

# Program of Studies



**2022-23**

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## MISSION STATEMENT

La Salle College High School, a Catholic, independent, college preparatory school for young men of varied backgrounds, is conducted in the tradition of St. John Baptist de La Salle. Through a broad and balanced, human and Christian education, La Salle College High School guides each student in the development of his unique God-given talents and fosters a commitment to academic excellence, service, and leadership.

## GRADUATE PROFILE

### *Men of Intellect and Accomplishment*

La Salle College High School graduates, having completed a rigorous academic program, are lifelong learners who think critically and communicate effectively.

### *Men of Faith and Compassion*

La Salle College High School graduates respect human dignity, embrace Roman Catholic tradition and morality, and value the uniqueness of their Lasallian heritage.

### *Men of Service and Justice*

La Salle College High School graduates live their faith through their actions, recognize the interconnectedness of our world, and act on their obligation to right injustice.

### *Men of Integrity and Respect*

La Salle College High School graduates accept responsibility for their own education and action and, in the spirit of Christian gentlemen, treat people with respect.

## BELIEF STATEMENTS

At La Salle College High School, we believe our education...

- is grounded in the Gospel, the Catholic faith, and the tradition of St. John Baptist de La Salle.
- is a ministry that participates in God's saving work.
- develops the whole person to his fullest potential – spiritually, intellectually, socially and physically.
- inspires a lifelong commitment to service, especially to those in need.
- promotes learning as a lifelong endeavor.
- fosters mutual respect among students, teachers, administrators, and all members of the school community.
- takes place in the context of academic challenge, intellectual openness, emotional security, and environmental safety.

- should be made available to qualified students regardless of ethnicity, religious affiliation, or socio-economic status.

## EDUCATIONAL PHILOSOPHY

Education at La Salle College High School continues the more than three-century tradition of Lasallian education around the world.




**L** Since 1680 educational institutions in more than 80 countries have been influenced by the vision and innovative spirit of Saint John Baptist de La Salle, the Founder of the Institute of the Brothers of the Christian Schools and the Patron Saint of Teachers. De La Salle transformed education by forming a community of educators with whom he developed a spirituality of teaching and learning, to give a human and Christian education to young people, especially the poor.


**L** Lasallian Education centers on Catholic values and personal relationships, emphasizing academic excellence, faith formation, inclusion, respect for the individual, service and social justice. A Lasallian Education strives to enrich each student's cultural, intellectual, physical, social and spiritual development.



**L** Since 1858 La Salle College High School has lived out the vision of St. John Baptist De La Salle by providing an education founded on the religious traditions of Roman Catholic Christianity and the rich timeless Lasallian heritage. At La Salle, all faculty and staff strive to embody the core principles of the Lasallian educator: a living faith, a trust in God, a recognition of God's holy presence in their daily lives, a zeal to participate in God's saving work of educating youth, a belief in the dignity of all people, and a deep concern for the disadvantaged and the poor.

**L** At La Salle College High School, Catholic values and personal relationships nurture our spiritual formation, fostering the academic preparation, and cultivating the personal growth of the young men. In a warm and caring environment that is built on trust, acceptance, and affirmation of one another, we emphasize a human and Christian education as each student is encouraged to explore his interests, develop his talents, and fulfill his God-given potential.

 Today, the De La Salle Christian Brothers and their Lasallian Partners continue to respond to students through advancements in teaching, technology and scholarship. In Lasallian communities, educators touch hearts, stimulate minds and cultivate leadership to prepare students for life, work, and service to society and the Church.

 The De La Salle Christian Brothers and Lasallian Partners at La Salle College High School commit themselves to delivering a rigorous and relevant education. The teaching faculty constantly seek to improve their teaching and the learning experience of young men by adopting appropriate educational advancements and technological innovations. A La Salle education seeks to foster insight, commitment and action on the part of graduates who heed in their lives the call to place their unique talents and skills in the service of other individuals, the community, society, and the Church.

## ACADEMIC INFORMATION

### STUDENT HONOR CODE

#### PREFACE

The mission of La Salle College High School is to provide an academically challenging college preparatory program in an environment that reflects Catholic Christian ideals and ethics. The dignity and integrity of the institution and of each individual student are of paramount concern to the administration, faculty, staff, and students themselves. A La Salle College High School diploma should recognize not only the successful completion of an academically rigorous course of study, but also the formation of a young man with high ideals of morality, honesty, and respect for himself and his community. Furthermore, La Salle College High School endeavors to create an atmosphere of personal and academic freedom and of mutual trust between students and faculty. Breaches of academic integrity by a student thwart the development of such an environment of freedom and trust.

A student's acceptance of enrollment in La Salle College High School and continuation of enrollment in La Salle are contingent upon the student's acceptance of and adherence to the principles of this Student Honor Code.

#### RESPONSIBILITIES OF STUDENTS

- To complete all academic work honestly and independently, except in those instances in which an instructor clearly permits collaboration among students, for example, assigned group projects. (See "Academic Cheating").
- To acquaint themselves with the meaning of plagiarism, to learn how to properly cite sources used in written work, and to consult with instructors regarding the allowable resource materials or aids to be used during tests or in the completion of any graded work.
- To refrain from revealing any information regarding the contents of a test, directly or indirectly, to any other student who may subsequently take the same test.
- To refrain from the fraudulent or unethical use of computers, as more fully defined in the Acceptable Use of Computers Policy of La Salle College High School.
- To refrain from personal dishonesty as more fully defined in this Honor Code.

#### ACADEMIC CHEATING

Cheating involves a willful and fraudulent act on the student's part. It includes, but is not limited to, the following:

- Copying answers from another student's quiz or test.
- Allowing another student to copy answers from a quiz or test.
- Orally communicating answers during a test or quiz.
- Transmitting answers by use of non-verbal signals during a test or quiz.
- Using notes or other unauthorized materials during a test or quiz.
- Gaining access to test questions or answers before a test without permission of the teacher.
- Violating test or assignment procedures established by the teacher.
- Copying the homework of another student and submitting it as one's own.
- Collaborating with others or with written materials in take-home assignments unless expressly allowed to do so by the teacher.

- Obtaining a paper from any source (a person, a text, on-line) and submitting it to a teacher as one's own work.

## PLAGIARISM

Plagiarism is a situation in which one leads a reader to believe that written work submitted by the student is his own writing when it is not. Plagiarism includes, but is not limited to, the following behaviors:

- Directly copying part or all of another person's work and presenting it as your own.
- Submission of papers or reports from commercial research companies, including on-line sources.
- Copying portions of a text without crediting sources.
- Rephrasing another person's ideas and presenting them as your own without crediting sources.

## FRAUDULENT OR UNETHICAL USE OF TECHNOLOGY

See the Acceptable Use Policy at La Salle College High School.

## PERSONAL DISHONESTY

In addition to all of the above behaviors, personal dishonesty includes, but is not limited to:

- Stealing the personal belongings of a teacher or another student.
- Destruction or abuse of school property.
- Failure to report instances of theft or destruction of school property.

## CONSEQUENCES AND CORRECTIVE ACTIONS

It is our goal to educate students as to the gravity of honor violations. Students who are found to be in violation of the Student Honor Code will be sanctioned and will face disciplinary action and possible expulsion from La Salle. Matters of honor will be treated seriously and the following guidelines will be a reference for the administration in sanctioning honor violations; however, each case will be examined individually and responded to in an appropriate manner.

- Instances of personal dishonesty will be reported to the Dean of Students.
- Teachers will deal with violations of academic integrity on an individual basis.
- All serious instances of academic dishonesty will be reported to the Assistant Principal for Academic Affairs, as well as the student's guidance counselor.
- The **first serious violation of academic integrity** may result in a reduced grade for the assignment, test, lab report, or quiz.
- The **second violation** of academic integrity may result in a failing grade in the course in question.
- The **third violation** of academic integrity may result in suspension from school and/or from school-related activities for a period of time. Students who are in the National Honor Society and/or on the Student Council may be subject to other sanctions according to the guidelines outlined by those associations.
- A student who has a **further violation** of academic integrity will be reported to the Principal and may face dismissal. Reported violations are cumulative while the student is enrolled at La Salle, but do **not** appear on the permanent record.

## HONOR CODE ACKNOWLEDGEMENT



At the time of registration, all incoming students and their parents are given a copy of the Honor Code. They have the opportunity to ask questions regarding this Honor Code and its meaning. Then, the student and his parents sign a statement which acknowledges that they have read and understand the Honor Code and agree to be bound by all of its terms and conditions. Each spring, students will be asked to recommit to the Honor Code by signing the statement again. A student's enrollment and the continuation of his enrollment in La Salle College High School are contingent upon his acceptance and adherence to the principles of the Honor Code.

## **ACADEMIC PRIORITY**

At La Salle, a student's first responsibility is to his academic career. We strongly encourage the full development of our young men through service, the arts, athletics, and extracurricular activities, at the same time as they learn effective time management in preparation for college. Teachers and counselors stand ready to assist students in the development of priorities regarding academic and extra-curricular work. We strongly believe that academic success at La Salle requires a commitment of 2-3 hours per school day for homework and independent class work, and sometimes more, in the case of honors and AP course loads.

## **ATTENDANCE**

There may be days when a student is unable to attend school. **An excused absence is one that is due to illness or family emergency.** Contacting a reliable classmate for homework assignments on the night of the absence and/or communicating with the teacher at the earliest convenient time is expected. Absent students are responsible for missed work.

It is important to clarify that outside of illness or emergency, school attendance is compulsory. **A family vacation does not qualify as an excused absence.** School holidays and breaks are published well in advance to offer parents an opportunity to plan their vacations at a time that does not interfere with attendance policies. Families and their sons cannot expect teachers to accommodate missed work/opportunities for any unexcused absence. **Unexcused absences during midterm or final examinations are strictly prohibited.**

Keep in mind that attendance throughout the school year is vital to a student's academic success. There is no doubt that the correlation between absences and grades is extraordinary. As a rule of thumb, students who miss school have grades that reflect their gaps in learning. Students should make an effort to be in school daily and on time. **Remember, the school's main number should NOT be used to report any student absence.** All attendance matters are expected to be reported to the **Attendance Line at 215-233-4140 before 9:00AM. A note is required upon returning to school.**

## **CLASS ABSENCE POLICY**

Any student who misses 20 or more classes for a one-credit or 10 classes for a half-credit course will receive an "Incomplete" in the respective class on his quarter, semester, and final grade, presuming he is passing the course at the conclusion of the semester (for a half-credit course) and the year (for a one-credit course). The "Incomplete" will be replaced with the appropriate grade when all make up work is completed. The plan of action will be designed by the teacher of the class and will be approved by La Salle's administration. A deadline for the completed work will be given. If, by the deadline, completion of the work does not occur or is unsatisfactory, the "Incomplete" will be changed to a failing grade. At that point, La Salle's remediation

policy will become applicable. Students found in violation of the class absence policy are still required to take the semester examination on the day that it is scheduled.

## **ROSTER REVISIONS**

The course selection process requires care, consultation, and commitment on the part of the student, his parents, and the school. Students are strongly encouraged to seek the advice of their counselors and teachers before registering for the various courses. After parental approval, courses will be dropped from the student’s schedule only for serious educational reasons. As a general rule, “what you elect in March is what you will take in September.”

La Salle College High School does not advertise the first cycle of the academic year as an “official” roster revision period. Rather, it is the expectation that schedules are finalized before school starts. Adjustments to a schedule at this late time are those sanctioned by counselors in concert with parents. Except in unique circumstances, no one may drop or add a course after the first cycle in September. The first cycle is designated for taking care of class conflicts and other significant roster problems.

## **REPORT CARDS**

Report cards will be posted online in My BackPack at the end of each semester and printed at the end of the year. At the end of the academic year, a final letter grade is given which is an evaluation of the student’s work in the entire course. In semester courses, the semester mark is the final grade. The grade point average is determined at the end of each semester. **Note: Only final grades and final grade point averages appear on a student’s transcript.**

## **GRADING POLICY**

La Salle College High School uses the following letter grading system with numerical equivalents:

<b>LETTER GRADE</b>	<b>GRADE RANGE (%)</b>	<b>NUMERIC VALUE FOR A LETTER GRADE</b>	<b>GRADE POINT VALUE</b>
A+	100-98	100	4.3
A	97-93	95.5	4.0
A-	92-90	91.5	3.7
B+	89-88	89	3.3
B	87-85	86.5	3.0
B-	84-82	83.5	2.7
C+	81-80	81	2.3
C	79-77	78.5	2.0
C-	76-74	75.5	1.7
D+	73-72	73	1.3
D	71-70	71	1.0
F	69-0	60	0

The final grade for each semester consists of 80% of the student’s grade in the class at the end of the semester (made up of grades from tests, quizzes, participation, etc., as explained in the course syllabus) and 20% of the semester exam grade. In a year-long, one-credit course, the first semester and the second semester are

then averaged equally (50% + 50%) to form the final grade. The above formula is the preferred one and is used in almost every course, but there are a few exceptions. See a teacher’s syllabus for details.

### EXAMINATION EXEMPTION POLICY

A teacher has the option to exempt from final examinations any senior who has earned an “A” in each of the course’s marking periods.

### GRADE POINT AVERAGE

Each letter grade is assigned a grade point value (as above). These grade point values are increased for Honors (.5) and Advanced Placement (1) courses. Thus, an A, normally worth 4.0 in a regular course, is 4.5 for an Honors course and 5.0 for an Advanced Placement course. To find a grade point average (G.P.A.), multiply the grade point value by the number of credits for the course, add up all those figures to yield a grade point total, and divide that total by the total number of credits the student is attempting to earn. The G.P.A. is calculated to the third decimal place. Do not include courses, such as Group Advisory, where a student does not earn a letter grade. The following is an example meant to illustrate some specific points with regard to calculating a G.P.A.:

Course	Grade	Credit Value	Grade Point Value	Grade Point Total (CV x GPV)
Religion 11	B	1.0	3.0	3.0
Rhetoric and Brit. Literature	A+	1.0	4.3	4.3
Economics	A-	0.5	3.7	1.85
AP Calculus AB	A	1.0	5.0	5.0
Multimedia Production	C-	0.5	1.7	0.85
Chemistry Honors	B	1.0	3.5	3.5
United States History	C+	1.0	2.3	2.3
Phys Education/Aquatics	A	0.5	4.0	2.0

Grade Point Total ÷ Total Credit Value = Grade Point Average:  $\frac{22.80}{6.5} = 3.508$

*Note: Only final and cumulative G.P.A.s appear on the transcript.*

### ACADEMIC AWARDS

Four types of honors are awarded.

1) **Outstanding Academic Achievement Award:** This major academic award is reserved for our top students based on the final grade point average for the previous year. Only those who earn a 4.0 or higher with no grade below a “B-” will be given this award. This award is presented to each student at the annual Honors Convocation evening in the fall.

2) **Scholastic “L” Award:** All students achieving a 3.75 or better G.P.A. with no grade below a “B-” based on final yearly grades receive this award. This award is presented to each student at the annual Honors Convocation evening in the fall.

3) **Academic Excellence Award (1<sup>st</sup> semester):** This award is given at the end of the first semester to those who have achieved a 3.75 or better G.P.A. with no grade below a “B-”.

4) **Second Honors:** This academic award is presented to all students achieving a 3.5-3.74 G.P.A. with no grade below a “B-” based on final yearly grades.

