 5.0 11-12

The general goal of this course is to provide students with grounding in economics at a local, national, and international level. This course introduces students to the basic principles of microeconomics and macroeconomics. Students examine in detail the following topics: laws of supply and demand, types of businesses and the labor market, measures and causes of national economic growth, monetary system, inflation, unemployment, recession, and international trade. This class may be used to fulfill the Financial Literacy Requirement.

**HONORS ECONOMICS 332**

The goal of this course is to provide students an in-depth analysis of the principles of micro- and macro-economics. Students examine the following topics: laws of supply and demand, types of businesses and the labor market, measures and causes of national economic growth, monetary system, inflation, unemployment, recession, and international trade. There is an emphasis on written analysis of data so that students not only recognize the actions of the economy, but also understand why those actions occur. This class may be used to fulfill the Financial Literacy Requirement.

**Prerequisite:** Students will need approval of Department Chair as well as a grade of B+ or better in U.S. History to qualify.

**HISTORY OF WOMEN 278**Semesters Credits Grade  
S 5.0 11-12

The purpose of this course is to provide students with an overview of the role of women in history. Students will explore important themes and historical events and the roles of women in their communities, including: the Renaissance and Reformation, the witch-hunt in Europe, women in the colonial world, women in the Asian and Middle Eastern worlds, women and family, women's influence in government, and the women's rights movement. Students will analyze how women have been affected by historical change and the evolution of women's rights. Requirements: Grade of B or better in World History.

**INTRODUCTION TO PSYCHOLOGY 306**Semesters Credits Grade  
S 5.0 12

The content of this semester course includes the study of the basic principles of psychological theory and practice including human development, personality dynamics, and behavioral processes disorders. Students learn about historical development psychology and explore current cutting-edge research in neuroscience and social psychology. Understanding the process of conducting psychological research and developing a class research project is a central component of the course.

Semesters Credits Grade

**MOCK TRIAL 326**

S

5.0

9-12

Classes are scheduled after school and on weekends. The Constitutional Rights Foundation of Orange County sponsors Mock Trial. Each year a case is written to allow students to learn firsthand what it is like to prepare and present a legal case before California courts. Professional lawyers volunteer as coaches to help students prepare their case, which is ultimately presented in front of federal and district judges at the Orange County Central Courthouse in Santa Ana in a competition against other private and public high schools from Orange County. By studying courtroom procedure and clarifying federal and state laws, the legal system as a whole will become demystified. Students learn to think quickly on their feet, to sharpen acting skills, to develop an ability to think and work as part of a team. Grading will be on a pass/fail basis.

**CLOSE-UP FOUNDATION TRIP TO WASHINGTON, D.C.**

Juniors and seniors are eligible to attend a week-long government studies program held in Washington, D.C. Throughout the week, students analyze and discuss current issues with students from across the nation. The process enables students to gain an understanding of both their rights and responsibilities as citizens of a democracy. Visits to Capitol Hill include meetings with Congressional representatives, as well as tours of the House and Senate galleries. The week includes "Walking Workshops" to the memorials and various seminar presentations by expert speakers that facilitate the students' understanding of our government.

**TECHNOLOGY**

Semesters

Credits

Grade

**CODING/PROGRAMMING/COMPUTER SCIENCE 299**

S

5.0

10-12

This is a first course to introduce the various software and hardware tools available to create content. Students will learn the fundamental principles for creating websites, video games, applications, virtual reality, 3D printing, robotics and much more while learning coding principles. Problem solving, critical thinking, and logical thinking skills will be developed during the class.

**WORLD LANGUAGE**

The study of another language and culture serves to enrich the students' global awareness and to broaden their perspectives. The World Language Department strives for proficiency in communication and understanding by offering a program based on the acquisition of the four skills of language learning: reading, speaking, listening, and writing, as well as by providing opportunities for cultural enrichment.

