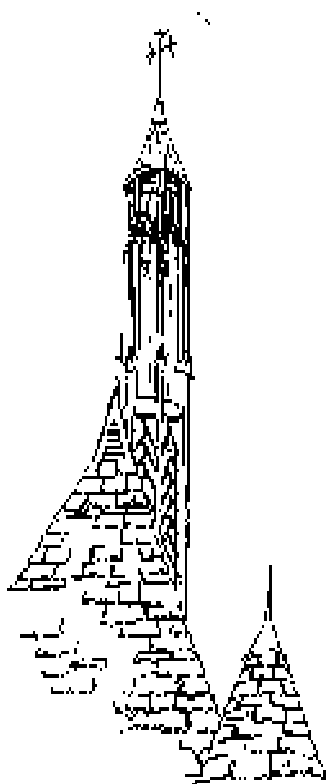


# 2011 – 2012 Course Catalogue



Central Catholic High School

Pittsburgh, Pennsylvania

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To: All Central Catholic Freshmen, Sophomores, and Juniors  
From: Mr. Vincent Ciaramella, Assistant Principal for Academic Affairs  
RE: Course Registration Procedures for the 2011-2012 School Year

This is your Course Catalogue for the 2011-2012 school year. Please take the time to review the descriptions of the courses carefully. Share this booklet with your parents. Over the next several weeks, you will have an opportunity to learn more about next year's courses from your teachers, your Guidance Counselor and me. Pay careful attention to what you hear, because it is important for you to make intelligent choices for the courses you will take next year.

**The following issues are very important for you to consider in making your course selections:**

1. You will receive your Course Registration Card during a class assembly. The card must be signed by each of your current teachers with a recommendation for the courses you will take next year. If you need to have the approval of a teacher in another department to pre-register for a class, be sure that you seek out that teacher before the deadline.
2. The back of this booklet contains a sample course registration form for you to use in working out your selections. The actual registration card that you will receive must be returned back to your counselor by dismissal on **Friday, March 18, 2011**. *You do need a parent signature on the card.* Please have your parents review the course selection and obtain their approval. The accuracy of the course card is vital for scheduling purposes.
3. Make the effort NOW to choose appropriate classes for next year. You must meet all the requirements or pre-requisites, which are outlined in the course descriptions. If you fail to meet the requirements for a class at the end of the school year, I will change your course selections.
4. When choosing your courses, make sure that you select courses which are appropriate to your abilities and challenging to your best efforts. You need to make honest choices based upon what is most important to you. **CHOOSE CLASSES ON THEIR OWN MERITS. DO NOT CHOOSE CLASSES BECAUSE OF TEACHER PREFERENCE.** There is no guarantee that the same teacher will be assigned to teach a particular class next year. **It is the policy of Central Catholic that we will not permit class changes because of student or parent preference for or against a particular teacher. BE AWARE OF THIS POLICY.**
5. All students are required to take Physical Education and/or Health. That is a state law. All freshmen and sophomores must take ½ credit of Health or Physical Education.
6. **Students who intend to enroll in multiple Honors and/or Advanced Placement classes are reminded that scheduling into multiple single-section classes can not be guaranteed.** Every effort will be made to design the master schedule to permit students to enroll in as many of these classes as possible. However, conflicts do arise. **Be prepared to make alternate course selections should there be an irresolvable conflict with your schedule.**

7. Students enrolling in Advanced Placement courses are reminded that you will be **REQUIRED** to take the Advanced Placement examination for each of those courses in May, 2012.
8. Scheduling Central Catholic High School is a highly complex process. It is necessary that you supply accurate data in a timely fashion so that the master schedule can be completed on time. Therefore, you **MUST** be aware of and **COMPLY** with the following dates and expectations:

FRIDAY, MARCH 18, 2011 ---

COURSE REGISTRATION CARDS  
MUST BE RETURNED TO YOUR  
COUNSELOR BY 2:20 PM.

IF YOU DO NOT COMPLY WITH THIS  
DEADLINE, YOU WILL FORFEIT YOUR  
OPPORTUNITY TO SELECT YOUR  
COURSES FOR THE UPCOMING  
SCHOOL YEAR. COURSES WILL BE  
SELECTED FOR YOU.

***YOUR COURSE CARD MUST BE SIGNED BY YOUR PARENT/GUARDIAN. THE COURSE CARD INDICATES YOUR COURSE CHOICES.***

APRIL 18 – JUNE 3, 2011 ---

OFFICE “B” WILL BEGIN  
PRELIMINARY SCHEDULING.  
STUDENTS AND/OR PARENTS MAY  
REQUEST COURSE CHANGES  
***WITHOUT PENALTY.***

JUNE 6 – JULY 29, 2011 ---

SCHOOL SCHEDULING COMPLETED.  
ANY COURSE CHANGE REQUESTS  
MUST OCCUR THROUGH CONTACT  
WITH MR. CIARAMELLA AND BE  
ACCOMPANIED BY A ***\$50.00 COURSE  
CHANGE FEE. This also applies to  
desired changes after the first semester of  
the current school year.***

AFTER AUGUST 1, 2011 ---

***THE SCHOOL SCHEDULE IS FINAL.  
STUDENT REQUESTS FOR COURSE  
CHANGES WILL NOT BE HONORED.***  
THE ONLY CHANGES MADE IN THE  
SCHEDULE WILL BE THOSE TO  
CORRECT ERRORS MADE BY THE  
SCHOOL.

## DEPARTMENT OF RELIGION

*The four years of religion are designed to provide the student with a foundation for a deeper understanding and an integration of the Christian faith into his own life. In each course, both lecture and small group discussions are utilized. Students are required to involve themselves in the classroom activities and complete reading assignments from the text and supplementary sources. A number of short research papers and reflections are normally assigned; periodic quizzes and exams will be given and a longer paper may be required at the discretion of the instructor.*

### **RELIGION I**

**011    A (1cr)            6/6    Freshmen                            Level 3**

All 9th graders take the Religion I course which deals with understanding the Catholic faith during the 1st semester and studies the Old Testament during the 2nd semester. Periodically, classes are conducted in conjunction with the Guidance Department to cover important topics.

### **RELIGION II**

**022    A (1cr)            6/6    Sophomores                            Level 3**

This two-semester course will deal with the student's personal and religious maturity. The theme will be covered by two overlapping areas. First, we will investigate the life and message of Jesus of Nazareth in order to revise and deepen earlier conceptions of his significance in our lives. Attention will be given to the Gospel portrait of Jesus, his mission as healer, teacher, and savior, and the meaning of his Resurrection. We will also consider relevant New Testament themes and Christological questions. Secondly, we will concern ourselves with questions of personal identity and worth: our needs, the influences on our behavior, the challenges presented by adolescence, the unique contributions we are able to make to our world and the relationship with Jesus that should be the hall-mark of our lives.

### **RELIGION III**

**033    A (1cr)            6/6    Juniors                                Level 3**

This course is designed to help the student become aware of his own worth and responsibility as a person and as a Christian. The topics addressed will include moral development, conscience formation, decision-making skills, the theological and moral virtues, and the basis, development, and application of Catholic social teaching.