## **FAILURE POLICY**

A) **Seniors: If a senior fails more than two full credits, he will not be permitted to receive a La Salle diploma.** A failure in any course must be made up before a diploma will be granted. A senior who fails more than 1 credit will not be permitted to participate in commencement. After successful remediation, a student can improve his mark by one letter grade, i.e. from an “F” to a “D”.

B) **Underclassmen: An underclassman who earns failing grades in courses that total two or more credits will not be permitted to return to La Salle.** If a student fails courses that total fewer than two credits, the failures must be removed, through remediation, from the transcript in order to continue at La Salle. After successful remediation, a student can improve his mark by one letter grade, i.e. from an “F” to a “D”.

## **REMEDATION POLICY FOR FAILURES**

All final failures must be successfully remediated in order for an underclassman to return to La Salle in the fall or in order for a senior to receive his diploma. Based on the nature of the failed course, there may be different options for remediation. During a meeting with the student and his parents, the Administrative Assistant in the Office of Academic Affairs will explain the remediation process.

Summer school courses given in public schools or other private schools that are equivalent in scope to the course failed at La Salle **or** thirty hours of tutoring for a one-credit course and fifteen hours of tutoring for a half-credit course are the options for remediation.

In the case of remediation by tutoring, the tutor must be approved by the Dean of Academic Affairs and documentation of meeting hours will be required. At the conclusion of the required hours of tutoring, the student will have to demonstrate mastery of the material. At that time, the Administrative Assistant of Academic Affairs, in consultation with the appropriate Department Chair and/or the instructor of the failed course, will administer the appropriate assessment. **This will normally be in the form of a written examination**, but the nature of the failed course may call for another assessment tool. There will be a \$30.00 fee for the administration and grading of the final assessment.

An underclassman will not receive his roster of courses for the upcoming school year, or a senior will not receive his diploma until remediation is successfully completed. **Summer remediation examinations are typically administered in mid-July. Consult the Administrative Assistant for Academic Affairs for details.**

## ACADEMIC PROBATION

Personal academic success through responsible decision-making is at the heart of La Salle's educational mission. La Salle College High School is committed to developing each student's academic potential and expects each student to work to his ability. Any student who fails or is failing one subject at the end of the First Semester **or** earns a First Semester G.P.A. of less than 2.0 will be placed on Academic Probation for the Second Semester. A letter from the Assistant Principal of Academic Affairs will be sent to the parents/guardians of the student notifying them of this matter. Parents/guardians and student will be required to meet with the appropriate Grade Level Counselor to develop a Plan of Action for the student during the first week of the new semester. The student's teacher will contribute to the development and follow-through of this plan. The plan also will include the student being assigned to the library during his free periods for the semester. At the end of this probationary semester, a student's academic performance will be reviewed. If the student has a G.P.A. of less than 2.0 in the Second Semester while on Academic Probation, his academic good standing at La Salle will be in serious jeopardy.

If a student **not** on Academic Probation finishes the school year with a Second Semester G.P.A. of less than 2.0 (and if he remediates any year-end failures during the summer), he will be allowed to return to La Salle in the fall on the condition of Academic Probation. Such a student's academic performance will be reviewed at the end of the First Semester.

Students who are on Academic Probation for two or more consecutive semesters are in serious jeopardy of not being allowed to return to La Salle College High School.

## PIAA ELIGIBILITY

La Salle College High School is a member of the Pennsylvania Interscholastic Athletic Association. A student-athlete's eligibility is determined by the standards set by both La Salle College High School and the PIAA. The academic requirements are as follows:

1. A student must pursue a curriculum defined and approved by the Principal as a full-time curriculum.
2. Throughout a semester, all student-athletes must be in good academic standing as determined by the La Salle College High School administration. An academic intervention plan will be put in place to work with student-athletes who are in danger of becoming ineligible. Ineligible students will be put on a corrective action plan and return to good academic standing prior to returning to competition.
3. Per PIAA rules, a student-athlete who is not in good academic standing when grades are checked each Friday during a semester will be ineligible to participate in athletics for at least one week. The La Salle College High School administration will extend the ineligibility period indefinitely if adequate progress is not made in the classroom by any student athlete.
4. A student must have passed at least four full-credit subjects or the equivalent during the previous grading period. (Eligibility for the first semester each year is based on a student's final grades from the preceding school year.) If a student fails to meet this requirement in the first semester, he will lose his eligibility for at least two weeks of the second semester, beginning on the first day report cards are issued. The La Salle College High School administration will review eligibility issues on an individual basis.

## NCAA ELIGIBILITY FOR ATHLETES

All student-athletes who have aspirations of playing a sport in college should be aware from the beginning of their careers at La Salle that they will have to meet very specific requirements in order to be eligible to compete in their first year of college. The minimum grade point average is based on NCAA-approved core courses. La Salle's approved courses and more details can be found on the NCAA Eligibility website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)).

## NATIONAL HONOR SOCIETY

The National Honor Society is composed of La Salle College High School juniors and seniors who have distinguished themselves in the area of scholarship, leadership, character, and service.

As determined by La Salle College High School and in accordance with the National Honor Society guidelines, a student will be invited to apply for admission to the National Honor Society if, **after five semesters**, he has:

- A minimum cumulative G.P.A. of 3.75
- Actively participated in extracurricular activities
- Significant involvement in community service
- The endorsement of three faculty members
- A record of outstanding citizenship as determined by the Dean of Students and adherence to La Salle's *Honor Code* and *Student Regulations*.

A committee of faculty and administration will review all applicants to determine acceptance.

In the spring semester, a ceremony will be held to induct new members into the La Salle Chapter of the National Honor Society. Once admitted, the student is expected to maintain the minimum G.P.A., continue his participation in activities, provide service to the La Salle community, and maintain his record of outstanding citizenship.

## CURRICULUM, CREDITS, AND COURSE SELECTION PROCESS

### PREFACE

La Salle College High School has the capacity to run over 165 courses for our students each year. Our liberal arts-based curriculum provides a solid foundation for our students to grow both intellectually and spiritually, to develop their critical thinking skills, to maximize their learning experience, and to pursue particular interests.

Both the freshman and sophomore years are essentially prescribed in order to provide a firm base in the sciences, the humanities, and a variety of skill areas. Some individualization of the academic program is made from the start to accommodate differences in ability levels in mathematics, science, and world language. The firm foundation built during the first two years of study prepares the student to make informed choices about his academic program as an upperclassman. The progression from a highly prescribed program of study to a program that allows for individual interests and natural curiosity gradually introduces the student to the need for planning, accurate self-assessment, and responsibility. The student, with guidance from parents and guardians, teachers, and counselors, can elect a number of courses in addition to the required courses in the junior and senior years. This choice allows the student to pursue a program of studies that best addresses his abilities, interests, and future plans.

The *Program of Studies* is published in January each year. Beginning in February, students consult with guidance counselors, appropriate faculty members, and parents, in order to develop a sound academic program for the coming year. In early spring, a few weeks are designated to complete the registration process. Through Group Advisory classes, administrators, and counselors guide students through the online registration process.

***NOTE: Students are urged to plan responsibly when developing their academic program for next year. Once the course selection process has been completed, roster changes will only be made for sound educational reasons. This includes changes to the second semester schedule. No student, especially seniors who will have had their college transcripts already sent to colleges with their applications, should expect a change to a second semester roster at mid-year.***

### CREDITS TO GRADUATE

**For current seniors (Class of 2023), La Salle requires 27 credits in order to graduate. For current juniors (Class of 2024) and going forward, La Salle requires 28 credits in order to graduate.** The vast majority of students will balance their loads over the four years with 7 credits per year.

Minimum requirements are as follows:

	Required Core Courses	Electives	Minimum Credits
<b>Grade 9</b>	<ul style="list-style-type: none"> <li>6 credits: English, Math, Religion, Science, History and Political Science, World Language</li> <li>.5 credit: Physical Education</li> <li>.5 credit: Introduction to Innovation and Design</li> <li>(+.1 credit: Group Advisory)</li> </ul>	optional	7
<b>Grade 10</b>	<ul style="list-style-type: none"> <li>6 credits: English, Math, Religion, Science, History and Political Science, World Language</li> <li>(+.1 credit: Group Advisory)</li> </ul>	1 credit (or more)	7
<b>Grade 11</b>	<ul style="list-style-type: none"> <li>6 credits: English, Math, Religion, Science, History and Political Science, World Language</li> <li>(+.1 credit: Group Advisory)</li> <li>(+.1 credit: College Counseling Seminar)</li> </ul>	1 credit (or more)	7
<b>Grade 12</b>	<ul style="list-style-type: none"> <li>2 credits: English and Religion</li> <li>(+.1 credit: Group Advisory)</li> <li>(+.1 credit: College Counseling Seminar)</li> </ul>	5 credits* (or more)	7 (6.5 for class of 2023)

\*Seniors: at least 2 of the 5 elective credits (besides 1 credit in Religion and 1 credit in English) must be chosen from among grade-level appropriate courses offered in Mathematics, Science, History and Political Science, or World Languages.

Notes:

- The Physical Education requirement has two parts. First, all freshmen earn .5 credit by automatically taking a course in Physical Education/Aquatics. Then, there is a requirement beginning sophomore year to play a sport, participate in intramural sports, take a P.E. course, be a team manager or statistician, or fully participate in Pep Band or as a dancer in the Spring Musical – during one academic year. See the page on Physical Education Requirements for more.
- .5 credit in Fine Arts: Students are required to complete at least a half-credit course in the Fine Arts. Half-year and year-long courses are available in visual arts and music. In addition, a Creative Writing or Public Speaking course qualifies for this requirement.
- Note: .1 credit per year in freshman and sophomore year and .2 credit per year in junior and senior year for Group Advisory and College Counseling Seminar.

OVERVIEW OF CURRICULUM

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Information Sciences and Technology</b> (min. - .5 credit)	Introduction to Technology and Design	Intro to Programming JAVA Programming AP Computer Science *- AP Computer Science Principles *+	Intro to Programming JAVA Programming AP Computer Science *- AP Computer Science Principles *+	Intro to Programming JAVA Programming AP Computer Science *- AP Computer Science Principles *+



		Digital Design Digital Design – <i>Online Course</i> Mobile Video Production Advanced Multimedia Production Introduction to Multimedia Journalism Web Design Web Design Internship Digital Design Internship Engineering Design/Advanced Introduction to Robotics Networking Essentials Introduction to Cybersecurity (*-) Cloud Fundamentals (*+)	Digital Design Digital Design – <i>Online Course</i> Mobile Video Production Advanced Multimedia Production Introduction to Multimedia Journalism WEXPtV Media Design Internship Web Design Web Design Internship Advanced Visual Communication Digital Design Internship Engineering Design/Advanced Introduction to Robotics Networking Essentials Introduction to Cybersecurity (*-) Cloud Fundamentals (*+)	Digital Design Digital Design – <i>Online Course</i> Mobile Video Production Advanced Multimedia Production Introduction to Multimedia Journalism WEXPtV Media Design Internship Web Design Web Design Internship Advanced Visual Communication Digital Design Internship Engineering Design/Advanced Introduction to Robotics Networking Essentials Introduction to Cybersecurity (*-) Cloud Fundamentals (*+) Principles of Engineering Network Design Internship
<b>English</b> (min. – 4 credits)	Introduction to Literature and Composition/Honors	American Literature and Composition/Honors Public Speaking	Rhetoric and British Literature AP English Language and Composition Creative Writing 1 African American Literature Public Speaking/Advanced	World Literature and Expository Writing AP English Literature and Composition Creative Writing 1/2 African American Literature Public Speaking/Advanced
<b>Guidance</b> (.6 credits)	Group Advisory 9	Group Advisory 10	Group Advisory 11 College Counseling Seminar 11	Group Advisory 12 College Counseling Seminar 12
<b>Mathematics</b> (min. – 3 credits, 4 recommended)	Algebra 1/Honors Algebra 2/Honors Geometry Integrated Algebra 1 and Geometry	Algebra 2/Honors Geometry Geometry/Precalculus Honors	Algebra 2 Geometry Geometry (Summer) Geometry/Precalculus Honors Precalculus/Honors Calculus Honors/AP AB/AP BC	Trigonometry and Statistics Statistics/AP Algebra 3/Trigonometry Precalculus/Honors Calculus Honors/AP AB/AP BC/3 Honors
<b>Music</b>	Introductory Music Performance	Instrumental Instruction Small Ensembles	Instrumental Instruction Small Ensembles	Instrumental Instruction Small Ensembles

(Music, Art, or substitute elective - .5 credit)	Instrumental Instruction Small Ensembles Advanced Band Freshman Chorus	Advanced Band Advanced Music Studies R&B, Funk and Latin Concepts Advanced Music Performance Honors Advanced Music Chorus/Advanced/Independent	Advanced Band Advanced Music Studies R&B, Funk and Latin Concepts Advanced Music Performance Honors Advanced Music Chorus/Advanced/Independent Music Business and Technology/Advanced	Advanced Band Advanced Music Studies R&B, Funk and Latin Concepts Advanced Music Performance Honors Advanced Music Chorus/Advanced/Independent Music Business and Technology/Advanced
<b>Physical Education/Health</b> (min. 1 credit)	Physical Education/ Aquatics	Physical Education 2 Principles of Athletic Training Physical Fitness	Physical Education 2 Principles of Athletic Training Physical Fitness	Physical Education 2 Principles of Athletic Training Physical Fitness
<b>Religion</b> (min. 4 credits)	Religion 9	Religion 10	Religion 11	Religion 12
<b>Science</b> (min. – 3 credits, 4 recommended)	Integrated Science Biology/Honors	Biology/Honors Chemistry/Honors Environmental Science Zoology Forensic Science	Chemistry/Honors AP Chemistry Physics AP Physics 1 AP Biology Environmental Science/AP Anatomy and Physiology Honors Zoology Forensic Science	AP Chemistry Physics AP Physics 1, 2 AP Physics C – Mechanics AP Physics C – Electricity and Magnetism AP Biology Environmental Science/AP Anatomy and Physiology Honors Zoology Forensic Science
<b>History and Political Science</b> (min. – 3 credits)	World History 1 AP Human Geography	World History 2 AP World History AP European History	United States History AP United States History AP European History AP American Government and Politics AP Comparative Government and Politics U.S. Civil Rights Modern East Asian Studies	AP European History AP American Government and Politics AP Comparative Government and Politics U.S. Civil Rights Modern East Asian Studies
<b>Social Sciences</b> (no minimum requirement)		Introduction to Business and Finance Personal Finance and Investment	Economics AP Microeconomics AP Macroeconomics Introduction to Business and Finance Personal Finance and Investment	Economics AP Microeconomics AP Macroeconomics Psychology AP Psychology Introduction to Business and Finance

				Personal Finance and Investment Entrepreneurship
<b>Visual Arts</b> (Music, Art, or substitute elective - .5 credit)	Foundations Art	Drawing 1/2 Painting 1 Ceramics 1 Sculpture 1	Drawing 1/2 Painting 1/2 Ceramics 1/2 Sculpture 1/2	Drawing 1/2 Painting 1/2 Ceramics 1/2; Advanced 1/2 Sculpture 1/2; Advanced 1/2 Art Portfolio 1/2
<b>World Languages</b> (min. – 3 credits, 4 recommended)	Chinese 1/2 French 1/2 Latin 1/2/2 Honors Spanish 1/2/2 Honors	Chinese 2/3 French 2/3/3 Honors Latin 2/2 Honors/3 Spanish 2/2 Honors/3/3 Honors Additional language	Chinese 3/4 French 3/3 Honors/4/4 Honors/AP Latin 3/4/4 Honors/AP Spanish 3/3H/4/4 Honors/AP Additional language	Chinese 4/4 Honors/AP French 4/4 Honors/AP Latin 4/AP Spanish 4/4 Honors/AP Additional language

**NOTES:**

1. **Course availability.** All courses listed may NOT be offered every year. Subscription and availability of instructors are factors determining course offerings. Also, our curriculum is constantly evolving. New courses, especially electives, are proposed by the faculty each year. When courses are added, there is often a need to eliminate other courses.
2. **Course rotations.** Some courses are on a rotation and are offered either in years beginning with even numbers (\*+) or odd numbers (\*-).
3. **Placements for freshmen:**
  - English – based on his entrance test scores
  - Math – Algebra 1 or based on a placement test
  - Science – based on his entrance test scores for Honors Biology or a placement test for Biology
  - History and Political Science – based on his entrance test scores
  - World Language – level 1 or based on a placement test
  - Music – based on an evaluation
4. **Academic Support.** Students with diagnosed learning differences may apply to enter the David Program, a program which offers daily support by a learning specialist. Academic Support is a half-credit course each year. See the description of the program at the end of this document.
5. **Physical Education.** There is a requirement of two half credits in Physical Education. There are multiple ways to earn those credits, however. See the explanation towards the end of this document.