**Graduation Requirement:** Three years of the same language.

**SPANISH I 509/510**

Semesters

Credits

Grade

Y

10.0

9-12

This entry-level course will begin to develop the four language skills of listening comprehension, reading, writing, and speaking. Students will be exposed to both grammatical and cultural presentations. Course emphasis will be placed on writing and reading skills, as well as conversational communication. DVDs, CDs, online activities, guest speakers and field trips, where appropriate, will be utilized throughout the course.

**SPANISH II 535/536**

Semesters

Credits

Grade

Y

10.0

9-12

This course is a continuation of Spanish I. In addition to continued cultural presentations, students will study more advanced grammatical structures. Emphasis remains on developmental listening, speaking, writing, reading, and comprehension, with increased emphasis on spoken communication and uncontrolled vocabulary.

**Prerequisite:** Students must have satisfactorily completed the Spanish I course or its equivalent with a C- or better, as demonstrated by their performance on a comprehensive test.

**SPANISH III 537/538**

Semesters

Credits

Grade

Y

10.0

10-12

This is an intermediate language course which continues to expand vocabulary, to cover more sophisticated points of grammar, and to expose students to Hispanic culture. The students will progress toward higher levels of proficiency in listening, speaking, writing, and reading comprehension. Students will continue to be exposed to uncontrolled vocabulary and immersion-style classroom instruction. Students will also write compositions and present oral reports.

**Prerequisite:** Students must complete Spanish II with a grade of C- or better, as demonstrated by their performance on a comprehensive test.

Semesters

Credits

Grade

**HONORS SPANISH III 966/967**

Y

10.0

10-11

Spanish III Honors is an intermediate course for the mature student that has good knowledge and control of grammatical structures, has a “good ear” for spoken Spanish, and prepares meticulously for exams. This course seeks to develop advanced levels of proficiency in the four language skill areas of reading, speaking, listening and writing. This course includes extra curriculum, beyond the standard Spanish III coursework, via a telenovela with separate vocabulary and comprehension work, largely done independently.

**Prerequisite:** Students must have satisfactorily completed Spanish II with a grade of B+ or better or its equivalent and have departmental approval.

Semesters

Credits

Grade

**SPANISH IV 539/540**

Y

10.0

11-12

In this course, fourth-year students refine and pull together their knowledge from the first three years of Spanish studies. Students should have a “good ear” for spoken Spanish. Reading and listening materials are more advanced, and the fine points of Spanish grammar are reviewed. The textbook is based on prize-winning short films from the Spanish-speaking world in a magazine style format. Students continue to give oral presentations and write compositions on a variety of topics. The study of Hispanic culture continues. Conversation and composition are emphasized.

**Prerequisite:** Students must have satisfactorily completed the Spanish III course with a grade of B+ or better, as demonstrated by their performance on a comprehensive test.

Semesters

Grade

**Honors Spanish IV 596/597**

Y

11/12

This is an advanced course for the student preparing for AP or capable of a challenging higher level course with more opportunities for speaking Spanish, reading primary sources, seeing Spanish language films, doing oral presentations, studying Hispanic culture and geography, reviewing grammar, expanding vocabulary, writing essays, and reading stories, poetry, and essays. Assessments are open-ended, with essay questions as the primary method. Projects will cover customs, wildlife, geography, and current events.

**Prerequisite:** Completion of Spanish 3 or 3H with a B or better and Department recommendation.

**ADVANCED PLACEMENT**

Semesters

Credits

Grade

**AP SPANISH LANGUAGE & CULTURE 968/969**

Y

10.0

11-12

The Advanced Placement Spanish Language course is designed to hone language skills while preparing the student for the National Advanced Placement Exam to be taken at the end of the academic year. This is an *intensive* course, developed for the advanced Spanish student. This course seeks to further develop language proficiency while deepening the student’s insight into Hispanic culture. Using the target language, the student will be exposed to the art, music and literature of the Spanish-speaking world. Students will be reading newspapers, listening to podcasts, and viewing and discussing film shorts by modern filmmakers. Using a thematic approach, equal emphasis is given to auditory skills, oral expression, composition, reading comprehension, and grammar.