### **RELIGION IV**

**044    A (1cr)            6/6    Seniors                                Level 3**

Senior year is an ideal time for a person to assess the future and make some tentative decisions about the life he wants to build. This course is designed to help students shape a Christian lifestyle by providing insights from the Christian tradition concerning the various developmental tasks of young adult life. Using the Gospel and the Christian tradition as a point of reference, the course will address the four lifestyle paths – single life, marriage, religious life, and ordained ministry – and the various issues and choices these paths present. The course will also take a more detailed look at the Sacraments, as well as “sacramental themes” as they find expression in the religious traditions of the world.









## **ARGUMENT AND DEBATE**

**168**    **A** (*1cr*)        **6/6**    **Juniors and Seniors**                    **Level 3**                    **CiHS**

Students will learn to construct carefully reasoned, well-supported arguments which they will present and defend during debates in class. They will learn the importance of evidence in supporting a position as well as strategies for refuting an opposing viewpoint. Students will gain experience in various types of debate formats such as Lincoln-Douglas and policy-team debate. They will also participate in mock trials and student congress. Students will evaluate each other's debate and learn important criteria for judging the validity of arguments. The course requires extensive research on debate topics, and several essays will be required as students must present a clear statement of the strategies employed in their debates. Students have the opportunity to earn college credit in this course through the University of Pittsburgh College in High School Program. Students must have teacher's approval.

## **THE LITERATURE OF FILM**

**169**    **S** (*1/2*)        **6/6**    **Seniors**    **Level 3**

This course is designed to make students think seriously of the art of film as they do of literature. The course will introduce students to various genres of film such as: silent movies, screwball comedies, studio films, film noir, animation, foreign films, independent films, musicals, etc. Influential filmmakers such as Hitchcock, Ford, Sturges, Bergmann, Fellini, Scorsese and Spielberg will be studied along with the auteur theory. Literature will be a major part of the course as short stories, novels, plays and graphic novels will be read and compared to films. This will be a semester course and students will be accepted into the course by department approval. Assignments will be predominantly essays, reviews and papers.

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<b>DEPARTMENT OF SOCIAL STUDIES</b>
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## **HONORS WORLD HISTORY I**

**210**    **A** (*1cr*)        **5/6**    **Freshmen**    **Level 4**

This course surveys world history from prehistory to the early modern period, 1500-1700. The course follows the rise of great civilizations across the globe, exploring how and why they flourished and the problems they encountered

The study of ancient civilizations is joined with a study of geography/topography, exploring the ecological and spatial relations of societies and their environments. Students may place into this course by scoring at the 88th percentile or higher in Reading and Language on the placement test or by participating in a history and writing evaluation in May of the 8<sup>th</sup> grade year.



## **THE SOPHOMORE COLLOQUIA, IN SEARCH OF KNOWLEDGE: PITTSBURGH AND BEYOND**

**229**    **A** (*1/2cr*)                      **Sophomores**                      **Level 4**

The Colloquia, a periodic series of half-day or whole-day sessions, offers robust interactions with university professors, government leaders, and professionals on a myriad of thought-provoking issues, within and across the disciplinary boundaries of the humanities, social sciences, and the sciences. Merging their expertise with the young scholars' quest for knowledge, the Colloquia emphasize employing new insight – experience, integrated knowledge, understanding and judgment – towards imagination, inventiveness and problem-solving. As a critical part of the Colloquia, scholars will participate in various field experiences including public lectures, music concerts, theatre performances, museum exploration, among other opportunities for education beyond the customary classroom.

Requirement: Students must be in the Scholars Program.

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

**250**    **A** (*1cr*)                      **6/6**    **Juniors**                      **Level 5**

This course is an intensive study in U.S. History from the discovery to the present. Students are expected to analyze in depth and to examine previously held conceptions of American History. Reading load is extensive, with summer reading required.

Method: lectures, discussion and audio-visuals

Evaluation: tests, essays and research papers

Requirements: Departmental approval

Students must take the Advanced Placement examination at the completion of the course.

## **HONORS UNITED STATES HISTORY**

**230**    **A** (*1cr*)                      **6/6**    **Juniors**                      **Level 4**

This course is an extensive study in U.S. History from the discovery to the present that attempts to present conflicting interpretations of historical events and trends to find accuracy and relevance for the present.

Method: lecture, discussion, audio-visuals

Evaluation: essays, examinations and papers

Requirement: Departmental approval

## **UNITED STATES HISTORY**

**231**    **A** (*1cr*)                      **5/6**    **Juniors**                      **Level 3**

An inquiry-oriented approach, this course attempts to present conflicting interpretations of historical events and trends to find accuracy and relevance to the present. Students will be exposed to a variety of historical interpretations,

Method: lecture and discussion

Readings: text, supplemental readings

Evaluation: essay and objective interpretations





## **PSYCHOLOGY**

**263 S (1/2cr) 6/6 Seniors Level 3**

This introductory course is designed to provide the student with an overview of the field of psychology. During the course of the semester students will study research methods, motivation, emotion, personality theories, psychological disorders, health, developmental and applied psychology and therapy methods.

Methods: lecture, video, speakers, cooperative learning

Text: *Psychology in the New Millennium*

Supplemental readings from magazines, newspapers and related books

Evaluation: tests, quizzes, think-tank position papers, cooperative student presentations

## **HISTORY OF MODERN AMERICA**

**265 S (1/2cr) 6/6 Seniors Level 3**

This course explores the era from the conclusion of World War II to the present with emphasis upon significant events and notable personalities, both foreign and domestic, as they relate to the American experience.

Methods: lecture, class discussion, and audio-visual materials

Evaluation: tests, quizzes and short research projects

## **SOCIOLOGY**

**266 S (1/2cr) 6/6 Seniors Level 3**

This course is a basic inquiry into the social science of sociology. Students will discover the basic fundamentals of group behavior and the norms associated with it. Along with defining cultural and societal norms, students will investigate the effects of change on the structure of a group. The tools of sociological study and the types of research involved will also be examined. The student will be assessed through objective tests, written assignments and some independent research.

## **INTRODUCTION TO CIVICS AND ECONOMICS**

**267 S (1/2) 6/6 Seniors Level 3**

This course is designed to afford the average student an opportunity to comprehend basic and practical concepts within two disciplines. As citizens and consumers it is essential that fundamental information be made available to students on a scheduled, consistent basis. General topics include: the Constitution, the Three Branches and Levels of Government, the "Social Contract" Campaigns and Elections, the American Economic System, and comparative systems of government and economics.

## **SCHOLARSHIP: SENIOR INDEPENDENT STUDY**

**249** A (1cr)

**Seniors**

**Level 4**

The capstone of the Baginski Program is the year-long Senior Independent Study. Guided by faculty mentors either from area universities, Central Catholic or professionals in the field, this course allows the scholars to structure their own field of study that they themselves define. This approach to learning provides a wide opportunity to pursue a topic from an in-depth, interdisciplinary perspective which accommodates a broader inquiry than study in a single discipline. In addition to the written thesis, scholars give an oral presentation of their scholarship in the Senior Scholars Symposia which convenes in April each year.

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<b>DEPARTMENT OF MATHEMATICS</b>
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**General Policy Statement** (*Applicable to all students*):

*In each math class, grades are determined primarily with written tests. In the Honors and Advanced sections, however, the teacher may assign research topics or short papers. Teachers at all levels will assign homework daily and may incorporate it into the final grade..*

*The math program is sequential in nature; therefore, the student must receive departmental approval for any course.*

### **HONORS ALGEBRA II**

**318** A (1cr)

**6/6**

**Freshmen**

**Level 4**

This course is for students who have completed a strong Algebra I course in grammar school, consistently scoring in an “A” or “B+” range. In order to be placed in this fast-paced math curriculum, the student must have demonstrated superior mathematical ability on the Honors Algebra placement test in May of the 8<sup>th</sup> grade year. The Math Department creates and evaluates this placement exam.