**ADVANCED PLACEMENT® COURSES**

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The Advanced Placement Program has been developed by the College Board to provide high school students with a selection of college-level courses for which they may gain advanced placement or credit in college. These courses are special, college-level learning experiences that are offered over an academic year or in a

few cases over one semester. They are challenging, stimulating, and compared to other high school courses, take more time, require more work, and provide a greater depth of study in the subject area. Each department will carefully screen those students who wish to select an Advanced Placement (AP) course. Students who enroll in an AP course are expected to take the AP examination which is administered in May of each year. AP courses carry an extra quality point in the G.P.A. calculation in recognition of college-level work. Additionally, please note that AP scores are reviewed by the Administration each summer and are used, along with departmental input, to determine eligibility for AP courses in subsequent years. Therefore, make sure you maintain your best efforts right through to the end of your AP courses and testing.

## RELIGION

The Religion Department seeks to meet the religious and spiritual needs of developing adolescents. Teachers strive to become familiar with and respect the experiences of the students entrusted to their care. At the same time, the department has a responsibility to pass on the riches of the Christian faith in the Roman Catholic tradition. Within this tradition, there is a strong emphasis not only on the articulation of the essentials of faith but also on the communal liturgical celebration of faith, personal prayer, and living a moral life with special consideration toward the poor.

- **100 Religion 9: Catholic Lasallian Identity** – Freshman (required) – 1 credit/full year

This introductory course is designed to explain in detail what it means to be Catholic and Lasallian. The course explores the rich heritage of the Roman Catholic Church and will demonstrate that in and through the Church people encounter the living Body of Jesus Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church. The course also serves as an introduction to life of Saint John Baptist de La Salle, the Lasallian Mission and Lasallian educational philosophy that is imbued in our school.

- **105 Religion 10: Scripture** – Sophomore (required) – 1 credit/full year

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible, they will come to encounter the living Word of God, Jesus Christ. In this course, students will study Scriptures that identify Jesus Christ as God's ultimate Revelation to us. In learning about who Jesus is, the students will also learn whom Jesus calls them to be. In addition, students will continue to build their foundational understanding of the life and work of St. La Salle and the Christian Brothers.

- **106 Religion 11: Christian Morality** – Junior (required) – 1 credit/full year

This course examines a number of topics that are integral to the rich Roman Catholic tradition of the moral life. Centered in the Gospel of Jesus Christ, the course explores such topics as law, sexuality, the commandments, honesty, freedom and responsibility, the act of conscience, the honor due to God, the nature of sin and reconciliation. The course presents a method for moral decision-making as it challenges students to examine and pattern their lives in the light of the Gospel and Catholic Social Teaching.

- **110 Religion 12: Living the Mission** – Senior (required) – 1 credit/full year

This required course emphasizes living the core principles of Lasallian education in an understanding of contemporary adult faith. It attempts to meet the needs of older adolescents as they approach the most important decisions of their lives. Students will develop their *faith in the presence of God* through the study of contemporary spirituality and prayer. They will be introduced to the concepts and beliefs of various world religions in building an *inclusive community*. In an attempt to understand their own unique calling and to continue to develop *respect for all persons*, they will study various Christian lifestyles. Finally, students will be challenged to promote their role as Christian leaders to advocate and show *concern for poor and social justice in personal, professional, and civic life*.

## MATHEMATICS

The Mathematics Department offers the following courses in order to fulfill four general goals: first, to inculcate in our students the realization that mathematics is a complete language and a unified way of thought, not a simple series of computational skills; second, to insure that each student will be able to handle the ordinary mathematical transactions of their everyday lives; third, to develop in our students skills in the uses of technology in order to pursue mathematical investigations; fourth, to provide adequate mathematical preparation for the next phase of each student's education or career.

- **202 Algebra 1** – Freshman (required) – 1 credit/full year

This course provides a thorough foundation in elementary algebra by developing an understanding of the central ideas of variable and function, and the ability to use the language and tools of algebraic thinking to describe mathematical relations and analyze problems of many types. In addition, focus and emphasis are placed on enabling students to integrate the concepts of functions, equations, and graphs in order to apply the concepts to a variety of mathematical and real-world situations, thereby further developing their critical thinking and problem-solving abilities.

- **204 Algebra 1 (Y)** – Freshman – 1 credit/full year

Algebra 1Y is a course provided for ninth grade students who, in the opinion of the math department, need a modified course in first-year algebra. This course gives special attention to reinforcement of basic arithmetic concepts while covering the foundations in elementary algebra.

- **203 Integrated Algebra 1 and Geometry** – Freshman – 1 credit/full year

This is a course in elementary algebra 1 and geometric concepts intended for freshmen who have a strong foundation in some Algebra 1 topics but do not qualify to take Algebra 2. The usual topics of algebra 1 are treated with an emphasis on concepts and structure rather than on how to proceed. Students will end the year with a focus on geometric concepts that are generally not covered in an elementary curriculum that would have been covered in a full-year course at La Salle. Most important is that this course introduces the student to abstract mathematical thought and also to solving problems from algebra 1 concepts. By the end of the year, the students should reach a level of insight and mathematical instinct that will enable them to proceed comfortably through Algebra 2.

- **205 Algebra 1 Honors** – Freshman – 1 credit/full year

This is an accelerated course in elementary algebra intended for students who have a high degree of ability and interest. The usual topics of algebra are treated with an emphasis on concepts and structure rather than on how to proceed. Most important is that this course introduces the student to abstract mathematical thought and also to solving non-routine problems. A lot of time is spent on supplementary problems taken from various contests which enhance a student's perception and problem-solving skills. By the end of the year, the students should reach a level of insight and mathematical instinct that will enable them to proceed comfortably through subsequent upper-level advanced courses.

- **208 Algebra 2** – Freshman/Sophomore – 1 credit/full year

This course continues the arithmetic generalizations begun in Algebra 1 and explores more deeply the operations that relate numbers to one another. The students are encouraged to think of algebra as a symbolic language and to use it as a modeling tool to explore other areas of mathematics. The students

gain an understanding of number systems by examining and using the operations for relating numbers. The use of graphing calculators helps students to visualize algebraic concepts.

- 213 **Algebra 2 Honors** – Freshman/Sophomore – 1 credit/full year

This is an accelerated advanced algebra course open to superior students. It is demanding, treating the usual topics of Algebra 2 and applying these topics to problem solving. The content covered and skills acquired in this course enable the student to advance to Geometry/Precalculus Honors.

**Prerequisite:** Minimum B+ in Algebra 1 Honors and department approval.

- 215 **Geometry (Y)** – Recommended Sophomores – 1 credit/full year

This is a slower-paced Geometry course offered to sophomores who have completed an Algebra I or I Y Course and are recommended for a four-year math program ending with Trigonometry. Sophomores selected for this course will take Algebra 2/Trigonometry Part 1 as juniors, and Algebra 2/Trigonometry Part 2 as seniors. Students learn the tenets of Euclidean Geometry and apply these concepts to the solutions of real-world problems. Emphasis is placed on the development of reasoning skills and the use of logic. Effective study of topics is facilitated by the incorporation of a “master notebook,” which strengthens organization and basic study skills.

**Prerequisite:** Completion of Algebra 1 or Algebra 1Y only with teacher recommendation.

- 216 **Geometry** – Junior – 1 credit/full year

“How do I know what I know?” Geometry asks and answers this question more so than any other area of mathematical study. Within the framework of Euclidean geometry, students will develop the ability to deductively and inductively reason their way through a process by working through geometric proofs. Students will learn to recognize the workings of one geometric concept within another one, thus observing the symbiotic relationships among geometric tenants.

**Prerequisite:** Algebra 2

- 217 **Geometry (Summer)** – Sophomore/Junior – 1 credit/six weeks in summertime

This course in Geometry is offered over the summer months to allow motivated students, who enter La Salle taking an Algebra 1 course, to advance through the curriculum with the goal of taking a Calculus course before graduation. The course will cover a full year of Geometry over a six-week period, meeting five days a week for 4 ½ hours a day. Due to this intense and rigorous schedule, there will be strong prerequisites for this offering. Students will not only need to meet the prerequisites but must also need to be incredibly motivated and extremely committed. Missing one class will be problematic and missing two classes may necessitate withdrawing from the class. Upon completion of the course, students will earn a final grade that will appear on their La Salle transcript and be calculated in their G.P.A. for the subsequent fall semester.

**Prerequisite:** Minimum of an A in Algebra 1 or B+ in Algebra 1 Honors, or A in Algebra 2 or B+ in Algebra 2 Honors; and department approval

- 220 **Geometry/Precalculus Honors** – Sophomore/Junior – 1 credit/full year

This course is a highly accelerated honors curriculum involving Geometry, Trigonometry and Precalculus courses. This course must be taught at an accelerated pace to cover the enormous volume of material in a full year. Sophomores and juniors and a few exceptional freshmen are asked to do a large amount of work and study on their own time to absorb the extent and depth of the material.

**Prerequisite:** Minimum B+ in Algebra 2 Honors and department approval.

- 221 **Algebra 2 (Y)** – Junior – 1 credit/full year

Algebra 2 is a continuation of the basic concepts and skills of Algebra 1. The pace of this course enables students with difficulties in math to gain a better understanding of algebraic topics. Various learning approaches and active involvement during each lesson will be critical to a student's success. In this course, students will learn the practical applications of concepts and much of their learning will include technology, primarily with the graphing calculator. Throughout the course of the year, students will work with equations, inequalities, linear systems, matrices, factoring, radicals, polynomials, relations, functions, and various other topics.

**Prerequisite:** Geometry (Y)

- 262 **Trigonometry and Statistics** – Senior (elective)– 1 credit/full year

This full-year mathematics course is designed for students who do not anticipate taking Calculus at the collegiate level. The course will cover trigonometric functions and their applications for one semester, and introductory, non-Calculus based statistics for the other semester.

Note: Students intending to major in Mathematics, Engineering, Science, or Business are strongly encouraged to take Precalculus so that they are prepared to take Calculus in college.

**Prerequisite:** Algebra 2, Geometry, and departmental approval

- 223 **Algebra 3/Trigonometry** – Senior (elective) – 1 credit/full year

This course is a continuation of the core curriculum designed for those students who have difficulty in mathematics. This is a slower-paced Algebra II course, beginning with the development of both linear and quadratic functions. Sets of real and complex numbers will be developed as well as systems of equations. Polynomial, exponential, and logarithmic functions are studied in depth. A full course in Trigonometry follows. The six functions of angle measurements within the triangle, graphing the trig functions and the properties of right and oblique triangles will be studied.

**Prerequisite:** Algebra 2 (Y)

- 225 **Precalculus** – Junior/Senior (elective) – 1 credit/full year

This is a traditional fourth-year mathematics course for college-bound students. The course continues with the concept of functions, working extensively with trigonometric functions and their applications, along with exponential and logarithmic functions. The concepts and applications of series and sequences, matrices and probability are fully developed.

**Prerequisite:** C- or higher in Algebra 2 and department approval.



- **250 Precalculus Honors** – Junior (elective) – 1 credit/full year

This is an accelerated mathematics course designed primarily for juniors who have completed the Integrated Algebra 1 and Geometry course followed by Algebra 2. The course continues with the concept of functions, working extensively with trigonometric functions and their applications. The concepts and applications of series and sequences, matrices and probability are fully developed. Students will be introduced to the beginning concepts of Calculus such as an introduction to limits.

**Prerequisite:** A+ in Algebra 2; with departmental approval for students from Algebra 2 Honors who are not recommended for Geometry/Precalculus Honors

- **264 Statistics** – Senior (elective) – 1 credit/full year

The course is designed as an alternative mathematics elective for students opting not to take Calculus but who want a full year of rigorous math. This is a traditional fourth-year mathematics course for college-bound students who may look to go into a business, mathematical or other applicable field where statistics would be a required course. The course load will consist of introductory, non-Calculus based statistics.

The course is designed to extend students' knowledge and preparation for statistics concepts with real world applications that students will use for years to come. Students will use the skills, specifically descriptive statistics, and apply it to inferential statistics. The compilation of data graphically and numerically be used to project and interpret to make predictions about that data. The main focus of the inferential statistics will be Confidence Intervals and Hypothesis Testing.

**Prerequisite:** Algebra 2, Geometry, Precalculus, and departmental approval

- **229 Advanced Placement Statistics** – Junior/Senior (elective) – 1 credit/full year

The AP Statistics course is designed to provide you with a learning experience equivalent to an introductory college, non-calculus-based course in statistics and will introduce you to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The equivalent introductory college statistics class is typically required for majors in the fields of social sciences, health sciences, and business. This course is also an effective preparation for science, engineering, and mathematics majors whose course curriculum usually dictates upper-level calculus-based statistics. Technology will be utilized in the form of computers, computer software, and graphing calculators. Students will engage in constructing their own knowledge through the incorporation of lab activities, group problem-solving, student projects, and class presentations.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Minimum A- in Algebra 2 Honors or Precalculus Honors, minimum A in Precalculus, and department approval.

- **252 Calculus Honors** – Junior/Senior (elective) – 1 credit/full year

This course reviews analytic topics and proceeds to the study of differential calculus with applications to curve sketching, optimization, and related rates. Integrals are studied as they relate to derivatives with

applications to area and volume. The calculus of exponential, logarithmic, and trigonometric functions is examined. Problem solving skills are developed, especially in the life sciences, physics, economics, and finance.

**Prerequisite:** B+ in Precalculus, successful completion of Precalculus Honors, and department approval.

- 254 **Advanced Placement Calculus AB** – Junior/Senior (elective) – 1 credit/full year

This course is a preparation for the advanced placement Calculus AB examination. The syllabus is that prescribed by the College Board in their Calculus AB program. The ideas of limits, derivatives, and integrals are rigorously defined with appropriate applications and techniques.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Minimum B+ in Geometry/Precalculus Honors and department approval.