**Prerequisite:** Students must have satisfactorily completed the Spanish III, Honors Spanish III, Spanish IV, Honors Spanish IV course with a grade of B+ or better. Department approval is required.

Semesters

Credits

Grade

**LATIN I 525/526**

Y

10.0

9-12

The focus and emphasis of this course is to introduce the student to the study of Latin through grammar, vocabulary, ancient history, and classical studies. Students primarily use the Cambridge Latin Unit 1 textbook to begin their understanding of syntax and develop reading skills. The student will travel back almost 2000 years to AD 79, a time when the Romans controlled much of Europe. The magnificent Italian city of Rome is the center of the Roman Empire and 125 miles to the south of the capital are the beautiful Bay of Naples, the slumbering volcano Mount Vesuvius, and the prosperous Roman town of Pompeii. The course will seek to immerse the student of Latin into Ancient Roman culture, thereby giving them a background into the foundations of our modern societies. The student will become more familiar and adept at understanding Roman literature, customs, and thought, while also developing their basic study, organization, apprehension, and thinking skills.

	Semesters	Credits	Grade
<b>LATIN II 527/528</b>	Y	10.0	9-12

The focus and emphasis of this course is to continue the study of Latin through grammar, vocabulary, ancient history, and classical studies. Students primarily use Cambridge Latin Units 2 and 3 to refine their understanding of syntax and develop reading skills. The course will seek to immerse the student of Latin into Antique Roman culture, thereby giving them a background into the foundations of our modern societies. The student will study Unit 2 of the Cambridge series to become more familiar and adept at understanding Roman literature, customs, and thought, while also developing their basic study, organization, apprehension, and thinking skills. In Unit 2, students travel to two distant Roman provinces, both very different from each other. Exotic Egypt will be the final destination, but first, students explore a Roman province on the very edge of the Empire where it is cold and wet. Welcome to Britannia!

**Prerequisite:** Satisfactory completion of Latin I or its equivalent with a C- or better.

	Semesters	Credits	Grade
<b>LATIN III 551/552</b>	Y	10.0	10-12

The focus and emphasis of this course is to continue the study of Latin through grammar, vocabulary, ancient history, and classical studies. Students primarily use Latin grammar texts to continue their understanding of syntax and develop reading skills. The course will seek to immerse the student of Latin into Ancient and Late Antique Roman culture, thereby giving them a background into the foundations of our modern societies. The student will become more familiar and adept at understanding Roman literature, customs, and thought, while also developing their basic study, organization, apprehension, and thinking skills. However, while this class will pay attention to grammar, this is a literature course. We will examine various Latin authors and their works, reading un-adapted Latin texts, (most notably, Cicero and Ovid). By the end of this course students will be able to analyze prose and verse as well as be able to scan Latin poetry in dactylic hexameter. Assessments will be in the form of essays, quizzes, exams, and oral presentations.

**Prerequisite:** Students must have satisfactorily completed the Latin II course with a C- or better or its equivalent or may be permitted to enroll with special permission from the Department Chair and instructor.

	Semesters	Credits	Grade
<b>LATIN III HONORS 557/558</b>	Y	10.0	10-12

The focus and emphasis of this course is to continue the study of Latin through grammar, vocabulary, ancient history, and classical studies. Students primarily use Latin grammar texts to continue their understanding of syntax and develop reading skills. The course will seek to immerse the student of Latin into Ancient and Late Antique Roman culture, thereby giving them a background into the foundation of our modern societies. The student will become more familiar and adept at understanding Roman literature, customs, and thought, while also developing their basic study, organization, apprehension, and thinking skills. However, while this class will still pay attention to grammar, this is a literature course. We will examine various Latin authors and their works, reading un-adapted Latin texts, (most notably, Cicero and Ovid). By the end of this course students will be familiar with the writing style of different Roman authors, mainly Cicero and Ovid, as well as be able to scan Latin poetry in dactylic hexameter. Assessments will be in the form of essays, quizzes, exams, and oral presentations. At the honors level students will be expected to produce translations more independently as well as present their work to their peers in the form of oral presentations. Assessments will be different from Latin III in terms of writing, for which students will be expected to write essays instead of short answers.