### **HONORS ALGEBRA I**

**310** A (1cr)

**6/6**

**Freshmen**

**Level 4**

This high powered math course is designed for students who have been exposed to Algebra I in grammar school but have not yet mastered the subject sufficiently to move on to Honors Algebra II. This course should cover all of Algebra 1 and several topics from an Algebra 2 course as well.

### **ADVANCED ALGEBRA I**

**312** A (1cr)

**6/6**

**Freshmen**

**Level 3**

This course is for students who have had a background in algebra in grammar school but have not demonstrated sufficient mastery to move into the honors level. Grammar school grades and standardized test scores will be used in the placement process.





## **ADVANCED PLACEMENT CALCULUS**

**350**    **A** (*1cr*)            **6/6**    **Seniors**                                    **Level 5**                                    **CiHS**

The Advanced Placement Calculus course is designed to be comparable to a first year college course and closely follows the syllabus for Calculus AB designed by the College Entrance Examination Board which administers the A.P. examination. Topics include a rigorous study of Limits and Continuity of Function; Convergent and Divergent Series; derivation of Derivatives including Slopes, Maximum/Minimum, Inflection points and cusps, Differentials, Implicit Differentiation, Related Rates of Change; Integration Techniques; Application of Integrals - Area under/between Curves, Pressure, Work, Volumes of Revolution, Trapezoidal Approximations, Length of Path; Improper Integrals. Elementary Differential Equations and Partial Differential Equations are included toward the end of the course as time permits. Homework assignments are approximately daily. Bi-weekly tests are administered. Students must take the A.P. Examination at the end of the course. Students also can participate in the CiHS Program in cooperation with the University of Pittsburgh.

## **HONORS CALCULUS**

**340**    **A** (*1cr*)            **6/6**    **Seniors**                                    **Level 4**

The Honors Calculus course is designed as an introductory class for the concepts of Limits and Continuity of Functions, derivations of Derivatives by a limited process, curve sketching, application of derivatives, Differentials, Implicit Differentiation, related rates of change and integration techniques. Assignments are approximately daily. Enrollment is at the discretion of the Mathematics Department.

## **PRE-CALCULUS**

**341**    **S1** (*1/2cr*)        **6/6**    **Seniors**                                    **Level 3**

This course is for students who have had trigonometry but are not ready for Calculus. The content will include a brief review of linear relations and functions, systems of equations and inequalities, polynomial and rational functions, and exponential and logarithmic functions. The review will emphasize modeling problems. Other topics that the course may cover more fully include sequences and series, iteration and fractals, combinatorics and probability, and graph theory.

## **HONORS TRIG/MATH ANALYSIS**

**342**    **A** (*1cr*)            **6/6**    **Seniors**                                    **Level 4**

The first semester is an accelerated, full course in trigonometry, including circular functions, vectors and polar coordinates.

The second half of this course prepares the student for Calculus. It includes a study of these functions: polynomial, rational, algebraic, exponential and logarithmic. The course will also cover complex numbers, matrices and conic sections.

## **ALGEBRA II**

**343**    **A** (*1cr*)            **6/6**    **Seniors**                                    **Level 1**

This course offers seniors a less rigorous approach to Algebra II emphasizing the structure of Algebra through complex numbers. Systems of equations and inequalities are carefully discussed. Linear, quadratic and other polynomial functions are studied, followed by the exponential and logarithmic functions. Prerequisite: 'C' average in Algebra I.

## **TRIGONOMETRY**

**345 S1 (1/2cr) 6/6 Seniors Level 3**

This course explores plane Trigonometry as based on the wrapping function and the right triangle. It emphasizes the trigonometric functions, their inverses and their graphs, as well as applications involving identities, equations, solutions of triangles, and complex numbers. Required is at least a 'C' average in Algebra II. This course is the first semester of a full year of senior mathematics to be followed by the "Advanced Math" course in the second semester. This course is for students who are not quite ready to take the more rigorous Trig/Math Analysis course.

## **ADVANCED MATH**

**346 S2 (1/2cr) 6/6 Seniors Level 3**

This course is the second semester of a full year of senior Mathematics for students who are not quite ready to take the "Trig/Math Analysis" course. It includes as many topics as feasible from the "Trig/Math Analysis" course. Prerequisite: Math 345

## **TRIGONOMETRY**

**347 S (1/2cr) 6/6 Seniors Level 2**

This course explores plane Trigonometry as based on the wrapping function. It emphasizes the trigonometric functions, their inverses and their solutions of triangles. The right triangle approach to the trigonometric functions will also be included. (This course may be taken as a second semester elective by seniors taking Math 343, if they are well qualified.)

## **HONORS INTRODUCTION TO COMPUTER SCIENCE WITH JAVA**

**368 A (1cr) 6/6 Juniors and Seniors Level 4 CiHS**

A large part of this course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course will emphasize the design issues that make programs understandable, adaptable, and, when appropriate, reusable. The development of useful computer programs and program modules provides a context for introducing other important concepts in computer science: the development and analysis of algorithms; the development and use of fundamental data structures; the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral components of this course. Students will have the opportunity to participate in the College in High School Program in conjunction with the University of Pittsburgh.

Approval from the Math Department Chair is required.

## **AP STATISTICS**

**360 A (1 cr) 6/6 Seniors Level 5**

AP Statistics is consistent and in keeping with the AP curriculum outline and requirements. This is an entry level college statistics course designed to prepare students for initial data analysis required for many college courses within both the physical and social science disciplines. This course is designed to introduce students to core Probability and Statistics concepts and tools for collecting, analyzing, making inferences, and for drawing conclusions from data collected. Parametric and non-parametric distribution statistics will be explored giving the student the opportunity to experience a wide array of data collections and analysis processes,

spanning both the physical and social sciences. Students will experience the iterative technique of statistical model refinement as new questions are formed during the analysis process. To accomplish these goals, students will explore textbook examples and will link these to subjects outside the classroom (real time academic and industrial data bases in need of analysis). A college level textbook will be used and a sophisticated graphics calculator with statistics capability will be required. Assessment will include homework, exams and a class project. Students who register for this class must take the A.P. Statistics exam at the end of the course. Prerequisites: Algebra II; Co-requisite: Trigonometry/Advanced Math

## **PROBABILITY AND STATISTICS**

**375 S2 (1/2cr) 6/6 Seniors Level 3**

This course provides the basics of Probability and Statistics suitable for the college preparatory student. Topics discussed include the fundamental ideas of probability, the handling of numerical data, binomial and random variables, a brief introduction to sampling, a thorough examination of statistical methods, including confidence intervals, significance levels, statistical hypotheses, tests, estimation, type I and type II errors.

Probability and Statistics is not a substitute for the regular fourth year of mathematics. Rather, it is enrichment for those students with high ability in mathematics who wish to take more than one mathematics course.