- 256 **Advanced Placement Calculus BC** – Junior/Senior (elective) – 1 credit/full year

This course is a more intensive examination of the basic concepts of Calculus for students who have already had Calculus AB or Introductory Calculus. The syllabus prescribed by the College Board in their BC program is covered in depth. The ideas of limits, derivatives and integrals are rigorously defined, exploring applications of each, using various teaching techniques. Besides a deeper understanding of basic Calculus through challenging applications, a wide scope of additional topics is examined, especially infinite series and differential equations.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Advanced Placement Calculus AB and department approval.

- 258 **Calculus 3 Honors** – Senior (elective) – 1 credit/full year

This course is a third year of calculus designed for students who have successfully completed Advanced Placement Calculus BC. While there is no opportunity for college credit for this course, these students will not have any gaps in their learning of various topics in calculus and will be fully prepared for the third level of calculus in college. The syllabus for this course has been developed based on the curricula of many prestigious universities, under the assumption that mathematics, engineering, or science is a student's intended major. The ideas of vectors, vector functions, vectors in calculus, partial derivatives, multiple integrals, and second-order differential equations are rigorously defined, exploring applications of each, using various teaching techniques.

**Prerequisite:** Advanced Placement Calculus BC and department approval.

**Note:** Students intending to take two Mathematics courses in one year require teacher recommendation as well as departmental approval.

## ENGLISH

The purpose of the English program is to prepare students to further their personal and formal education. The program at La Salle begins with critical reading and discussion and leads to critical analysis and writing. A direct encounter with various genres of significant world literature develops reading and thinking abilities, along with an aesthetic appreciation of literature for the present and the future. The understanding of the structural principles of literature, drama, and poetry is considered crucial to the development of organized skills in composition. A directed emphasis on the writing of individual students serves as a means for learning and further enhances critical and analytical thinking across the curriculum. Discussion and student presentations improve listening skills and the ability to communicate ideas and information.

- **310 Introduction to Literature and Composition** – Freshman (required) – 1 credit/full year

The purpose of the freshman English course is to enhance and broaden reading, discussion, composition, and vocabulary skills. Students begin their journey to learn critical thinking skills by reading and close textual analyses of appropriate short stories, novels, plays, poetry, and essays. The writing program emphasizes the process of writing, stressing mastery of the concise expository paragraph as the essential component of the complete essay. Vocabulary enrichment comes through the discovery of words in the context of the readings as well as through exercises in a standard vocabulary text. Core works include: *Of Mice and Men*, *Julius Caesar/Romeo and Juliet*, *The Old Man and the Sea*, and *The Odyssey*, among others.

- **312 Introduction to Literature and Composition (Y)** – Freshman (required) – 1 credit/full year

Introduction to Literature and Composition (Y) is offered to freshmen who, based on the recommendation of the English department, would benefit from a modified course. The purpose and content of this course do not change from the course description above. This course is designed to enhance and broaden reading, discussion, composition, and vocabulary skills. However, adjustments to classroom pacing are made to aid the students' learning.

- **314 Introduction to Literature and Composition Honors** – Freshman (required) – 1 credit/full year

A more intensive version of 310, this honors-level course accelerates the study of writing, while examining literature in a more rigorous and comprehensive manner. Core works include: *Of Mice and Men*, *Julius Caesar/Romeo and Juliet*, *The Old Man and the Sea*, *Things Fall Apart*, and *The Odyssey*, among others.

- **320 American Literature and Composition** - Sophomore (required) – 1 credit/full year

The sophomore English course consists of reading and discussing important works of American Literature, refinement of the writing skills developed in the freshman year, and continued development of the formal essay. The literature study focuses on selected major American writers, including study of fiction, non-fiction, poetry, and drama from the colonial era to the modern period. Writing assignments continue to develop in a holistic approach from the planning stages through drafting and revising, to the final essay. Such writings emphasize more selectively the formal elements of thesis paragraph, developing paragraphs, precise word, and phrase selection, use of supportive examples, and a convincing conclusion. Vocabulary study evolves contextually from the readings, along with a formal vocabulary series. Core works include: *The Adventures of Huckleberry Finn*, *To Kill a Mockingbird/The Scarlet Letter*, *The Great Gatsby*, and *The Catcher in the Rye*, among others.

- **322 American Literature and Composition Honors** – Sophomore (required) – 1 credit/full year

A more intensive version of 320, this course accelerates the study of writing, while examining a larger volume of literature in a more rigorous and comprehensive manner. Core works include: *The Adventures of Huckleberry Finn*, *The Scarlet Letter*, *To Kill a Mockingbird*, *The Great Gatsby*, *The Catcher in the Rye*, *Into the Wild*, and *Twelve Years a Slave*, among others.

- **330 Rhetoric and British Literature** - Junior (required) – 1 credit/full year

The junior year is broken up into two distinct semesters. The first will include a rigorous study of rhetorical devices and strategies and will emphasize the study of various forms of non-fiction: the formal essay, biography, editorials, and satire. A special emphasis will be placed on critical reading and argumentative essay writing. The second part of the junior curriculum will be a survey of the British literary tradition with an emphasis on using the rhetorical skills developed in the first semester. Additionally, the skills associated with research papers are learned throughout the year in a variety of smaller, specifically focused assignments, using the school's academic computer network. Core works include: *The Tipping Point*, *Freakonomics*, *Beowulf*, *Canterbury Tales*, *Macbeth*, *Frankenstein*, and *Gulliver's Travels*, among others.

- **335 Advanced Placement English Language and Composition** – Junior (elective) – 1 credit/full year

This course combines the English 3 Rhetoric and British Literature course with Advanced Placement English Language and Composition, including preparation for the College Board Advanced Placement examination in English Language taken in late spring. First semester includes a rigorous study of rhetorical devices and strategies and emphasizes the study of various forms of non-fiction: the formal essay, biography, editorials, and satire. Special emphasis is placed on critical reading and essay writing, including rhetorical analysis, argumentative, and synthesis essays. The study of rhetoric and preparation for the Advanced Placement examination continues throughout the second semester and a survey of British Literature is added, including drama, novels, poetry, and essays by British writers. In addition, students write a research paper and work on college entrance essays. Core works include: *The Tipping Point*, *Freakonomics*, *Amusing Ourselves to Death*, *The Language of Composition*, *Beowulf*, *Canterbury Tales*, *Macbeth*, *Frankenstein*, and *Gulliver's Travels*, among others.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Permission of Sophomore English teacher, AP English Language and Composition teacher and English Department.

- **340 World Literature and Expository Writing** – Senior (required) – 1 credit/full year

This course revolves around the close and critical reading of, in-depth discourse on, and formal essay writing in response to world literature from a variety of eras and authors. The first semester focuses on classical and medieval works while the second semester moves from Shakespeare to major works of the twentieth century. Writing instruction continually reviews the basic elements of composition learned in the previous three years while moving the students toward a command of more sophisticated techniques and complex skills. Students write frequent analytical essays based on assigned literary texts and occasional informal personal essays. Core Works include: *Greek Tragedies*, *The Inferno*, *Hamlet*, *Chronicle of a Death Foretold*, *The Stranger*, and *Dubliners*, among others.

- **345 Advanced Placement English Literature and Composition** – Senior (elective) – 1 credit/full year

The Advanced Placement English course is a more intensive version of the regular senior English class. As such, students study a greater number of works in more depth. Its aim is to broaden the students' understanding and appreciation of the sophisticated themes and distinguishing stylistic differences in literature. The course is a preparation for the Advanced Placement examination in English Language and Literature. Core works include *Greek Tragedies*, *Hamlet*, *Chronicle of a Death Foretold*, *The Stranger*, and *Dubliners*, among others.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Permission of Junior English teacher, AP English teacher and English Department.

- **350 Creative Writing 1** – Junior/Senior (elective) – .5 credit/semester

This course offers students the opportunity to develop competence in the writing of fiction, poetry, and drama. All students in the course complete written assignments in these three genres and develop a substantial independent project in one of them. The course seeks to develop both aesthetic appreciation and accomplished performance in writing. Students also study related creative fields, including the fine arts, music, film, and computer multi-media. Publication is an important emphasis in the course.

**Prerequisite:** Sophomores and Juniors may apply with permission of instructor.

- **352 Creative Writing 2** – Senior (elective) – .5 credit/semester

This workshop style course consists of engaging in critical discussion of student poetry or fiction and presenting written review of the work up for discussion. Other elements of the course include outside reading suggested by the instructor that could help shape the student's work and editing of and hopeful publication in *Gazebo*.

**Prerequisite:** Creative Writing I and permission of the English Department.

- **376 African American Literature** – Junior/Senior (elective) – .5 credit/semester

This course, open to juniors and seniors, focuses on the literature, history, and culture of African Americans. It includes works of fiction, non-fiction, and music from four hundred years of Black writers, focusing on the importance of the African American experience and voice, in American history and culture. The class will focus thematically on folktales and the literature of slavery; embracing freedom and turn-of-the-century literature; Harlem Renaissance; post-Renaissance and early voices of protest; Civil Rights era literature; contemporary literature. The major work will be Ralph Ellison's *Invisible Man* and will be supplemented by authors such as Paul Laurence Dunbar, Langston Hughes, James Baldwin, and Toni Morrison.

- **380 Public Speaking** – Sophomore/Junior/Senior (elective) – .5 credit/semester

This course is for the student who wants to acquire self-confidence and poise while developing formal oral communication skills. Emphasis is placed on speech structure, organization, research, and delivery

required in public speaking. The student is encouraged to develop his own thoughts, feelings, and personal attitudes into an effective message.

- **382 Advanced Public Speaking: Interpretation, Rhetoric, and Argumentation** – Junior/Senior (elective)  
– .5 credit/semester

This course is designed for the student looking to develop advanced public speaking skills. Specifically, this course will concentrate on various techniques interpreting literature, the construction of sound arguments, recognition of logical fallacies, advanced persuasion techniques, and the refutation of arguments. Additional emphasis will be placed on both verbal and physical delivery skills. This course meets every other day for the entire school year.

**Prerequisite:** Approval by instructor required

## WORLD LANGUAGES

Our proficiency-oriented classes in world languages stress the four skills of listening, speaking, reading, and writing. The context of the lessons helps students to understand and appreciate diverse cultures, which prepares them for life in a pluralistic society. Teachers use the target language as much as is appropriate to the level of the class. La Salle College High School requires a three-year sequence of high school level study in one language: Chinese, French, Latin, or Spanish. After the freshman year, students may elect to take a second world language along with their required modern language. For example, Latin is a popular elective that is taken along with another world language. All language courses are offered based on sufficient enrollment.

- **402 Spanish 1** – Freshman – 1 credit/full year

This proficiency-oriented course focuses on developing the language skills of listening, speaking, reading, and writing. The principal objectives of the course include practicing learned oral language skills in structured conversation, acquiring a strong foundation in Spanish vocabulary and grammar, and becoming familiar with the varied aspects of Hispanic culture.

- **404 Spanish 2** – Freshman/Sophomore – 1 credit /full year

This course continues the development of proficiency in the basic language skills of listening, speaking, reading, and writing. The Spanish 2 course builds on the language and grammar that was taught in the first year. The study of Hispanic culture is continued.

**Prerequisite:** Successful completion of Spanish 1 or equivalent.

- **407 Spanish 2 Honors** – Freshman/Sophomore – 1 credit /full year

This course continues the development of proficiency in the basic language skills of listening, speaking, reading, and writing. The foundation of vocabulary and grammar of the Spanish 1 course is built upon. The study of Hispanic culture is continued. The content is similar to that of the regular Spanish 2 course, but the pace is accelerated, the expectation of classroom participation is higher, the evaluation of all skills, including oral proficiency, is stricter, and supplementary materials are added.

**Prerequisite:** Final average of A- or higher in Spanish 1 and teacher recommendation.

- **408 Spanish 3** – Sophomore/Junior – 1 credit/full year

Spanish 3 immerses the student in a primarily Spanish-speaking environment by following the proficiency-based series utilized in Spanish 1 and 2. It is a course that completes the three-year sequence of the textbook series used in Spanish 1 and 2. Students progress from tightly guided exercises to less structured tasks in such a way that independence and confidence in oral and written communication are gradually achieved. At the Language 3 level, the students' exploration of Culture (music, art, literature, and history) and everyday life continues to be integrated with their acquisition of language.

**Prerequisite:** Successful completion of Spanish 2.

- **411 Spanish 3 Honors** – Sophomore/Junior – 1 credit/full year

The Spanish 3 Honors course is for the highly motivated student. The course continues the high expectations of the Honors program. This challenging course is conducted almost entirely in Spanish and students are expected to respond accordingly. Class participation is an important component. Accuracy of grammar, pronunciation and comprehension are emphasized. This course is a prerequisite for the Advanced Placement course, which ideally is taken in the student's senior year. Culturally, students are exposed to a wider range and variety of topics and begin to read longer and more complicated literary selections.

**Prerequisite:** Final average of A- or higher in Spanish 2 Honors and teacher's recommendation.

- 412 **Spanish 4** – Junior/Senior – 1 credit/full year

The main goals of this course are to further the student's proficiency in listening comprehension, conversation, reading and writing. Through videos, selected readings, and discussion, the student learns about the diversity of the people, customs, and cultural heritage of the Spanish-speaking countries, and also refines his pronunciation. There is an emphasis on learning to use the spoken and written language for everyday communication. Emphasis is also placed on learning about and understanding the culture and history of the countries where the language is spoken. The course includes a review of grammar where necessary and also explanations and practice of advanced grammar not included in the first three levels of study.

**Prerequisite:** Final average of C in Spanish 3 and teacher's recommendation.

- 413 **Spanish 4 Honors** – Junior\*/Senior – 1 credit/full year

This honors course serves as a capstone experience for the students who have navigated the first three levels of Spanish, including Spanish 3 Honors, with great success. Qualified juniors should take this course in preparation for AP Spanish in their senior year. The students will continue to develop all four language skills, with an emphasis on speaking and listening, as well as analyzing some of the more advanced grammatical structures. Cultural themes (e.g., music, film, art, and literature), current events and social justice issues in the Spanish-speaking world will be the context for the course. Spontaneous and interactive conversation, as well as varied performance assessments, will challenge the students.

**Prerequisite:** Final average of A- or higher in Spanish 3 Honors and teacher's recommendation.

**\*NOTE: This course is the preferred sequence for sophomores in Spanish 3 Honors. They may then take AP Spanish or Spanish 5 in their senior year.**

- 414 **Advanced Placement Spanish** – Junior/Senior – 1 credit/full year

The equivalent of a 300-level college course in Spanish conversation and composition, this course prepares the student to take the Advanced Placement examination of the College Board. The course stresses oral skills, listening comprehension, reading comprehension and composition in Spanish presented within the framework of Hispanic cultures. It offers academic, social, and cultural insights so as to prepare students to think critically, to compare and contrast perspectives and practices between English-speaking and Spanish-speaking people. Extensive reading of and listening to authentic sources are used to engage student in the communicative tasks of making cultural connections and comparisons.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.



**Prerequisite:** A- or higher in Spanish 3 Honors or B+ or higher in Spanish 4 Honors, teacher's recommendation, and completion of required summer work.

- **416 Spanish 5 Honors (Independent Study)** – Senior – .5 credit/full year

Spanish 5 is a literature course intended for students who have completed Spanish 4 Honors or AP Spanish in their junior year. There is a continued emphasis on developing proficiency in speaking, reading, and writing in Spanish.