**Prerequisite:** Students must have satisfactorily completed the Latin II course or its equivalent with a B+ or better. Students may also be permitted to enroll with special permission from the Department Chair and instructor.

	Semesters	Credits	Grade
<b>AP LATIN IV 559/560</b>	Y	10.0	11-12

This AP Latin course is designed to give students the experiences needed to be successful on the College Board AP Latin exam. The goals of the course are to develop the students' abilities to translate the required passages from Caesar's *De bello Gallico* and Vergil's *Aeneid* into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. This course should give students tools to read Latin

prose and poetry aloud and with some accurate comprehension and appreciation. For the Vergil text, students will learn dactylic hexameter and how it is used to enhance the text and create effect, and students will scan the poetry weekly.

**Prerequisite:** Students must have satisfactorily completed the Latin III course or its equivalent with a B+ or better. Students may also be permitted to enroll with special permission from the department chairperson and instructor.

	Semesters	Credits	Grade
<b>MANDARIN CHINESE I 549/550</b>	Y	10.0	9-12

This course is designed for the beginning level learner. The goal is to focus on the development of the four language skills (listening, speaking, reading and writing) and to understand the customs and life of modern China. The course objectives are the following: to develop accurate pronunciation through the Pinyin system and basic Chinese Radicals, to understand daily conversation, to be able to read over 100 Chinese characters and paragraphs without Pinyin and to be able to write Chinese characters and short sentences. Cultural activities in the course provide each student with opportunities to enhance language and cultural learning.

	Semesters	Credits	Grade
<b>MANDARIN CHINESE II 555/556</b>	Y	10.0	9-12

Mandarin Chinese II is designed for students who have completed the Mandarin Chinese I course or who know Han Yu Pin Yin and are able to use simple sentence structures, formulate questions and introduce themselves and their family in Chinese. This course is designed for students who want to further develop the four skills of speaking, listening comprehension, reading and writing in Mandarin Chinese. Emphasis will be placed on fluency, both oral and written. With rich vocabulary resources and detailed grammar help provided, students are expected to produce large amounts of Chinese to be shared in class and online.

**Prerequisite:** Students must have satisfactorily completed the Mandarin Chinese I course or its equivalent with a C- or better, as demonstrated by their performance on a comprehensive test.

**MANDARIN CHINESE III 561/562**

Mandarin Chinese III is designed for students who have finished Mandarin Chinese II or who are able to use Chinese in daily life, such as to order food in a restaurant, to ask about the weather, time and direction etc. In this course more sophisticated topics relating to language structures and Chinese culture will be introduced. Students will participate in a variety of oral activities to produce improved pronunciation, speaking, reading, and writing abilities.

**Prerequisite:** Students must have satisfactorily completed the Mandarin Chinese II course or its equivalent with a C- or better, as demonstrated by their performance on a comprehensive test.

	Semesters	Credits	Grade
<b>HONORS MANDARIN CHINESE III 567/568</b>	Y	10.0	10-12

The course is designed for highly motivated students who want to be challenged with studying Chinese at an advanced level. Chinese characters will be used without Pinyin. Language structures and Chinese culture will be covered in more depth, as well as familiarity with some Chinese idioms (Cheng-Yu), which are not taught in the regular Mandarin Chinese III curriculum. The course has an emphasis on fluency, both oral and written. With rich vocabulary resources and detailed grammar help provided, students are expected to produce large amounts of Chinese to be shared in class and online.

**Prerequisite:** Students must have satisfactorily completed the Mandarin Chinese II course or its equivalent with a B+ or better and have departmental approval.