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<b>DEPARTMENT OF SCIENCE</b>
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## **HONORS BIOLOGY**

**410 A (1cr) 7/6 Freshmen Level 4**

This course is meant to provide a survey of the realm of life science within the context of a rigorous, experimentally-based curriculum. Covered course topics include biochemistry, cell biology, ecology, energetics, molecular biology, genetics, taxonomy and an introduction to cutting edge aspects of biotechnology and regenerative medicine. Significant independent study is expected to enhance student comprehension and appreciation of the frequent class activities. Completion of frequent homework assignments, lab reports, quizzes, team projects, reading assignments and a major project are required for success. A score of 88<sup>th</sup> percentile or above in both Reading & Mathematics on the placement test or additional testing in May of the 8<sup>th</sup> grade year is required.

## **BIOLOGY**

**421 A (1cr) 6/6 Freshmen Level 3**

This class is a year-long introduction to the concepts of biology through lectures, discussions, and some outside readings. The course will cover the following topics: cell biology, cell reproduction, cell chemistry, biochemistry, energetics of the cell, as well as genetics, evolution, human physiology and morphology, and ecology, with emphasis here on how the members of the plant and animal kingdoms are interrelated to form biological communities. Completion of homework assignments, experiment lab reports, team projects and exams are required.



## **CHEMISTRY**

**432**    **A** (*1cr*)            **6/6**    **Juniors**                            **Level 2**

This is a descriptive chemistry course which includes the following topics: S.I. system, formulas, nomenclature, chemical reactions, atomic theory, mole concepts, gases and kinetic theory, energy changes, electrochemistry, organic chemistry and some practical applications of chemistry to the everyday world. The focus of the course will be more qualitative than quantitative with the development of laboratory skills when appropriate.

Prerequisites: Completion of biology. Placement by department

## **HONORS PHYSICS**

**440**    **A** (*1cr*)            **7/6**    **Juniors and Seniors**                            **Level 4**

The Honors Physics course is designed to be comparable to a first year algebra based college course and closely follows the course syllabus as designed by the College Entrance Examination Board (Physics B). Accordingly, topics include Mechanics, Wave Motion and Sound, Simple Harmonic Motion and Optics. This course substantially parallels the Advance placement Course except for the elimination of the use of a Calculus approach to problem solutions. Course requirements include frequent homework assignments, computer based lab experiments and regular tests (Approximately bi-weekly) Strong note taking is essential as certain aspects of the course material may not be included in the text.

Prerequisites: Minimum course grade of 85% in Algebra I, Geometry (first three quarters) and Honors Chemistry (first three quarters).

Concurrently enrolled in Algebra II or Trigonometry (Honors Level strongly Recommended)

Chemistry teacher recommendation

## **PHYSICS**

**441**    **A** (*1cr*)            **7/6**    **Juniors and Seniors**                            **Level 3**

This course is a descriptive, conceptual, mathematical study of the topics related to classical and modern physics. Although the course focuses more on the relational and conceptual aspects of the science, the required mathematics serves as the structural foundation for most topics which are presented. The topics are presented in a logical sequence so that conceptual and mathematical relationships can be explored and established. The topics covered are: Mechanics, Wave Motion, Light, Sound, Energy, Electricity/Magnetism, and Thermodynamics. Course requirements are: frequent written assignments and quizzes, as well as chapter tests.

Prerequisites: An 80% in Chemistry 431, Algebra I and Geometry 332 or 333 (concurrently enrolled).

## **PHYSICS**

**442**    **A** (*1cr*)            **6/6**    **Juniors and Seniors**            **Level 2**

The course is a descriptive study of the topics related to classical and modern physics. Although the required mathematics serves as the structural foundation for most topics which are presented, the course focuses more on the conceptual and relational aspects of the science. The topics covered are: the Method of Science, Mechanics, Light, Sound, Energy, Electricity/Magnetism, and Thermodynamics. Course requirements are: frequent written assignments and quizzes, as well as chapter tests.

Prerequisites: Algebra I and Geometry (concurrently enrolled)

## **PHYSICS II**

**446**    **A** (*1cr*)            **6/6**    **Seniors**                                    **Level 3**

Physics II is a second year course that is the logical continuation of the first year of study of mechanics into other branches of physics. It is an algebra-based course with some use of trigonometry. Comprehension and application of the fundamental laws of mechanics is required along with strong algebraic problem solving skills. The areas of study in Physics II will include: Heat and Thermodynamics; Electricity and Magnetism; Physical Optics and Optical Instruments and selected topics from Modern Physics such as Wave-Particle Duality, Bohr's Model of the Atom and early Quantum Mechanics. Course requirements include homework assignments, laboratory exercises, quizzes, chapter tests and 2 semester final exams.

Prerequisites: A minimum grade of 80% in a first year Physics course. Completion of Algebra II or Trigonometry; Teacher's recommendation; Class size limited to 24 students.

## **ADVANCED PLACEMENT BIOLOGY**

**450**    **A** (*1cr*)            **7/6**    **Juniors & Seniors**                            **Level 5**                                    **CiHS**

The advanced placement course is designed to be comparable to a first year college course in biology and to prepare the student for the advanced placement examination in biology. Students have the option of enrolling in the College in High School curriculum held in conjunction with Duquesne University. Class time is devoted primarily to experimentation, films, guest speakers and field trips, necessitating much student independent mastery of material. Students who elect A.P. Biology will be expected to design and complete one major project. They will also be required to turn in detailed lab reports and short research papers. Tests and quizzes will be given and there will be quarterly and semester examinations. Topics to be covered include molecular biology, biochemistry, microbiology, embryology, genetics, botany, physiology, anatomy, and ecology. Students must take the A.P. exam at the end of the course.

Prerequisites: 93% in General Biology; 90% in Chemistry; Physics; (students may be taking the year of Physics concurrently); teacher recommendation.

## **ADVANCED PLACEMENT CHEMISTRY**

**458**    **A** (*1cr*)        **7/6**    **Juniors & Seniors**                    **Level 5**                    **CiHS**

The Advanced Placement Chemistry course is designed to be comparable to a first year college course and follows the course syllabus as designed by the College Entrance Examination Board who administers the examination. Topics covered include atomic theory, chemical bonding, nuclear chemistry, gases, liquids and solids, reaction types, equations, equilibrium, kinetics, and thermodynamics. Laboratory experiments will cover such topics as: the laws of definite and multiple proportions, freezing point depression, oxidation and reduction, pH, and qualitative analysis. Students will be expected to complete and mail in rather lengthy summer review assignments. Once the school year begins, homework assignments are given regularly. In class tests are administered at the completion of each chapter. Lab reports are due upon the completion of each experiment. Students who register for this course must take the A.P. Chemistry examination at the end of the course. They may also register for the College in High School program at the University of Pittsburgh. Students who enroll in the College in High School program will have to attend five lab sessions, four testing sessions and monthly review sessions at the University of Pittsburgh.

Prerequisites: 90% in Honors Chemistry (420); 90% in Math;  
90% in Physics. (Students may be taking the year-long Physics course concurrently). Class size will be limited to 20 students. Teacher recommendation required.

## **ADVANCED PLACEMENT PHYSICS**

**459**    **A** (*1cr*)        **7/6**    **Seniors**    **Level 5**

The Advanced Placement Physics course is designed to be comparable to a first year calculus based college course and closely follows the course syllabus as designed by the College Entrance Examination Board (Physics C) who administers the examination. Approximately  $\frac{3}{4}$  of the course is devoted to a rigorous study of Mechanics, as prescribed by the A.P. College Board. The Calculus approach to problem solutions is used throughout the course where feasible. Both differential and integral calculus are used. Problem solving skills are emphasized. The remaining time is devoted to the study of Electricity and Magnetism. Students must take the Mechanics portion of the Physics "C" A.P. Examination at the end of the year.