**Prerequisite:** Final average of A or higher in Spanish 4, B+ or higher in Spanish 4 Honors or AP Spanish, and teacher's recommendation.

- **420 French 1** – Freshman – 1 credit/full year

This course stresses basic grammar, practical vocabulary, and sentence structure with the aim of communication. The four basic skills are emphasized throughout the year: listening, speaking, reading and writing. The focus of this class is on real-life language use, the integration of French and Francophone culture and language. During class time, students should expect to engage in group and pair work, and to actively participate in class.

- **422 French 2** – Freshman/Sophomore – 1 credit/full year

French 2 continues the development of basic proficiency in the skills of listening, speaking, reading, and writing French. Through the video and CD program, students see and hear young French people going about their daily lives in Paris and other areas in France and the French-speaking world. The textbook and workbooks provide practical reading and writing practice.

**Prerequisite:** Successful completion of French 1 or equivalent.

- **426 French 3** – Sophomore/Junior – 1 credit/full year

This course continues to offer opportunities to improve the students' abilities in listening, speaking, reading and writing in French. Vocabulary is expanded, and students learn to express attitudes and opinions and to exchange information in a more complex manner using varied structures and expressions. Students continue to study on real-life language use, the integration of French and Francophone cultures and language along with the more advanced grammatical concepts. During class time, students should expect to engage in group or pair work.

**Prerequisite:** Successful completion of French 2.

- **427 French 3 Honors** – Sophomore/Junior – 1 credit/full year

In addition to the accomplishing the French 3 goals, the French 3 (H) student (1) demonstrates effective linguistic understanding and performance within given contexts for specific purposes; (2) takes risks when expressing himself in the language; (3) works toward and achieves higher levels of accuracy in using the basic structures of the language; (4) appreciates and can articulate the cultural contributions of

different linguistic communities; (5) consistently exceeds the requirement when expressing himself in speaking and writing.

**Prerequisite:** A- in French 2

- 428 **French 4** – Senior – 1 credit/full year

This course furthers the student's proficiency in writing, conversation, reading and listening. Through videos, selected readings, and discussions, the student learns about the diversity of the people, customs, and cultural heritage of French-speaking countries, and also refines his pronunciation. The focus of this class is on real-life language use, through the integration of French and French culture.

**Prerequisite:** Successful completion of French 3.

- 430 **French 4 Honors** – Senior – 1 credit/full year

In this course students continue to develop proficiency in writing, speaking reading and listening. The four basic skills are emphasized throughout the year as students expand their vocabulary while mastering more complex grammatical structures and creative writing. Students learn to write paragraphs and short essays through directed writing activities. Readings include short stories, poems, newspapers, and movies which give students understanding of and insight into French history and culture. The focus of this class is on real-life language use, the integration of French and Francophone cultures and language. During class time, students should expect to engage in group or pair work.

**Prerequisite:** Final average of B or higher in French 3, and teacher's recommendation.

- 432 **Advanced Placement French** – Junior/Senior – 1 credit/full year

The equivalent of a 300-level college course in French conversation and composition, this course prepares the student to take the Advanced Placement examination of the College Board. The course stresses oral skills, listening comprehension, reading comprehension, and composition in French within the framework of French-speaking culture.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** A final average of an A- or higher in French 3 or a B+ or higher in French 3 Honors, and teacher's recommendation.

- 434 **French 5 Honors (Independent Study)** – Senior – .5 credit/full year

This is an independent study course intended for students who have completed French 4 in their junior year. The focus of the course is on French history, literature, poetry, film, and culture. There is a continued emphasis on developing proficiency in speaking, reading, and writing French. Students meet regularly with the teacher to discuss reading and audio-visual assignments, develop proficiency in conversation and to reinforce advanced grammar. Students are expected to complete reading assignments and watch the relevant films during the summer break prior to the start of the course.

**Prerequisite:** Final average of B in French 4, and teacher's recommendation.

- **480 Latin 1** – Freshman – 1 credit/full year

This course offers the students a chance to study a language and culture that has heavily influenced the English language for more than 2000 years. The students will read Latin selections which slowly build their confidence and vocabulary until they are able to read and understand the Latin with a minimum of translation. Additional oral work is given in class to enhance the text, and students learn much about Roman culture and history from their reading. Vocabulary and graded grammar work are stressed and students come away from Latin 1 with a stronger command of English vocabulary through the study of derivatives from Latin.

- **483 Latin 2** – Sophomore – 1 credit/full year

Latin 2 is an intermediate course which features a heavier emphasis on grammar and vocabulary. Latin 2 includes increased work in verb forms, including the perfect tense and the passive voice, and throughout the year a cultural emphasis is placed upon Greco/Roman mythology along with Roman history. Vocabulary continues to be an important component of the course, and students will work with forms that they'll see again in Caesar and other Roman writers.

**Prerequisite:** Successful completion of Latin 1.

- **484 Latin 2 Honors** – Sophomore – 1 credit/full year

Latin 2 Honors is an honors course which takes the material in the regular intermediate course and moves it along at a faster rate, and additionally covers the cultural material in the text for which a regular course cannot find time. Like Latin 2 it features a heavier emphasis on grammar and vocabulary, and includes increased work in verb forms, including the passive voice, and throughout the year an emphasis is placed upon the culture of the Romans along with their history. Vocabulary continues to be an important component of the course, and students will work with forms that they'll see again in Caesar and other Roman writers.

**Prerequisite:** A grade of B+ in Latin I and permission of the instructor.

- **485 Latin 3** – Junior – 1 credit/full year

At the Latin language 3 level, students progress from tightly guided exercises to translating Roman authors. In this way independence and confidence in written communication, along with understanding written Latin, are gradually achieved. Students progress from the second level text to the third level, then through the prose of Livy, Caesar, Cicero, and then the poetry of Catullus, Horace, and Vergil. The students' exploration of culture, music, art, literature, and history enlivens the Latin prose and poetry they read. Latin 3 helps prep the students for the AP Latin class.

**Prerequisite:** Successful completion of Latin II and permission of the instructor.

- **486 Latin 3 Honors** – Junior – 1 credit/full year

The honors students in level three Latin progress from guided reading and exercises to translating authentic Latin. They build confidence and independence with understanding written Latin and by reading and translating Roman authors. Students' progress from the second level text to the third level, then through the prose of Livy, Caesar, Cicero, and the poetry of Catullus, Horace, and Vergil. The students' exploration of culture, especially toward the end of the year as they deal with Medieval Latin

in the *Carmina Burana* (encompassing music, art, literature, and history) and everyday life continues to be integrated with their acquisition of language. Latin 3 Honors helps prepare the students for the AP Latin class.

**Prerequisite:** A grade of B+ in Latin 2 Honors (A in Latin 2) and permission of the instructor.

- 488 **Latin 4** – Junior/Senior – 1 credit/full year

As a high-level course in the Latin program at La Salle, Latin 4 reviews grammar points of importance from the first three years, and the morphology and syntax of nouns and verbs so that students ultimately, by year's end, read and appreciate a small variety of Roman authors, particularly Eutropius and his *Breviarium ab urbe condita*. Beginning with a review of grammar and syntax, Latin 4 works with vocabulary and looks closely at how Latin words evolved into English words, how prefixes and suffixes affected them, and how those words are important for readers and writers of English. Latin 4 also looks into the historical periods of the late Republic and Early Empire of Rome, and views these through the lens of film and historical fiction.

**Prerequisite:** a grade of B or higher in Latin 3, and permission of the instructor.

- 489 **Latin 4 Honors** – Junior/Senior – 1 credit/full year

As the capstone course in the Latin program at La Salle, Latin 4H is designed to review grammar points of importance and the morphology and syntax of nouns and verbs designed to enable students to read and appreciate Roman authors. Beginning with a brief review of grammar and syntax, Latin 4H quickly proceeds to students reading excerpts from Roman authors, specifically the histories of Eutropius, Cicero, and Caesar, a unit on the poetry of Catullus, Horace, Ovid, and Vergil, then historians of the Empire, particularly Suetonius and the Emperor Augustus. Finally, some later Latin is given, with excerpts in the writings of Petronius and Pliny. Through all these writings, intensive work is done on the grammar and syntax of Latin, and juniors who take Latin 4H can try for the AP course in their senior year.

**Prerequisite:** A grade of B+ or higher in Latin 3 Honors or an A in Latin 2, and permission of the instructor.

- 487 **Advanced Placement Latin** – Senior (elective) – 1 credit/full year

Advanced Placement Latin is a college-level course that helps students develop their linguistic competence and analytical skills through various activities: precise, literal rendering of prepared poetry and prose; reading with comprehension of sight passages, both poetry and prose; and written analyses that reflect the results of critical reading in clear and coherent arguments supported by textual examples.

The Latin texts that are read allow students to encounter some of the central people, events, and literary genres of Roman times, focusing on the core periods of the late Republic and the early Empire. Students will read from Vergil's *Aeneid*, one of the most important works in Latin literature, and an excellent example of Latin poetic style, and from Caesar's *Gallic War*, a fine example of Roman historiography and a discussion of ancient culture and ethnicity. English readings from Vergil's *Aeneid* and Caesar's *Gallic War* are also included in the required syllabus in order to put the Latin excerpts in a significant context. Using these authors and works as a base, the course helps students reach beyond translation to read with critical, historical, and literary sensitivity.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Permission of the instructor.

- 491 **Chinese 1** – Freshmen – 1 credit/full year

This is an introductory course for *motivated students who are open to a very different language-learning experience of a non-Romance language*. The dialect taught is Mandarin as spoken in Beijing, which is accepted worldwide as the standard for Chinese. Students will develop the ability to engage in conversations on every-day topics with emphasis on proper grammar, pronunciation, and colloquial expressions. There will be a gradual introduction to reading and writing the Chinese characters. Chinese customs and culture will be explored throughout the course.

**Prerequisite:** For students who take this class as an elective in addition to another modern language course, they need a grade of C or better in the modern language class and teacher recommendation.

- 492 **Chinese 2** - Sophomore – 1 credit/full year

This course is a continuation of Course 491, Chinese 1. Students will continue the development of conversational skills with increasingly more difficult topics, more complex grammatical patterns, and expanded vocabulary. Increased emphasis will be placed on the reading and writing of Chinese characters. Chinese will be used in the conduct of the as much as possible. The integration of Chinese history, customs, and culture will continue to be integrated throughout the course.

**Prerequisite:** Successful completion of Chinese 1 and the recommendation of the teacher.

- 493 **Chinese 3** - Junior – 1 credit/full year

This is an intermediate level course, which builds on the skills developed in previous courses. Classes will be conducted entirely in Chinese to the extent possible. Increased emphasis will be placed on reading and writing skills in addition to the continued development of oral skills needed to function in day-to-day real-life situations. Modern Chinese slang will be integrated into the expanding vocabulary. Chinese history and culture will continue to be a part of the overall learning experience.

**Prerequisite:** Successful completion of Chinese 2 and the recommendation of the teacher.

- 494 **Chinese 4** - Senior – 1 credit/full year

Chinese 4 completes the four-year curriculum in Chinese. This course uses collections of essays as the focus. Emphasis is on reading and discussions in Chinese on the readings. Periodic assessments test the students' knowledge of an expanded vocabulary of characters as well as correct usage of language patterns.

**Prerequisite:** Successful completion of Chinese 3 and the recommendation of the teacher.

- 495 **Chinese 4 Honors** - Senior – 1 credit/full year

This honors course offers a capstone experience for students who have navigated the first three levels of Chinese with great success. Students are expected to further develop proficiency in speaking, reading, writing, and listening. The emphasis in this course is on learning and practicing through the study of authentic materials and negotiating meanings using the target language. Students are encouraged to participate in pair discussions and presentations, create video clips, skits, and reports, and engage in various writing activities, including essays, emails, notes, and diaries. The course also offers students the opportunities to hone keyboarding skills in Pinyin and handwriting skills in Chinese characters.

**Prerequisite:** Final average of B+ or higher in Chinese 3, and teacher's recommendation.

- **496 Chinese 5 Honors** - Senior – .5 credit/full year

Chinese 5 is an independent-study course intended for students who have completed Chinese 4 in their junior year. It emphasizes proficiency development in speaking, reading, listening, and writing through topics presented within the frameworks of Chinese cultures. The course helps students develop cultural competence by integrating the target language, Chinese cultural knowledge, practices, and perspectives into instruction. Students are expected to create a digital portfolio with artifacts and documents using the target culture to demonstrate their language proficiency and cross-cultural awareness. The course is conducted almost exclusively in Chinese.

**Prerequisite:** Permission of the instructor.

- **497 Advanced Placement Chinese** - Senior – 1 credit/full year

Advanced Placement Chinese is a college-level course that helps students develop their communication skills and cultural competence through practicing at the Intermediate range across the three communication modes; interpretive, interpersonal, and presentational as described in the *ACTFL Performance Descriptors for Language Learners*. The course creates an authentic language environment where authentic auditory, video, and reading materials expose and engage students to apply the target language and participate in discussions. Students will also develop high-level comprehension skills throughout the school year, such as predicting, inferring, comparing and contrasting, synthesizing, and evaluating while presenting their perspectives on cultural products and practices.

**Prerequisite:** Permission of the instructor.

## SCIENCE

Upon completion of a full science program, the La Salle student has the knowledge to critically observe and understand much of his world from an educated scientific point of view. By questioning, observing, interpreting, and communicating scientific information, the student approaches the outside world and its problems with the curiosity and openness needed to become a critical thinker.

- **501 Integrated Science** – Freshman – 1 credit/full year

This course gives freshmen an introduction to scientific study. The class will go into detail about the nature of science with an emphasis on hands-on application of the scientific method. Students will learn how to write professional lab reports. The course will also introduce students to keystone concepts of Physics, Chemistry, and Biology. This course is structured to prepare students for the science requirement at La Salle College High School.

- **505 Biology Honors** – Sophomores and selected Freshmen – 1 credit/full year

This course provides an opportunity for students to study life with a detailed emphasis on the biochemical processes. (An introduction to Biochemistry is used to help explain the processes of life.) Using the scientific method, the students investigate evolution, animal, and plant morphology and systemics. Student assessment is determined by tests, lab work and reports, homework, independent and group projects. The student is expected to express himself in detailed essay answers in order to show a higher level of concept recognition. Satisfactory performance demands a minimum daily allotment of 30 minutes of study time.

**Prerequisite:** Minimum 3.3 in Math; honors-level math strongly encouraged; A or A+ in Integrated Science; department approval

- **506 Biology** – Sophomores and selected Freshmen – 1 credit/full year

This course provides the opportunity for students to study the biochemical basis of life, evolution, animal, and plant morphology and systemics, using the scientific method as a mode of investigation. This course is designed to follow Integrated Science and uses an introduction to biochemistry to help explain the process of life.

- **510 Chemistry** – Sophomore\*/Junior – 1 credit/full year

This course is an introductory presentation of the fundamental concepts and experimental techniques of modern Chemistry. Using a hands-on application of the scientific method, the course material provides support for the principles on which Chemistry is based and substantiates the important interrelationship between experimentation and fact. When successfully mastered, the student will be able to validate, apply, and interpret the conceptual theory.

\* With departmental approval.