	Semesters	Credits	Grade
<b>AP MANDARIN CHINESE LANGUAGE AND CULTURE 569/570</b>	Y	10.0	11-12

The AP Mandarin Chinese course provides students with opportunities to refine and further develop language abilities with spoken and written communication in Chinese and expand their knowledge of Chinese culture by exploring various topics of multiple aspects of Chinese society and culture using various authentic multimedia and literary materials and practicing the target language in real-life settings. The content of the course includes topics such as holiday celebrations and food, education and school life, attitude and human relationships, family and the community, hobbies and entertainment. Students are expected to take the AP Mandarin Chinese exam at the conclusion of the course.

**Prerequisite:** Students must have satisfactorily completed the Mandarin Chinese III course with a grade of B+ or better. Department approval is required.

**GENERAL ELECTIVE**

**ACADEMIC DECATHLON 352/353**

Semesters

Credits

Grade

Y

10.0

9-12

Academic Decathlon is a nationwide program dedicated to academic excellence in high schools. This course provides students with a rigorous and diverse learning experience that spans ten academic disciplines that revolve around a yearly curricular theme. Students will study literature, music, art, economics, science, social studies, and math. They will also produce speeches, interviews, and essays. Students will develop research skills, critical thinking and reading skills, and inference abilities. As a team member or an alternate, students will compete in the Orange County Academic Decathlon following the format and topic directives of the competition. This course fulfills the UC "G: Elective" requirement.

**RENEWABLE ENERGY PROGRAM 405**

With the completion of an assigned project, students will learn about the production of energy from renewable and alternate sources. The impact of hydrogen fuel cell technology on the transportation industry will be demonstrated. Students will meet twice a week after school. Days are determined in the fall.



## GLOBAL LIST OF HOLY CHILD NETWORK OF SCHOOLS

### UNITED STATES

#### California

Cornelia Connelly School of the Holy Child, Anaheim

Mayfield Junior School of the Holy Child Jesus, Pasadena

Mayfield Senior School of the Holy Child Jesus, Pasadena

#### Maryland

Connelly School of the Holy Child, Potomac

#### Pennsylvania

Holy Child Academy, Drexel Hill

Holy Child School at Rosemont, Rosemont

Rosemont College, Rosemont

#### New Jersey

Oak Knoll School of the Holy Child, Summit

#### New York

Holy Child Academy, Old Westbury

School of the Holy Child, Rye

Connelly Middle School of the Holy Child, NYC

### SCHOOLS ASSOCIATED WITH THE NETWORK

#### Chicago

Cristo Rey St. Martin College Prep, Waukegan

#### New York

Cristo Rey New York High School, NYC

#### Pennsylvania

Hope Partnership for Education, Philadelphia

#### D.C.

Washington School for Girls, Washington

## INTERNATIONAL SCHOOLS

#### England

The Cavendish School, London

Priory School, Birmingham

St. Leonards-Mayfield School, E. Sussex

Mayfield School, E. Sussex

St. Mary's Catholic College, Blackpool

#### Ireland

Holy Child Community School, Sallyoggin

Holy Child School, Killiney

#### France

Collège et Ecole de Maillé, Créteil

Ecole de Maillé, Créteil

#### Ghana

Holy Child School, Cape Coast, Ghana

Holy Child College of Education, Takoradi, Ghana  
St. Charles Lwanga School of the Holy Child,  
Walembete, Upper West Region of Ghana

#### Nigeria

Holy Child College, Obalende, Ikoyi, Lagos

Holy Child Secondary School, Marian Hill, Calabar

Holy Child Model School, Otukpo, Benue State  
St. Anne's Secondary School, Otukpo, Benue State

St. Ita's Catholic Girls College, Sapele, Delta State

Our Lady of Nigeria Primary School Ogharike, Oghara,  
Delta State

Our Lady of Nigeria Secondary School, Ogharike, Oghara,  
Delta State

Dr. William Kupec Girls' Academy, Agbaduma, Kogi State



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*“You must not hide the gifts God has given,  
but use them in his service,  
by instructing others and imparting to them  
the knowledge that will help them to  
love and serve God.”*

Cornelia Connelly

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