Prerequisites: Minimum grade of 90% in 440/441 Physics for first three quarters.  
Students must be concurrently enrolled in Calculus and receive the recommendation of 440/441 Physics teacher.

## **ENVIRONMENTAL SCIENCE**

**462**    **A** (*1 cr*)        **7/6**    **Juniors and Seniors**                    **Level 3**

Environmental Science is an interdisciplinary subject for juniors and seniors that seems to examine problems created by the interaction of humans with the natural world. It also seeks to provide possible remedies for the imbalances caused by human/nature interaction. In this quest, students will be exposed to three major themes: (1) the natural processes, both physical and biological, that operate in the world; (2) the role that technology plays in society and its ability to alter natural processes, as well as provide potential solutions to problems caused by human impact; (3) the complex social processes that characterize human populations and influence environmental impact.

This course will rely heavily upon a variety of learning experiences, such as: lectures, films, guest visits, field trips, frequent lab investigations, discussions, and team projects.

Students will be assessed through frequent textbook and supplemental readings, quizzes, short papers, lab reports, and one major project.

This course is a year-long elective which may not replace the regular science requirement.

## **HONORS BIOLOGY II**

**480**    **A** (*1cr*)        **7/6**    **Juniors and Seniors**        **Level 4**

Advanced Biological Principles are presented within a context of Human Anatomy and Physiology. The first semester focuses on developing a background in histology leading to a study of the integumentary, skeletal, muscular, nervous, endocrine, and cardiovascular systems. The second semester examines of the immune, respiratory, excretory, digestive, and reproductive systems. Guest speakers, weekly labs, case studies, research papers, group projects, and presentations augment the curriculum.

Prerequisites: Summer project, minimum of a B in Biology I, teacher permission, and a willingness to work independently.

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### **DEPARTMENT OF FOREIGN LANGUAGE**

## **ITALIAN 1**

**518**    **A** (*1cr*)        **6/6**    **Seniors**        **Level 3**

This course introduces the student to the everyday life, language and customs of Italy. This is done by developing the receptive skills (listening and reading) and the productive skills (speaking and writing). The main goal of the course is to enable the student to develop simple, everyday communication using vocabulary describing family, foods, personal health, clothing, dates and numbers, main events of the year, etc. Simple grammar points are presented to help the student express himself with an acceptable degree of accuracy in Italian.

This course is limited to 20 students.

Department chair approval is required.

## **ADVANCED SPANISH 1**

**509**    **A** (*1cr*)        **5/6**    **All Students**        **Level 3**

This course is offered for students who have studied Spanish previously in grade school and/or junior high school and feel that they have a working knowledge of basic Spanish. Upperclassmen must have completed their language requirement with a B+ average or better. Students will be evaluated through oral responses, worksheets, workbook pages, quizzes and tests. There will be daily homework assignments. Because of the faster pace, this class will cover the text in its entirety.

## **SPANISH 1**

**511**    **A** (*1cr*)            **5/6**    **All Students**                            **Level 3**

Spanish 1 introduces the student to four language skills: comprehension, speaking, reading, and writing. The students learn basic grammar and syntactical structures. An active vocabulary of 650 words can be expected by the end of the first year. Culture is taught as an integral part of the course. Students are daily evaluated on their ability to orally respond in class in Spanish. In addition, there are frequent quizzes, exams, oral tapes exams and workbook exercises, and other assignments. The student will cover the first ten stages of the text. The tape series that accompanies the text will be used at the teacher's discretion.

## **HONORS SPANISH II**

**520**    **A** (*1cr*)            **5/6**    **Sophomores**                            **Level 4**

Honors Spanish 2 has as its goal the preparation of students for the Honors Spanish 3 course. Students enter the course with the assumption that they will study Spanish for four years and will intensively study history, literature, and composition in the fourth year.

Honors Spanish is an accelerated course in which second-year material will be covered more quickly and in greater depth than a regular class. Additional reading and listening comprehension activities will be part of the course, as well as individual and group activities. Evaluation will be based on quizzes, projects, homework, class work, and participation. Students will also be exposed to the customs and cultural practices of the Spanish speaking world.

Prerequisite: Advanced Spanish I and/or teacher approval

## **SPANISH II**

**521**    **A** (*1cr*)            **5/6**    **Sophomores**                            **Level 3**

The goal of Spanish II is that students will be able to perform basic language functions such as: asking for and giving directions, expressing likes and dislikes, and ordering food at a restaurant. As in Spanish I, the target language will be used for all but difficult grammatical situations. Evaluation will be based on quizzes, projects, homework, class work, and participation. Students will also learn about the key aspects of Hispanic culture. Students successfully completing this course will be qualified to take Spanish 3.

Prerequisite: Spanish I

## **SPANISH II**

**522**    **A** (*1cr*)            **5/6**    **Sophomores**                            **Level 2**

The 522 course follows the same guidelines as the 521 course. However, this course reinforces Spanish 511 material. Students spend more time in acquisition of basic vocabulary and performing basic language functions. This course is geared toward the student who has experienced difficulty in Spanish I. Evaluation in this course is based on projects as well as quizzes, tests, and participation. Students also learn about the key aspects of Hispanic culture, and work in pairs and in groups on a weekly basis.

Prerequisite: Spanish I



## **HONORS SPANISH V**

**542 A (1cr) 5/6 Seniors Level 5**

This fifth year of Spanish has been created for the advanced student who has completed the four year Spanish program. The student has already covered the major grammar points and tenses in the Spanish language. This course which is conducted in the target language will help students to become more fluent in the spoken language through daily conversation. The student will also study the history, literature and culture of Spain, Mexico and Latin America in the target language. The student will also be able to concentrate on specific vocabulary related to their future field of study. Requirements for the class are that the student has completed Honors Spanish 4 or A.P. Spanish and the recommendation of their present Spanish teacher. This course will only be offered if there are enough students who select the class.

## **ADVANCED PLACEMENT SPANISH**

**550 A (1cr) 5/6 Seniors Level 5 CiHS**

A. P. Spanish is directed toward the use of Spanish grammar in conversation through skits, panel discussions and tape recordings. Students will reinforce correct usage through written paragraphs and oral reports. Readings from various sources will be selected by the instructor. Use of tapes for auditory comprehension and testing is an integral part of this course. The Text *Espanol 3* will be used. Don Quijote is read as well as one play by Lorca. Students are required to take the AP Spanish Language Exam in May. Students successfully completing the course can receive six college credits from Duquesne University.

Prerequisites: Must have a 93% in Honors Spanish 3 and teacher approval.

## **FRENCH I**

**515 A (1cr) 5/6 All Students Level 3**

This course introduces the students to the four skills necessary in learning a foreign language: speaking, listening comprehension, writing and reading. The first two are especially emphasized in addition to pronunciation and phonetics. Through the use of oral drills in the target language, the student acquires new phrases and vocabulary necessary for conversation. Oral and listening exercises reinforce the new vocabulary and grammar. Text used is *Discovering French Nouveau*. The grade will be based on quizzes, tests, class participation, and collected homework exercises.