- **511 Chemistry Honors** – Sophomore/Junior – 1 credit/full year

This course follows the outline of topics for Chemistry 510. This is an HONORS course that emphasizes, at an accelerated pace, the mathematics of Chemistry, as well as the theory. In order to prepare the students for the Advanced Placement course, a more in-depth understanding of the topics is stressed.

Student assessment is determined by tests, lab work and reports, homework, and outside reading assignments. The student is expected to express himself in detailed essay answers, as well as traditional short answer responses. Satisfactory performance in the course demands a daily allotment of 30 minutes study time.

**Prerequisites:** Minimum 3.3 average in both math and science courses, honors-level math is strongly encouraged; departmental approval

- **512 Advanced Placement Chemistry** – Junior/Senior (elective) – 1 credit/full year

The course is designed for students who, having mastered two semesters of Chemistry, desire to expand their knowledge of modern Chemistry. The Advanced Placement student is exposed to an in-depth study of chemical principles and their applications. The following topics will be integrated to allow the student to critically evaluate the chemistry of particular substances: atomic theory, bonding, thermodynamics, equilibrium, kinetics, electrochemistry, acid-base theory, organic and nuclear chemistry.

This course is equivalent to a first-year college Chemistry course and is strongly recommended for prospective science majors and engineering and pre-medical students. Class will meet for the *equivalent* of four lecture periods and two double lab periods per cycle.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Minimum A- in Chemistry Honors or A+ in Chemistry; minimum GPA of 3.5 in both math and science courses; honors-level math and science are strongly encouraged; department approval

- **514 Physics** – Junior/Senior – 1 credit/full year

This course is a non-calculus-based Physics course that examines a variety of concepts in preparation for advanced Physics classes. This course is especially appropriate for students considering a college major in science or engineering but is available to qualified students who wish to obtain a thorough understanding of basic Physics principles. It includes not only concept knowledge, but also stresses problem-solving using algebra, geometry, and trigonometry. Students are evaluated by means of testing, laboratory reports, and homework assignments.

**Prerequisite:** Minimum **2.0 average** in Math courses; department approval

- **520 Advanced Placement Physics 1** – Junior/Senior – 1 credit/full year

This course is for qualifying students who have not taken physics at La Salle. This course is a rigorous college-level physics course that is to prepare students for college work in engineering and the sciences. Topics covered are similar to those covered in first semester of Physics but at a much deeper level. Additional topics include rotational dynamics, and angular momentum. The course is structured to prepare students to take the Advanced Placement Physics 1 test. Junior students completing this course could then continue on their study of physics by taking AP Physics 2 (#521) or AP Physics C (#518). Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.



**Prerequisite:** Minimum 3.5 average in both math and science courses; honors-level math and science are strongly encouraged; department approval

- **521 Advanced Placement Physics 2** —Seniors—1 credit/full year

AP Physics 2 is the next course in a sequence for students who successfully complete AP Physics 1. This course is a rigorous college-level physics course that is to prepare students for college work in engineering and the sciences. Topics covered are similar to those covered in the second semester of Physics but at a much deeper level. Additional topics include thermodynamics, fluid mechanics, electromagnetics, and atomic and nuclear physics. The course is structured to prepare students to take the Advanced Placement Physics 2 test.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Minimum grade of an A+ in Physics or a B+ in AP Physics I and a minimum **3.5 average** in math courses; honors-level math is strongly encouraged; department approval

- **522 Advanced Placement Physics C – Mechanics** – Senior (elective) – .5 credit/one semester

**NOTE: This course is offered in the first semester each year to students who have completed a Calculus course. If there are sufficient requests, a second section may run in the second semester for those students who will have completed the 1<sup>st</sup> semester of Calculus during their senior year.**

This is a second-year Physics course designed for students planning to take the Advanced Placement Physics C – Mechanics exam. It is particularly useful for future science/engineering majors. The semester is devoted to Mechanics, including several topics at a Calculus level. Problem solving is intensely stressed.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Minimum grade of A+ in Physics or a B+ in AP Physics 1; a minimum of a B+ in at least one semester of Calculus (since the course is heavily math dependent, AP-level math is strongly encouraged); departmental approval

- **523 Advanced Placement Physics C – Electricity and Magnetism** – Senior (elective) – .5 credit/one semester

**NOTE: This course is offered in the second semester each year.**

This is a second-year Physics course designed for students planning to take the Advanced Placement Physics C- Electricity and Magnetism exam. It is particularly useful for future science/engineering majors. The semester is devoted to Electricity and Magnetism, which relies very heavily on Calculus. Problem solving is intensely stressed.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Minimum grade of A+ in Physics or a B+ in AP Physics 1; a minimum of a B+ in at least one semester of Calculus (since the course is heavily math dependent, AP-level math is strongly encouraged); departmental approval

- **527 Anatomy and Physiology Honors** – Junior/Senior (elective) – 1 credit/full year

This course includes the study of the structure and functions of the human body, with special emphasis on the muscular, skeletal, and nervous systems. Using a problem-based approach, students investigate the regions of the body in a holistic rather than in a systemic manner. Dissection model is the cat. Tests, class participation and presentations are used to evaluate the student.

**Prerequisite:** B or higher in Science classes taken; department approval

- **530 Advanced Placement Biology** – Junior/Senior (elective) – 1 credit/full year

This course is patterned after the suggested curriculum for Advanced Placement Biology. Student evaluation is based on tests, independent readings, and lab performance. The course represents two introductory college level biology courses with an emphasis on the following topic areas: the process of evolution which drives the diversity and unity of life; biological systems which utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; living systems which store, retrieve, transmit, and respond to information essential to life processes; and biological systems which interact and their interactions possess complex properties.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Minimum 3.5 GPA in biology and chemistry courses; honors-level science is strongly encouraged; departmental approval

- **540 Environmental Science** – Sophomore/Junior/Senior (elective) – 1 credit/full year

This course is designed for students who desire an elective that explores scientific principles in depth and applies course concepts to field investigations and lab activities. The focus of the course is on ecology and it will investigate the scientific principles, concepts, and methodologies required to understand the interrelationships that exist in the natural world. By studying scientific foundations of geology, hydrology, meteorology, and ecology, students will understand the many facets of environmental science, including the dangers of air and water pollution, nuclear energy, and the fragile nature of the biosphere.

**Note:** Recommendation that students have a C average in science; departmental approval may be necessary.

- **545 Advanced Placement Environmental Science** – Junior/Senior (elective) – 1 credit/full year

This course is designed to be the equivalent of an introductory college course in Environmental Science. The class gives qualified and interested students an introduction to the ecological principles of Environmental Science through the use of a lab program, field trips, and independent research, in addition to traditional teaching and learning techniques. By taking an interdisciplinary approach, studying scientific foundations of geology, hydrology, meteorology, and ecology, as well as concepts from economics, politics, and sociology, students will understand the many facets of Environmental Science.

The course also focuses on the benefits and rewards of our technology as well as the dangers of air, water, and soil pollution, nuclear energy, and the fragile nature of the biosphere.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Minimum G.P.A. of 3.33 in all science and math courses; no science or math grade lower than a B; department approval

- 557 **Zoology** – Sophomore/Junior/Senior (elective) -- .5 credit/semester

Zoology is the study of all things dealing with animals. This course will include the recognition and classification of animals their anatomy, physiology, development, histology, ecology, behavior, and evolution. This course will focus on how body plans have changed over time resulting in the diversity of animals. An understanding of form and function allows students to study how animals have evolved over time and relate animals to their particular role in the ecosystem. Students will also be able to develop an understanding of how all organisms are interconnected. Students should come to realize that humans can positively and negatively impact animal populations and diversity.

**Prerequisite:** Completion of Biology, department approval

- 558 **Forensic Science** – Sophomore/Junior/Senior (elective) -- .5 credit/semester

Forensic Science is any science that is used for the purposes of criminal or civil laws. Forensic Science is currently used worldwide to aid in the resolution of civil disputes, the enforcement of criminal laws and/or regulations, and to help protect public health. Forensic Science is truly a comprehensive Science, as it combines the principles of Physics, Chemistry, Biology, Environmental Science, Anatomy / Physiology, and other sciences. The main focus of this course is for students to learn the basics of multiple science disciplines, as well as law principles, that together comprise the field of Forensic Science. Students enrolled in the course will engage in lectures, labs, case studies, online activities, and professional visits.

**Prerequisite:** Completion of Biology; cumulative G.P.A. of 3.0 in Science courses; department approval

## HISTORY AND POLITICAL SCIENCE

The History and Political Science Department at La Salle College High School offers a program of study centered upon the importance and significance of history. All students take a three-year sequence of survey courses in World Civilizations, Western Civilization, and United States History. Within these surveys, students are introduced to the rise, development, and organization of great civilizations. Completing these core courses then leads the students to study the great issues of the 21st century. Students search for meaning in the past by using a wide variety of primary and secondary sources. Writing is used extensively across the History and Political Science department curriculum. This will provide opportunities for students to explain, evaluate, and criticize the ideas and actions of people across time and cultures.

- **601 World History 1** – Freshman (required) – 1 credit/full year

This is the required course for freshmen. The course surveys the history and cultures of the world from the dawn of civilization to 1800, with attention to major cultural, social, religious, economic, and political trends within each civilization. The course follows the rise of great civilizations across the globe, and analyzes how they flourished, as well as the problems they encountered. The emergence of European civilization is set within a larger framework of civilizations in Africa, Asia, and Latin America and interactions between or among civilizations are emphasized. Special topics include exploring cultural diversity, technological achievements, competition for supremacy, and the influence of religion among different civilizations in the ancient world. By the end of freshmen year each student should have a strong sense of how civilizations developed and flourished as people from different civilizations interacted through migration, conquest, and trade. The student will also gain an understanding of human, cultural, social, economic, intellectual, religious, and political development of world civilizations.

- **603 Advanced Placement Human Geography** – Freshman – 1 credit/full year

This course is an elective course for selected freshmen as an introduction to the study of Human Geography. The course prepares the students to take the Advanced Placement Human Geography exam in the spring. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human use, understanding, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The course goals include the use and analysis of maps and spatial data, recognizing and interpreting the relationships among patterns and processes in multiple scales, defining regions and evaluating the regionalization process, and characterizing and analyzing changing interconnections among places. The course seeks to accomplish these goals while blending the academic rigor and challenge of an introductory college course at a pace and academic maturity level for advanced high school freshmen.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

- **605 World History 2** – Sophomore (required) – 1 credit/full year

This is the required course for sophomores. The course introduces students to the political, economic, and cultural phases of the nineteenth, twentieth, and twenty-first centuries. The course focuses on the

events, ideas, and people who have made significant contributions to the development of the modern world and its contemporary paradigm. World History 2 begins with the world shaped by Napoleon's dominance of Europe, the remnants of colonial activity throughout the world by major empires, and the ideas that frame the emergence of a quickly globalizing nineteenth-century world. The course then proceeds through a close study of those events and ideas that contribute to the development of the modern and contemporary world. These topics include, but are not limited to, the Industrial Revolution, the historical consensus regarding the West's economic and political ascendancy, the development of modern Eurasia and the rise and fall of empires therein, the interaction between declining empires and their colonial remnants, the history of modern Latin America and Africa, and the emergence of a post-war world order to shape our contemporary historical time and space. Major components of World History 2 will include the development of analytical tools conducive to and complementary of more advanced and topically narrow historical study in junior and senior year.

- **607 Advanced Placement World History** – Sophomore (elective) – 1 credit/full year

This course is an elective course for selected sophomores as a second part of a two-year curriculum on world civilizations. The course prepares the students to take the Advanced Placement World History examination in the spring and aims to develop the student behaviors, thinking, reading, and writing skills similar to a college freshman. The course uses factual knowledge, geographic study, and interpretive analysis from both primary and secondary sources in order to gain a greater understanding of the change and continuity of global history. The course covers the history of human civilization from 1200 C.E. to the present day. It employs both a chronological as well as thematic perspective as it looks at World History. The course develops topics that will include a review of issues, ideas and events that were studied in the first year of World Civilizations before moving onto the major material of the Advanced Placement course. The topics include the Emergence of Western Europe and the Atlantic economy, the rise of Russia and the Soviet Union, the revolutions and reactions in Latin America, the African Diaspora and the Atlantic slave trade, the development of the Muslim world in Africa and the Middle East since 1200 C.E., the social and economic transitions in China and Japan, the history and development of the Indian sub-continent, and East Asia and the Pacific Rim in the contemporary world. The course ends with a critical look at globalization.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Departmental approval, a 3.75 G.P.A., and teacher's recommendation

- **606 United States History** – Junior (required) – 1 credit/full year

This is the required course for juniors. The course develops selected topics and issues in United States history from the Colonial Era through the post-Cold War United States. The course will emphasize the growth and development of the United States government, economy, and society. Students will immerse themselves in debates around independence, the Constitution, the scope of government, western expansion, slavery, reconstruction, corporate growth, treatment of Native Americans, the fight for women's equality, the government's role in regulation, the United States role around the globe, and the governments stewardship of the economy and civil rights. By using primary and secondary sources, and through discussion and writing, the junior student will develop his own interpretations and conclusions about United States history. The student then during his course of study comes to appreciate the major topics, issues, and personalities that have helped transform the United States into a major power in the 21st Century.

- **608 Advanced Placement United States History** – Junior (elective) – 1 credit/full year

This course is an elective for selected juniors. The course prepares the students for the Advanced Placement examination in United States History. The Advanced Placement United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials presented in United States History. Among the topics to be discussed are colonization, revolution, the Constitution, the Civil War, reconstruction, the Gilded Age, progressivism, World Wars I and II, the Cold War, and Civil Rights. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Departmental approval, a 3.5 G.P.A., and teacher’s recommendation

- **626 Advanced Placement European History** – Sophomore, Junior, Senior (an option for a “required” course) – 1 credit/full year

The course is an elective for selected sophomore, junior, and seniors. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of Advanced Placement European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** Departmental approval, a 3.75 G.P.A., and teacher’s recommendation

- **644 Modern East Asian Studies** – Junior/Senior (elective) .5 credit/semester

This course introduces students to the historical, political, cultural and social conditions that have assisted or hindered the development of modern East Asia countries from the 19<sup>th</sup> Century to the present with the special focus on the influence of the Western powers. The class will focus primarily on the histories of China and Japan, with coverage of Korea as well. In addition, the course will focus on comparing and contrasting the societal and governmental challenges faced by China and America to provide a more relevant learning experience.

**Prerequisite:** Departmental approval through teacher’s recommendation.

- **650 Advanced Placement United States Government and Politics** – Junior/Senior (elective) – 1 credit/full year

This course is an elective for selected juniors and seniors. This course prepares students for the Advanced Placement test in United States Government and Politics. A well-designed Advanced Placement course in United States Government and Politics will give the students an analytical perspective on government and politics in the United States. It includes both the study of general concepts of the United States Government institutions as well as politics. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and shape politics. The following is a list of topics that will be covered: Constitution underpinnings of United States government, political beliefs and behaviors, political parties, interest groups and mass media, the institutions of national government, public policy, civil rights, and civil liberties. In-class discussions of the above topics critically enhance the course content.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** A G.P.A. of 3.5, departmental approval through teacher’s recommendation.