## **FRENCH II**

**525 A (1cr) 5/6 Fresh. and Soph. Level 3**

French 2 will continue and finish the *Discovering French Nouveau* book. Review of French 1 material will not be conducted formally, but as structures and vocabulary are encountered they will be reviewed. Each student is responsible for those structures and must be sure he has mastered them. The grade will be based on tests, quizzes, class participation, and collected homework.

### **FRENCH III**

**535 A (1cr) 5/6 Soph., Jrs., and Srs. Level 3**

The text for French 3 will be *Discovering French Nouveau*, the second book in the series used in French 1 and French 2. This class is an elective for those students who enjoy the language and have the interest and ability to continue on the third level. Students are expected to work on a daily basis. The class size is usually smaller than during the first two years and more oral proficiency is required since more French is used. Listening skills are necessary to facilitate comprehension. Review of vocabulary and grammar is integral to the class. When past structures or words are encountered they are reviewed both orally and in written form. The student must continue this review, as he requires. He must take notes. Evaluation is through quizzes, tests, homework and daily participation.

Prerequisites: Students must have a C+ average in French 2 and teacher approval

### **HONORS FRENCH IV**

**545 A (1cr) 5/6 Seniors Level 4**

This class will continue in the *Nous Tous* book for the first semester. The first quarter student will describe his summer and the class will ask questions in French. Since the class is smaller than in previous years, it will be possible to use much more French in all activities and we are encouraged to converse on general topics. Notebooks need always be ready as we encounter new structures and vocabulary. The student must be independent in his review of previous work and words. Compositions will be more important and frequent, including full page journal entries. Since students are rewarded with Honors credit, their work is expected to be at that level.

### **GERMAN I**

**516 A (1cr) 5/6 All Students. Level 3**

Students are introduced to German language and culture. Students will practice the four language skills of listening comprehension, speaking, reading and writing. The emphasis will be to acquire vocabulary and grammar topics are taught to facilitate communication. Students will be introduced to the German speaking countries and their culture. It is recommended that students have a B average in English and Language Arts. The text is *Komm mit! (Level 1)* and the accompanying workbooks; students complete the first half of the text. Course evaluation will consist of daily classroom performance, weekly quizzes, and section tests as well as oral presentations and written projects done individually or in small groups. Two comprehensive exams, a Semester and Final Exam, are given to further evaluate language competency.

### **GERMAN II**

**526 A (1cr) 5/6 Fresh. and Soph. Level 3**

German 2 is a continuation of German 1 with the learning of additional vocabulary and grammar topics. However, students will be required to communicate at a more sophisticated level by integrating vocabulary and grammar learned in the first level with the newer material. The text and the workbook is the second half of *Komm mit! (Level 1)*. The evaluation process is essentially the same as in German 1.

### **GERMAN III**

**536 A (1cr) 5/6 Juniors and Seniors Level 3**

Students in German 3 will continue the process of acquiring new vocabulary and grammar topics but functioning on a higher level in the language skills of listening comprehension, speaking, reading and writing. New material introduced in German 3 will therefore be more complex than in the first two levels. Student learning is expected to be more independent and less teacher directed. The text and workbooks are *Komm mit (Level 2)* and the evaluation process will be the same as the first two levels. It is recommended that the students have a B grade in German 2.

### **HONORS GERMAN IV**

**546 A (1cr) 5/6 Seniors Level 4**

German 4 will consist of a comprehensive grammar review as well as the acquisition of a large amount of vocabulary with the goal of developing student confidence in their language skills. A greater emphasis will be placed on reading and writing than in the first levels as well as an expectation of increased oral proficiency. Studies will include a grammar review, the completion of the text *Komm mit (Level 2)*, and supplementary materials. It is recommended that the student have received a B grade in German 3. Students receive honors level credit for this course.

### **LATIN I**

**517 A (1cr) 5/6 All students Level 3**

The Latin 1 course exposes the student to the language and culture which are one of the pillars of Western Civilization. The goal of this course is to develop in the students the ability to read and understand Latin prose with fluency while avoiding direct translation. The students accomplish this by learning vocabulary, memorizing and understanding inflected forms, completing grammar and syntax exercises and reading Latin prose. Students also study English derivatives and Latin bases and prefixes which form so many words in the English lexicon. These tasks are the basic building blocks for building confidence and fluency in Latin. The students are also enriched by the study of the cultural aspects of the Roman civilization and its enduring legacy today.

### **LATIN II**

**527 A (1cr) 5/6 Sophomores Level 3**

The Latin 2 course completes the basic introduction to Latin begun in Latin 1. It refines and expands concepts of grammar and syntax, enlarges vocabulary, and fosters mastery of all the necessary forms used in Latin literature. More reading and writing are expected of the students as well as greater fluency and command of the language. This course introduces a wide array of new and more advanced grammar. Through the text book readings the student will develop an understanding of the social and political history of the Romans, especially during the first century B.C.

### **LATIN III**

**537 A (1cr) 5/6 Juniors and Seniors Level 3**

The Latin 3 course completes the study of Latin grammar and starts the reading of unabridged Latin prose and poetry. Students also begin to examine style variations used in Roman literature as well as poetic meter and literary devices. After the completion of the advanced grammar text, the student will grow in his appreciation of Latin literature by the reading of the Orations of Cicero, and Ovid's *Metamorphosis*.

Prerequisite: A grade average of 80% or higher in Latin 2 and instructor approval

## **HONORS LATIN IV**

**547**    **A** (*1cr*)        **5/6**    **Seniors**                    **Level 4**

The Latin 4 course includes a review of advanced Latin grammar and a reading. The student will then embark on a study and reading of the Aeneid of Virgil. The students translate Books I, II, IV and VI. Emphasis is placed on the literary analysis of the Aeneid. Attention to meter and the use of poetic devices are covered throughout the year.

Prerequisite: A grade average of 85% or higher in Latin 3 and instructor approval

## **ARABIC I**

**561**    **A** (*1cr*)**5/6**        **Seniors**                    **Level 3**

This course introduces the student to the everyday life, language and customs of those nations where Arabic is the principle language. This course will concentrate on the use of the spoken language. The main goal of the course is to enable the student to converse in the target language using basic, everyday vocabulary. The student will be evaluated on their ability to orally respond in class as well as taking written exams and quizzes. A student must have the recommendation of their current language teacher as well as an A average in their present language course.

Space is limited to 15 students

Department chair approval is required

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<b>DEPARTMENT OF BUSINESS</b>
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## **ACCOUNTING I**

**635**    **A** (*1cr*)        **6/6**    **Juniors and Seniors**                    **Level 3**

The purpose of the course is to instruct the student how to keep orderly financial records, summarize them for convenient interpretation, and then analyze them. The course will introduce students to the financial operations of various types of businesses. Manual and automated methods of processing financial data will be covered in detail. Three accounting projects will be a course requirement, and a problem test will be given after each unit in the text is finished.

## **FINANCIAL ALGEBRA**

**648**    **S** (*1/2cr*)        **6/6**                    **Seniors**                    **Level 3**

This course is for developing an understanding of financial algebra in business and in life. The student will apply skills mastered in Algebra 1 and 2 to real world business problems and financial decisions in life. The student will use algebra skills to solve problems in the following areas; Investing, Banking, Credit, Income Tax, insurance, and Household Budgeting. This is a one semester course offered to seniors. This course also fulfills .5 credit of mathematics.

Requirement: 80% or above in Algebra 2

## **SOFTWARE APPLICATIONS**

**666**    **S** (1/2cr)                    **6/6**    **Freshmen**                    **Level 3**

The course develops an understanding of how computers operate and process data. Software Applications will cover a short history of computer development and offer hands-on software experience. Students will be introduced to the operating system Windows 7. Students will use all applications in Office 2007. The use of the Internet as a resource tool will be covered. Students will have written assignments, computer assignments, quizzes, and unit tests.

## **ADVANCED SOFTWARE APPLICATIONS**

**676**    **S2** (1/2cr)                    **6/6**    **Seniors**                    **Level 3**

This course is offered to students who have successfully completed or are concurrently enrolled in Computer Applications. The students will be instructed in Visual Basic and Hyper-Text Markup Language (HTML). Visual Basic will be introduced to the students in the second nine weeks of the course. Students will have written assignments, programming problems, quizzes, and unit tests.

## **CONSUMER FINANCIAL EDUCATION**

**661**    **S** (1/2cr)                    **6/6**    **Seniors**                    **Level 3**

This course introduces financial concepts and consumer education to the student. Topics covered will be career preparation, career choices, savings and investing, uses of credit, insurance, and income taxes. Students will have written tests, quizzes, unit tests and a comprehensive final exam.

## **INTRODUCTION TO LAW**

**667**    **S1** (1/2cr)    **6/6**    **Seniors**                    **Level 3**

The purpose of the course is to introduce the students to the conflict between authority and individual freedom in our society. Topics covered will include The Constitution, criminal law and procedure, development of the due process and equal protection under the Constitution, individual liberty and political rights. One term paper will be required and students will be tested at the conclusion of each unit.

## **INTRODUCTION TO MARKETING**

**668**    **S2** (1/2cr)    **6/6**    **Seniors**                    **Level 3**

This course develops an understanding of the principles of marketing. This course is intended to prepare those students interested in a marketing career for continued study at the post-secondary level. Students will be introduced to the emerging global economy. Through active involvement and simulation, students will learn how to build a successful marketing program.





## **MUSIC THEORY**

**886 S2 (1/2cr) 6/6 Juniors and Seniors Level 3**

A compositional approach to the melodic, harmonic, rhythmic and formal structures of music will be studied. The student will analyze examples of these structures to formulate those principles which will form the basis of his own musical exercises and compositions. Ear training will enable the student to achieve an aural comprehension of these musical structures. Evaluation will be based on written assignments and ten tests.

Prerequisites: Approval of the Director and basic music reading ability

## **HONORS INSTRUMENTAL MUSIC (HONORS BAND)**

**887 A (1cr) 6/6 Sophomores, Juniors and Seniors Level 4**

In addition to the regular concert band course requirements students will be required to do quarterly performance of selected scales from memory (other selected studies for percussion), music for individual evaluation selected by the instructor, and two written reviews per quarter of complete classical or jazz recordings. Students must participate in the Diocesan Festival Band.

Prerequisites: Successfully pass audition

Audition music to be determined by director

## **JAZZ BAND**

**888 A (1cr) 6/6 All Students Level 3**

The Blue Knights Jazz Band gives students the opportunity to perform music in the genres of jazz, swing, and rock in a big-band setting. The historical context of these genres will be explored in the course, with understanding of the styles demonstrated through musical performance. The concepts of jazz improvisation will also be introduced. Students will be evaluated based on musical performance and written assignments.

Prerequisites: Students must play a jazz instrument (saxophone, trumpet, trombone, guitar, bass guitar, piano, or drum set).

## **SURVEY OF MUSIC HISTORY**

**889 S1 (1/2cr) 6/6 Juniors and Seniors Level 3**

Survey of Music History is offered mainly for students who wish to deepen their music historical study. Western Classical music and American Popular music will be covered in this course. Since music is a reflection of life, the class in nature will be cross-disciplinary, incorporating aspects of world history. Materials will be presented through class lecture, readings from text, listening examples, and independent study. Evaluation methods will consist of tests/exams, listening quizzes, homework assignments, and research papers.

**DEPARTMENT OF PHYCICAL EDUCATION**

**PHYSICAL EDUCATION**

**911    A (1/2cr)    6/6                      Freshmen                      Level 1**

The ultimate goal of Physical Education is to facilitate students in improving their quality of life through promotion of lifelong health enhancing physical activity. In today's society, "physical activity is not only a leisure time luxury it is an essential component of a healthy lifestyle for individuals of all ages" (Young 2003). At Central Catholic students will learn why regular planned physical activity is important, how to develop a personal plan for being physically active, concepts necessary for successful participation in regular physical activity, and how personal responsibility/interpersonal cooperation can make physical activity a winning proposition for everyone. The course will emphasize each student; determining their current level of personal physical fitness in relation to health standards, recognizing the reasons for their current fitness level, recognizing that they have the power to change their fitness level, setting short and long term fitness goals, and working throughout the course to reach their personal fitness goals.

The curriculum focuses on lifetime fitness and physical activity. Students are encouraged to work together in promoting course and individual goals. Activity units to be covered include: Fitness Assessments & Goal Setting, Strength Training I & II, Cooperative Games, Field & Court Sports.

**HEALTH**

**924    A (1/2cr)    3/6                      Sophomores                      Level 3**

Health Education is designed to provide students with the skills and information needed to maintain a healthy lifestyle throughout their lives. This course is designed to provide students with an opportunity to learn about the physical, mental/emotional, and social aspects of health. An emphasis is placed on the importance of making healthy decisions that will lead to a higher quality of life. Course information is presented in a practical manner incorporating current health trends and concerns. Content areas will include but are not limited to: Personality, Stress, Mental Disorders, Relationships (bullying prevention), Nutrition, Weight Management, Body Systems, Non-infectious Disease, Human Growth and Development, A.I.D.S. and other STD'S, Alcohol, Tobacco, Drugs and Personal Safety, CPR, First Aid & Safety.

*Health will automatically be added to the schedule of all sophomores. Please do not enter Health on the Course Selection Card.*

## **A PERSONAL APPROACH TO PHYSICAL FITNESS AND NUTRITION**

**935 S (1/2cr) 6/6 Juniors and Seniors Level 3**

The course will address the importance of proper nutrition and regular exercise enabling the student to make informed, healthy choices. This class will give students a basic knowledge base on the five pillars of physical fitness: Muscular Endurance, Muscular Strength, Cardio-respiratory Endurance, and Flexibility, body Composition. Course will also give students a basic understanding of proper nutrition, performance based nutrition, supplementation, and disease prevention through proper nutrition. Self-assessment is done throughout the year to evaluate student's basic knowledge of nutrition and personal level of fitness. Course is designed to also help students set realistic and achievable goals. Teacher/student assessment will emphasize the student's improvement on an individual basis. This course takes into consideration a variety of contraindication (asthma, obesity, orthopedic, etc.) to exercise. Students choose a variety of activities to ensure personal success. Course will also give students a general idea of the needs and expectations necessary to pursue a career in personal Training, Athletic training, and Nutrition/Dietician.

## **ESSENTIAL CONCEPTS IN ATHLETIC TRAINING**

**937 S (1/2cr) 3/6 Juniors and Seniors Level 3**

The course will be an introduction to the basic and essential elements of Athletic Training including emergency management, recognition, evaluation and follow-up care for injury and illness. Treatment protocols, taping techniques and other fundamental concepts relating to athletic injury care are discussed as they relate to prevention and management. Students will be required to perform "observation" hours in the Athletic Training Room after school hours at scheduled athletic practices and events.