- **645 U.S. Civil Rights: In Search of a More Perfect Union** – Junior/Senior (elective) - .5 credit/semester

This political science- and history-based course will explore the American democratic experiment and its pursuit of “a more perfect union”. After an initial foundational review of the United States Constitution, the Bill of Rights, and the principles of effective democracy, students will be asked to investigate the complexities of issues of importance today by conducting research and crafting papers that include opposing viewpoints. The course’s launching point will be the monumentally significant and courageous demands of African Americas for equality and justice in the 20<sup>th</sup> century. From there, the focus will turn to other impactful events, policies, and Supreme Court opinions in recent decades that have inspired the United States to work toward extending civil rights to all citizens regardless of race, color, gender, national origin, citizenship, age, marital status, handicap or disability, or sexual orientation. The overarching goals of the course are for students to be deeply informed about the origins and inspirations for the laws and policies that address complex issues of today and to be decidedly better prepared for the diverse environments that they will encounter in college and the workplace.

**Prerequisite:** Departmental approval through teacher’s recommendation.

- **676 Advanced Placement Comparative Government and Politics** – Junior/Senior (elective) 1 credit/full year

Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. The course will cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course. China, Great Britain, Mexico, Nigeria, and Russia are all regularly covered in college-level introductory comparative politics courses. The inclusion of Iran adds a political system from a very important region of the world and one that is subject to distinctive political and cultural dynamics. By using these six core countries, the course can move the discussion of

concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings. Finally, comparison assists explanation. For example: Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents?

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** A G.P.A. of 3.5, departmental approval through teacher's recommendation.



## SOCIAL SCIENCES

- **614 Economics** – Junior/Senior (elective) – .5 credit/semester

This is an elective open to juniors and seniors. This is a one-semester course that will give students a basic understanding of the principles of micro- and macro-economic theory. It emphasizes the fundamental terms, concepts, and processes of economic study that apply to individual decision makers, both consumers and producers. Students learn to research, analyze, and apply solutions to a variety of economic problems. Some major topics include cost and benefit analysis, supply and demand, perfect and imperfect markets, and private and government policy.

- **616 Advanced Placement Microeconomics** – Junior/Senior (elective) – .5 credit/semester

AP Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The following ideas and topics will be discussed and explored in depth: basic economic concepts, the nature and functions of product markets, factor markets, and market failure and the role of government.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** A G.P.A. of 3.5, departmental approval through teacher's recommendation.

- **617 Advanced Placement Macroeconomics** – Junior/Senior (elective) - .5 credit/semester

AP Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. There is no single approach that an Advanced Placement macroeconomics course is expected to follow. The following ideas and topics will be discussed and explored in depth: basic economic concepts, measurement of economic performance, national income and price determination, the financial sector, inflation, unemployment, and stabilization policies, economic growth and productivity, open economy, international trade, and finance. Admission to the class requires departmental approval based on teacher recommendation.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** A G.P.A. of 3.5, departmental approval through teacher's recommendation.

- **627 Psychology** – Senior (elective) - .5 credit/semester

This course is a one-semester course that is only open to seniors and will provide students with a general orientation looking toward the methods, content areas, and central findings of psychology. All students

will get an understanding of psychology as a science, as well as an art, demonstrating psychology's application in people's daily living. The course looks closely at three major areas of the thinking in psychology: analytic, creative, and practical, all of which include both cognitive and affective abilities.

- **628 Advanced Placement Psychology** – Senior (elective) – 1 credit/full year

This course is an elective course for selected juniors and seniors. The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The following is a sampling of topics which will be covered: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal behavior, treatment of abnormal behavior, and social psychology. The student learns about and discusses ethical issues as well as the laboratory methods psychologists use in their science and practice.

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** A G.P.A. of 3.5, departmental approval through teacher's recommendation.

- **618 Introduction to Business and Finance** – Sophomore, Junior, Senior (elective) – .5 credit/semester

This survey course gives students a basic understanding of Business and Finance. The course will cover financial planning, credit, risk, and consumer rights and responsibilities, among other topics. Focused on both theoretical and practical components of business, students will be required to compose traditional papers as well as complete hands-on projects. Emphases will be placed on Global trends, financial markets, marketing, and management. This course is open to all interested students and is the first course required for an LSCHS Concentration in Global Business.

- **619 Personal Finance and Investment** – Sophomore, Junior, Senior – .5 credit/semester

This survey course gives students a basic understanding of budgeting, personal finance, and investment. Students will develop practical skills related to managing money and decision-making, such as buying a car, mortgaging a house, or taking out a student loan. Students will also explore personal investment and long-term planning, including stocks, bonds, mutual funds, financial planning, and credit. Coursework will largely be through projects and larger assessments. This course can be part of a student's portfolio for the LSCHS Concentration in Global Business.

- **1010 Entrepreneurship** – Senior (elective) – .5 credit/semester

In this project-based one semester course, seniors are introduced to business concepts to help them gain insight into what it takes to be an entrepreneur and to better understand the world of entrepreneurship. Business concepts, as they pertain to Entrepreneurship, are introduced through lectures, discussions, videos, assignments, handouts, presentations, readings, and group assignments, as well as through guest speakers brought in to provide real-world expertise to complement the specific topics taught in class. Teams will incorporate what is learned through class discussion topics and guest speakers to create their own business. Through the guidance of the teacher and outside professionals functioning in the role of team mentors, teams will begin their work by identifying a unique

opportunity that connects with their interests and/or a problem they hope to solve. They will use the Design Thinking Methodology to develop a deeper understanding of the problem and brainstorm solutions to identify their product or service. Students will research target markets and competitors, develop a marketing plan, identify sales strategies, and create a high-level financial pro forma. The course concludes with a team-based semester capstone project. Students will be tasked to develop an authentic business plan coupled with a formal presentation to a panel of possible investors, in the style of the show *Shark Tank*. This course not only introduces students to business topics and the concept of entrepreneurship, but it will also help students hone and develop skills needed for success in their academic and professional lives such as public speaking, financial analysis, creative problem solving, formal writing and productive team collaboration.

## GROUP ADVISORIES

- **705 Group Advisory 9** – Freshman – .1 credit/full year (meets 1/8 days a cycle)

Freshman Group Advisory meets once per cycle and mainly focuses on helping students adjust to life in high school. The Grade Level Counselor facilitates these lessons and throughout the year guest speakers interact with the students to cover relevant topics. The speakers include the Dean of Students, the School Nurse, the Director of Diversity, and the Director of Strength and Conditioning. Major topics include study skills, preparation for and interpretation of standardized testing, academic and social adjustment, peer relationships, health, mental health, drugs and alcohol, fitness, healthy choices, sophomore year course selections and student/teacher relationships.

- **700 Group Advisory 10** – Sophomore – .1 credit/full year (meets 1/8 days a cycle)

Sophomore Group Advisory meets once per cycle and covers a variety of topics that will enable students to adjust to the academic and social demands of sophomore year. The Grade Level Counselor facilitates the lessons and throughout the year guest speakers interact with the students to cover relevant topics. The speakers include the Dean of Students, the School Nurse, the Director of Diversity, the Director of Library Services, and the Director of Strength and Conditioning. Major topics will include: the review of Lasallian Philosophy/Honor Code; a refresher on academic expectations and study skills; an appreciation for communal and societal diversity; the encouragement to get involved in extracurricular activities; multiple lessons regarding health, fitness, and nutrition; continued discussion on character development; an explanation of the National Honor Society, and English and Mathematics student assistance programs; PSAT standardized testing; the process of identifying college and career choices; the social pressure of drugs and alcohol; the problems of eating and sleeping disorders; and course selections for junior year.

- **770 Group Advisory 11** – Junior – .1 credit/semester (meets 1/8 days a cycle)

Junior year advisory begins with the Grade Level Counselor and continues during the second semester with the College Counselor. The focus of the Guidance Department for Junior Year Group Advisory is the individual progress of the student academically at La Salle, as well in other aspects of the student's life. It is during junior year that students develop a self-awareness that helps in setting personal and career goals. Students review freshman and sophomore years as a means to identify needs for junior year. The Grade Level Counselor is the primary facilitator of these lessons. Throughout the semester, guest speakers interact with the students to cover relevant topics. The speakers could include the Dean of Students and the School Nurse.

- **771 College Counseling Seminar 11** – Junior - .1 credit/semester (meets 1/8 days a cycle)

In the second semester of Junior Group Advisory, the goal of the College Counseling Department is to assist each student in finding the best possible match between himself and a list of colleges. To achieve this goal, we will work to, first, help the student come to know himself through a series of evaluations, instruments, reflective writing, and discussions in advisory classes and personal interviews. Secondly, we will teach him methods for gathering information about specific colleges, formulating an appropriate list of potential college matches, and understanding the college admission process with the goal of his making informed decisions.

- **776 College Counseling Seminar 12** – Senior – .1 credit/semester (meets 1/8 days a cycle)

Senior Group Advisory meets once a cycle for most of the first semester and a little over half of the second semester. For the first five cycles of the year, the College Counselors facilitate seminar lessons geared toward keeping up with the college application process. Topics covered include finalization of the student's list of colleges, thoughtful filling out college applications, self-reporting of grades, college essay writing, scholarships, and financial aid.

- **775 Group Advisory 12** – Senior – .1 credit/semester (meets 1/8 days a cycle)

Then, the Grade Level Counselor facilitates lessons aimed at preparing our students to make healthy decisions now and during their transition into college. Throughout the year guest speakers interact with the students to cover relevant topics. The speakers may include the Dean of Students, the School Nurse, and a teacher who covers lessons on financial literacy. In addition, the students will provide La Salle with important feedback and perspectives by contributing their thoughts about their experience at La Salle and about the Lasallian mission.

## ACADEMIC SUPPORT

These courses are designed as a structured approach for students with a diagnosed learning difference. Over the four years, students will learn to compensate, identify, develop, and translate their learning abilities to maximize their academic potential. Students meet with a learning specialist in a ratio of two to one daily.

Students who are newly identified as having a learning issue or who come to the realization that they need more structured support to succeed are welcome to apply to the David Program. If accepted and space is available, students would then be recommended for the appropriate Academic Support course. The course focuses on helping the student identify and understand his learning issue and how it impacts his academic and social functioning. Techniques that will help the student succeed are the focus of his learning.

- **777 Academic Support 1** – Freshmen, Sophomore, Junior or Senior - .5 credit/full year

Students meet with a learning specialist daily to focus on compensatory strategies for their learning difference to help meet academic success. The support will emphasize teaching the strategies learned using the students' curriculum. Students will begin the process of identifying and understanding their learning difference and of fostering self-advocacy skills to allow them to become independent learners. Emphasis is given to reading comprehension, writing, and grammar skills. This is a pass/fail course.

**Prerequisite:** Documented learning difference; David Program approval.

- **778 Academic Support 2** – Sophomore, Junior or Senior - .5 credit/full year

Students meet with a learning specialist in a ratio of two to one daily to focus on using learned compensatory strategies which will help them meet academic success. The support will emphasize practicing the strategies learned using the students' curriculum. Students continue to build on the process of identifying and understanding their own learning difference, fostering self-advocacy skills, to allow them to become as independent of a learner as possible. This is a pass/fail course.

**Prerequisite:** Documented learning difference; David Program approval.

- **779 Academic Support 3** – Junior or Senior - .5 credit/full year

Students meet with a learning specialist in a ratio of two to one daily to focus on using learned compensatory strategies which will help them meet academic success. Support emphasizes individualized strategies that enhance academic performance using material from the students' curriculum. Students will continue the process of identifying and understanding their own learning strengths, fostering self-advocacy skills, and addressing cognitive weaknesses. Emphasis will be placed on students' ability to communicate/express their process used in problem solving and learning (meta-cognition). This is a pass/fail course.

**Prerequisite:** Documented learning difference; David Program approval

- **780 Academic Support 4** - Senior - .5 credit/full year

Students meet with a learning specialist in a two to one ratio daily to internalize learned compensatory strategies. Support emphasizes practicing individualized learning strategies using the students' curriculum. Continued emphasis is given to helping the student verbalize his cognitive process and academic needs. Additional topics include the college selection and the support services provided at

various institutions. Students will get a more concrete and comprehensive picture of how they come across to others utilizing camera/digital feedback. Recording of each senior provides valuable feedback for the interview process. The transition from high school to the student's future environment is also discussed. This is a pass/fail course.

**Prerequisite:** Documented learning difference; David Program approval.

## FINE ARTS

### MUSIC

Recognizing that students come to La Salle with a wide variety of musical backgrounds, the La Salle Music Department offers courses at a variety of levels of musical ability to provide an appropriate course of instruction to all. The beginning or intermediate instrumental musician will participate in the Introductory Music Performance Ensemble or the Intermediate Stage Band, groups designed to give students facility in performing moderately difficult music material. The more advanced musician progresses to participation in Advanced Stage Band or the Honors Advanced Music, more skilled groups dedicated to exploring a variety of musical styles, including jazz and contemporary compositions. Wherever appropriate, students also participate in the La Salle Concert Band, an organization that is given extensive instruction in classical as well as contemporary expression. Students with interest in studying vocal music may participate in chorus. Chorus classes are available at different skill levels, including freshman, intermediate, beginning upper classmen, and advanced chorus. All performance courses include units in music theory. A strong point of the La Salle Music Program is the incorporation of private instruction into the student's daily roster. All students are given private instruction by a well-trained core of professional musicians dedicated to the art of developing the vocal and instrumental talents of each student. A student with special music interests may pursue these interests via a series of independently supervised programmed instruction. At La Salle, music is considered an integral part of the student's education.

**SPECIAL NOTE:** *Students taking music receive credit for all courses taken; however, no more than one- and one-half credits are calculated in the G.P.A. All others are taken Pass/Fail and are not calculated in the G.P.A.*

- **802 Introductory Music Performance** (Freshman Band) (elective) – 1 credit/full year

This course provides the beginning student musician an opportunity to develop his musicianship through ensemble performance of jazz and related idioms. The student rehearses and performs beginners' arrangements from the **big** band repertoire. The course introduces the student to the fundamentals of music theory, jazz improvisation, and the early history of jazz.

**Prerequisite:** Selection by the department, based upon audition.

**Co-requisite:** Enrollment in Music 806.

- **806 Instrumental Instruction** (elective) – .5 credit/full year (scheduled based on student and teacher availability)

Instrumental Instruction provides the student individual lessons on the instrument of the student's choice. Students are instructed in the techniques specific to his instrument and to his own ability level. Weekly assignments are given at each lesson and the student is expected to prepare these assignments to be evaluated at the following lesson. Because each student brings a different level of competency, progress is closely monitored as to keep the student advancing at a pace appropriate to his ability level. Within this course, and in addition to individual instruction, students are expected to participate in Concert Band and/or Pep Band, excluding strings, piano and guitar. Both ensemble rehearsal schedules do not conflict with any other classroom activity.

- **810 Advanced Music Studies** (elective) – .5 credit/full year

In this independent-study course, students are invited to explore the following topics: music theory (an in-depth introduction to the fundamentals of music theory), harmony (an introduction to the basic



concepts and techniques of tonal harmony) and musical forms and analysis (an introduction to the basic elements in musical form and the principles of form analysis).

- **820 Small Ensembles** - (elective) – 1 credit/full year

Small Ensemble is a course dedicated to chamber ensemble performance. It is divided into two classes. The first is the String Ensemble and the other the Guitar Ensemble. Students will learn about respective music repertoire, the specifics and history of the literature. Both ensembles are required to perform at least 2 concerts a year. Students will be evaluated on their preparation and performance of the required music as well as progress in their weekly private instruction.