Space is limited to 15 students for "hands-on" labs in the Athletic Training Room  
Prerequisites: Students must have completed Biology and Health courses  
Departmental Approval is required

## GENERAL REMINDERS

### ELECTIVES

Elective courses for which there are fewer than 10 registrants may be canceled.

### FEE PAYMENTS

Any student who still owes tuition as of June 1, 2011, will not be scheduled for classes for the 2011-2012 school year.

### FAILURES

Any student who fails a total of three full credit subjects, as of June, 2011 will not be permitted to return to Central Catholic. Any student with failures totaling less than three credits may return to Central Catholic provided all of the courses failed are passed in an approved summer school program.

## COURSE SELECTION GUIDE

### GRADUATION REQUIREMENTS

Religion	4 credits	Science	3 credits
English	4 credits	Foreign Language	2 credits
Social Studies	3 credits	Health / Phys Ed	1 credit
Mathematics	3 credits	Electives	5 credits
Fine Arts	.5 credit*	Computer Literacy	.5 credit*

\* Beginning with the Class of 2015

One credit is equal to two semesters of course work.

### SENIORS

- a) All seniors must take six subjects each semester. Every attempt will be made to balance each semester with six classes, although particular patterns of elective choices may necessitate having an unbalanced course load during one semester.
- b) Requirements:
  - One credit each in Religion and English
  - Four credits in elective courses
- c) For College in High School (CiHS) courses, the credits granted by the participating colleges are transferable to other colleges in many instances. Each college reserves the right, however, to make its own decision regarding acceptance.

- d) While most colleges/universities grant credit for successful performance (grade 3 or better) on the Advanced Placement exams, not all adopt the exact same policy. If you are enrolling in an AP course, you may wish to investigate the policy of those colleges/universities to which you are planning to apply.

## **JUNIORS**

- a) All juniors must take one credit in each of the following: Religion, English, Social Studies, Math and Science
- b) All juniors must take an equivalent of one credit elective. (an elective full-year or two single semester courses.)
- c) For College in High School (CiHS) courses, the credit granted by the participating colleges is transferable to other institutions in many instances. Each college reserves the right, however, to make its own decision regarding acceptance.
- e) While most colleges/universities grant credit for successful performance (grade of 3 or better) on the Advanced Placement tests, not all adopt the exact same policy. If you are enrolling in an AP course, you may wish to investigate the policy followed by those colleges/universities to which you are planning to apply.

## **SOPHOMORES**

- a) All sophomores must take one credit each of the following six subjects: Religion, English, Social Studies, Math, Science, and Language
- b) All sophomores will take Health both semesters. Sophomores qualifying for Studio Art, Chorus, or Band may be required to take Health junior year.

**CENTRAL CATHOLIC HIGH SCHOOL**  
**SENIOR COURSE 2011-2012**

Seniors must have minimally two full credits courses in those departments **marked with an asterisk**, plus an **equivalent of four full credit electives**.

**Enter Course Numbers & Credits in the spaces provided.**

Department	Semester (1/2 credit)	Semester (1/2 credit)	Full Year (1 credit)	Credit Totals	Teacher Approval
<b>*RELIGION</b>	<b>XX</b>	<b>XX</b>		<b>1</b>	
<b>* ENGLISH</b>					
<b>SOCIAL STUDIES</b>					
<b>MATHEMATICS</b> <i>(elective)</i>					
<b>SCIENCE</b> <i>(elective)</i>					
<b>FOREIGN LANGUAGE</b> <i>(elective)</i>	<b>XX</b>	<b>XX</b>			
<b>BUSINESS</b> <i>(elective)</i>					
<b>ART</b> <i>(elective)</i>	<b>XX</b>	<b>XX</b>			
<b>MUSIC</b> <i>(elective)</i>					
<b>OTHER ELECTIVE</b>					
<b>TOTAL CREDITS</b>					☞ <b>Minimum of 6 total credits</b>

<b>ALTERNATE</b>					
<b>ALTERNATE</b>					

I have reflected on my academic potential and needs and have concluded that the courses listed above represent the best choices for me. I realize that my course selections will be shared with my parent(s) for approval. I also recognize that my schedule will be finalized on August 1, 2011, and I will not be permitted to make any class changes after that date.

**STUDENT SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_ **DATE** \_\_\_\_\_

**CENTRAL CATHOLIC HIGH SCHOOL**  
**JUNIOR COURSE 2011-2012**

Juniors must register for **five year long courses** in those areas marked with an asterisk, plus an equivalent of **one credit** elective (either a full year or two single semester courses).

**Enter Course Numbers & Credits in the space provided.**

Department	Semester	Semester	Full Year	Credit Total	Teacher Approval
*RELIGION	XX	XX	033	1	N/A
*ENGLISH					
*SOCIAL STUDIES	XX	XX			
*MATHEMATICS	XX	XX			
*SCIENCE	XX	XX			
FOREIGN LANGUAGE <i>(elective)</i>	XX	XX			
BUSINESS <i>(elective)</i>					
ART <i>(elective)</i>	XX	XX			
MUSIC <i>(elective)</i>					
PHYSICAL EDUCATION					
TOTAL CREDITS					
ALTERNATE					

I have reflected on my academic potential and needs and have concluded that the courses listed above present the best choices for me. I realize that my course selections will be shared with my parent(s) for approval. I also recognize that my schedule will be finalized on August 1, 2011, and I will not be permitted to make any class changes after that date.

**STUDENT SIGNATURE** \_\_\_\_\_  
**Parent/Guardian Signature** \_\_\_\_\_

**DATE** \_\_\_\_\_  
**DATE** \_\_\_\_\_

**CENTRAL CATHOLIC HIGH SCHOOL**  
**SOPHOMORE COURSE 2011-2012**

Sophomores must have **six year long credit courses** in each academic area marked with an asterisk. *Additionally, each sophomore will automatically be scheduled both semesters for one-half credit of Health.*

**Enter Course Number & Credit in the spaces provided.**

Department	Semester	Semester	Full Year	Credit Total	Teacher Approval
<b>*RELIGION</b>	<b>XX</b>	<b>XX</b>	<b>022</b>	<b>1</b>	<b>N/A</b>
<b>*ENGLISH</b>	<b>XX</b>	<b>XX</b>			
<b>*SOCIAL STUDIES</b>	<b>XX</b>	<b>XX</b>			
<b>*MATHEMATICS</b>	<b>XX</b>	<b>XX</b>			
<b>*SCIENCE</b>	<b>XX</b>	<b>XX</b>			
<b>*FOREIGN LANGUAGE</b>	<b>XX</b>	<b>XX</b>			
<b>ART</b> <i>(elective)</i>					
<b>MUSIC</b> <i>(elective)</i>					
<b>*HEALTH</b>	<b>XX</b>	<b>XX</b>	<b>924</b>	<b>1/2</b>	<b>N/A</b>
<b>TOTAL CREDITS</b>					

I have reflected on my academic potential and needs and have concluded that the courses listed above represent the best choices for me. I realize that my course selections will be shared with my parent(s) for approval. I also recognize that my schedule will be finalized on August 1, 2011, and I will not be permitted to make any class changes after that date.

**STUDENT SIGNATURE** \_\_\_\_\_  
**Parent/Guardian Signature** \_\_\_\_\_

**DATE** \_\_\_\_\_  
**DATE** \_\_\_\_\_