**Prerequisite:** Junior or senior status; department approval.

**Co-requisite:** Enrollment in Music 806.

- **841 R&B, Funk and Latin Concepts** (elective) – 1 credit/full year

This course is designed to introduce the students to the great “Horn Bands” of the 70’s and 80’s, as well as the famous Salsa Bands throughout history by rehearsing and performing the actual orchestrations of these famous groups as well as original compositions in the style of Tower of Power; Earth, Wind and Fire; Tito Puente and many others. Classes have the option of splitting up into 2 ensembles. Because of the advanced level of this class, enrollment is by teacher recommendation only.

**Prerequisite:** Music 802, 804, 820 or 850; department approval.

**Co-requisite:** Music 806.

- **842 Music Business and Technology** (elective) – 1 credit/full year

This course is designed to instruct students in the area of recording technology, as well as engineering, mixing, and mastering music. The first semester will focus on the correct use of microphones (techniques, placement, selection), Garage Band, Pro Tools, and other related recording software. After students have a good understanding of the tools, they will focus on a collaborative project that consists of recording, mastering, and engineering their own EP using musicians from La Salle’s music department or midi instruments/samples/patches. That collaborative project will be completed by the end of the second semester. A student does not have to be a part of the music program to take this course.

- **843 Advanced Music Business and Technology** (elective) – .5 credit/full year (scheduled based on student and teacher availability)

This course is a more intense version of the introductory Music Business and Technology course. Students taking this course are required to have successfully developed the skills in that introductory course to take their projects to a higher level. This course will be focused more on individual music projects that will be recorded, mixed, and mastered to match music industry standards. Students will also focus on how to promote a song, artist, or band after the recording becomes a finished product. Each student will have to submit an album of recorded material by the end of the year.

**Prerequisite:** Music Business and Technology; department approval.

- **850 Advanced Music Performance (Stage Band)** (elective) – 1 credit/full year

Advanced Music Performance is the next level of ensemble performance following Introductory Music Performance 802. This course will take the student to the next musical level. Through advanced arrangements and a more in-depth look into jazz improvisation, the student will further develop his soloing skills as well as his sight-reading skills. Students will be required to participate in at least two public performances a year. The student will be evaluated on his performance of the music as well as progress in his weekly private instruction.

**Prerequisite:** Music 802, 804 or 820 and selection by department, based upon audition.

**Co-requisite:** Music 806.

- **830 Honors Advanced Music** (elective) – 1 credit/full year

Honors Advanced Music is the highest level of large ensemble offered. Students in this class are selected by teacher recommendation. In addition to a vigorous course load, most musicians are expected to participate in many performances throughout the school year. Through professional arrangements, students will be taught advanced jazz improvisation as well as challenging each student to his greatest potential.

**Prerequisite:** Audition only. **Co-requisite:** Music 806.

- **851 Freshman Chorus** (elective) – 1 credit/full year

This course is designed to equip freshman with the musical tools necessary to be an active participant in the music department at La Salle. Issues covered include the changing voice, reading music, and vocal production in addition to rehearsing and performing as a choral ensemble. Most repertoire is sung in two to four parts. Students are expected to memorize music when requested and are to attend all rehearsals and performances.

- **852 Chorus** (elective: all levels) – 1 credit/full year

In this course, students learn and perform a wide variety of music, including folk, classical, jazz, and contemporary music. This course is designed to equip students with the necessary musical tools, including reading music and vocal production, in addition to rehearsing and performing as a choral ensemble to help students be an active participant in the music department at La Salle. Most of the repertoire is sung in three or four parts. Students are expected to memorize music when requested and are to attend all rehearsals and performances.

**Prerequisite:** Department approval; based upon audition.

- **853 Advanced Chorus** (elective: all levels) – 1 credit/full year

In this course, students learn and perform a wide variety of music, including folk, classical, jazz, barbershop, and contemporary music. This course is designed to equip students with the necessary musical tools, including reading music and vocal production, in addition to rehearsing and performing as a choral ensemble to help students be an active participant in the music department at La Salle. Students who have auditioned and have been accepted are eligible for Advanced Chorus. Most repertoire is sung in four or more parts. Students are expected to memorize music when requested and are to attend all rehearsals and performances.

**Prerequisite:** Based upon audition.

- **854 Independent Chorus (Independent Study)** (elective: all levels) – .5 credit/full year

In this course, students learn and perform a wide variety of music, including folk, classical, jazz, and contemporary music. This course is designed to equip students with the necessary musical tools, including reading music and vocal production, in addition to rehearsing and performing as a choral ensemble to help students be an active participant in the music department at La Salle. Most repertoire is sung in four or more parts. Students are expected to memorize music when requested and are to attend all rehearsals and performances. All students will arrange private instruction with La Salle's Choral Director and attend all rehearsals with the full ensemble as concert season approaches.

## **VISUAL ARTS**

The Visual Arts program is designed for all students who have an interest in investigating and experiencing different techniques based on the principles of art and design. The Arts are an integral part of each student's education. Students are presented with a series of challenges requiring observation, reflection, and experimentation. From these challenges, students develop their own responses to problems and learn to express themselves visually through the art studio process.

- **855 Foundations Art** – Freshman (elective) – 1 credit/full year

This course is offered to students interested in a variety of authentic art making experiences. The focus is on design as students gain experience in idea development through research and experimentation. Drawing is the lead off to assembling, painting, sculpting, ceramics, printmaking, paper crafts, and presenting.

- **860 Drawing 1** – Sophomore/Junior/Senior (elective) – .5 credit/semester

This course is structured to give students a working knowledge of drawing as a visual language. Traditional and experimental techniques are emphasized through observation and experimentation. Building a portfolio of work and keeping a sketchbook, students experience a variety of media, including graphite, charcoal, collage, pastel, conté crayon, India ink, and mixed media. Students learn through investigation, practice, and reflection to develop their ideas, to interpret three-dimensional reality on a two-dimensional plane, and to gain confidence in drawing.

- **865 Drawing 2** – Sophomore/Junior/Senior (elective) – .5 credit/semester

This course focuses on experimenting with drawing styles and developing creative autonomy to drawing. Exploring themes in composition, portraiture and gesture drawing are included with mixed media. Students learn to appreciate layered drawings with textural and relief qualities, distortion, reflection, gesture, and the use of color. Research, photo documentation, compositional studies, and setting goals shape this course experience.

**Prerequisite:** Successful completion of Drawing 1.

- **870 Painting 1** – Sophomore/Junior/Senior (elective) – 1 credit/full year

This course is structured to give students a working knowledge of painting techniques and in applying principles of color theory and design. Using a variety of media, students explore landscapes, still life,

portraiture, graphic and abstract design. Researching and documenting examples in class and beyond the classroom, students create goals, practice in studio, and participate in group discussions. Students learn to integrate language and analysis along with the painting process. Drawing and note taking will be included as a course requirement.

**Prerequisite:** Successful completion of Drawing 1.

- **877 Painting 2** – Junior/Senior (elective) – 1 credit/full year

This course focuses on broadening the range of painting experiences to include expression, dimension, relief, and abstraction. Students will be challenged to intensify their investigation of color, form, and surface through the studio process and through research on artists and art forms. The course materials include watercolor, acrylic, mixed media, painting on paper, panel, and canvas. Drawing and note taking will be included as a course requirement.

**Prerequisite:** Successful completion of Drawing 1 and Painting 1.

- **880 Ceramics 1** – Sophomore/Junior/Senior (elective) – .5 credit/semester

This course introduces the techniques and history of ceramics and the creation of pieces in three-dimensional form. Basic hand-building techniques will be taught with stoneware clay bodies, glazing techniques, and various firing processes. Drawing and note taking will be included as a course requirement.

- **885 Ceramics 2** – Junior/Senior (elective) – .5 credit/semester

This course offers advanced techniques in hand-building and an introduction to the potter's wheel. Students are encouraged to hone and refine techniques and to build self-confidence in their ability to create. Drawing and note taking will be included as a course requirement.

**Prerequisite:** Successful completion of Ceramics 1.

- **886 Advanced Ceramics 1 (Independent Study)** – Senior (elective) – .5 credit/semester

This independent study is offered to seniors who have completed Ceramics 1 and 2. The student must make arrangements with the teacher for class availability. Students are encouraged to explore history and culture to develop a personal artistic style. Drawing and notetaking will be included as a course requirement.

**Prerequisite:** Successful completion of Ceramics 1 and 2 and permission from instructor

- **887 Advanced Ceramics 2 (Independent Study)** – Senior (elective) – .5 credit/semester

This is a second semester of independent study in advanced ceramics. See course description for 886 above.

**Prerequisite:** Successful completion of Advanced Ceramics 1.

- **890 Sculpture 1** – Sophomore/Junior/Senior (elective) – .5 credit/semester

This course incorporates the use of many different materials to transform an idea into a three-dimensional form. Students will be introduced to both traditional and contemporary form-making to produce sculptures that reflect their ideas of structure, form, and architecture.

- **891 Sculpture 2** – Junior/Senior (elective) – .5 credit/semester

This course allows students to create three-dimensional forms by honing techniques to take on additional merit and refinement. By exploring movement, balance, scale, and weight, students will have the availability to create effective pieces that reflect their ideas.

**Prerequisite:** Successful complete of Sculpture 1 and permission from instructor

- **892 Advanced Sculpture 1 (Independent Study)** – Senior (elective) – .5 credit/semester

This independent study is offered to seniors who have completed Sculpture 1 and 2. Students will investigate traditional materials and processes to expand their understanding of three-dimensional forms. Exploration of new methods and materials will help students enhance a personal response to their work. This independent study is coordinated with the instructor.

**Prerequisite:** Successful completion of Sculpture 1 and 2 and permission from instructor.

- **893 Advanced Sculpture 2 (Independent Study)** – Senior (elective) – .5 credit/semester

This is an additional semester of independent study in advanced sculpture. See course description for 892 above.

**Prerequisite:** Successful completion of Advanced Sculpture 1

- **895 Art Portfolio 1 (Independent Study)** – Senior (elective) – .5 credit/semester

Art Portfolio specifically addresses those students who are seeking a career in art and wish to apply to a college-level art program, or who value visual arts as a self-defining skill. This course includes targeting those areas that need strengthening in each student's artistic development and working towards creating a strong and cohesive body of work. Students who are enrolled in Art Portfolio are strongly urged to attend the annual National Portfolio day in the fall and have the option to take an additional art studio class in supplemental pre-college programs.

- **896 Art Portfolio 2 (Independent Study)** – Senior (elective) – .5 credit/full year

This is a second semester of independent study in developing an art portfolio. See course description for 895 above.

## PHYSICAL EDUCATION

The Physical Education program at La Salle is made up of a semester of organized activities in gym and/or outdoor athletic facilities, and a semester of aquatics and water safety activities in the pool during two of a student's four years at the school. Physical education at La Salle High School is intended to be a program that will provide the student with a means for proper physical, mental, emotional, and social development, and contribute to the healthy enjoyment of his life after high school. The program tries to take into account the needs of both the individual and the group, and as such, it permits each student to progress at his own level of ability.

- **900 Physical Fitness** – Sophomore/Junior/Senior – .5 credit/semester

The Physical Fitness course focuses on cardiovascular and weight training in the La Salle fitness center. It counts toward satisfaction of the physical education requirement. A grade of pass or fail is earned.

- **925 Physical Education/Aquatics 1** – Freshman – .5 credit/full year (meets 2/8 days per cycle)

These courses provide students with the proper techniques for physical development. These courses take into account the needs of both the individual and the group, and as such, permit each student to progress to his own level of ability. Students take one semester of gym and one semester of aquatics.

- **926 Physical Education 2** – Sophomore – .5 credit/full year
- **927 Physical Education 2** – Junior - .5 credit/full year
- **928 Physical Education 2** – Senior - .5 credit/full year

This course is scheduled as a reminder to students who have yet to fulfill their physical education requirement. Aside from taking a scheduled class, such as Physical Fitness or Principles of Athletic Training, credit for upperclassmen are typically be earned by a) participating in an interscholastic sport at either the varsity or junior varsity level; or b) participating in at least two intramural sports over the course of the academic school year and a few other ways. A detailed explanation of the physical education policy can be found on the next page.

- **922 Principles of Athletic Training** – Sophomore/Junior/Senior (elective) – .5 credit/semester

This course is offered to those who have had an introduction to athletic training through personal experience or who have approval from the instructor. The student will be exposed to the basics in prevention, identification, and treatment of athletic related injuries. Hands-on experience will be the major source for evaluation. Each student will be required to give 10 hours a week after school in the trainer's room and on the playing field. The course will also explore current techniques used in a variety of competitive sports and exercises. Practical work and written examinations will be used for evaluation. Sophomores and Juniors can use this course as a substitute for Physical Education.

## Physical Education Requirement

The Physical Education requirement has two parts. First, all freshmen earn .5 credits by automatic placement in a Physical Education/Aquatics course. Second, beginning sophomore year, La Salle students must take a course or be actively involved in a sport, intramurals, the Pep Band, or the Spring Musical. See more details below. Students are encouraged to complete part two of the Physical Education requirement as early as possible.

The intention for allowing part two of the requirement to be earned in a variety of ways is to provide students with flexibility. Any senior who has not fulfilled the requirement by the end of their final year will not receive his diploma with his class. In this case, he will be required to attend a physical fitness summer course at La Salle the week after graduation. There will be no exceptions. The make-up course will have a fee of \$100.

As a general matter of policy, credits for requirements are not waived (unless for extreme medical or significant educational reasons). These waivers are made by the Dean of Academic Affairs in conjunction with the student's counselor(s). **La Salle's curricular policy does not allow participation in a team sport or activity outside of La Salle to serve as an equivalent for Physical Education credits.** Creative options other than the ones described below will not be considered as substitutes.

There are multiple ways to complete part two of the graduation requirement:

- 1) **Successful completion of a scheduled class.** After successful completion of the Physical Education/Aquatics course in freshmen year, there are two courses that meet regularly throughout the academic day within each semester: Physical Fitness and Principles of Athletic Training. Refer to the descriptions above for their descriptions.
- 2) **Successful participation in a junior varsity or varsity sport** (beginning sophomore year). This includes being a team statistician or manager.
- 3) **Successful involvement in La Salle's intramural program.** This includes participating in a minimum of two events per sport, in a minimum of two different intramural sports during an academic year. Partial participation in a previous year is not counted or carried over into a subsequent year. La Salle organizes between four and five sports annually. The sports typically include basketball, flag football, dodgeball and Wiffleball. Except for basketball, they are offered during the second semester. Intramural contests are held after school.
- 4) **Full participation in La Salle's Pep Band or full participation as dancer in La Salle's Spring Musical.**

## INNOVATION AND DESIGN

For all computer-related fields there exists much overlap and shared core competencies, and for many years, Computer Science covered the entire domain of software applications and systems. As Computer Engineers replaced Electrical Engineers, and as computer hardware designers and technology advancements gave rise to the tremendous growth in available information, professions became specialized, and the academic community followed suit so that the science and engineering of computational systems have become more specialized. Computer Science prepares students to design and create computer software. Computer Engineering prepares students to design and create computer hardware. Management Information Systems prepares students to become informed users of information technology. Information Science and Technology prepares students to bridge the gap that often exists in the workplace between the providers of information technology and the end users of the technology. After the required Information Literacy course freshman year, a student can explore electives in the five sub-areas of the discipline of Information Sciences and Technology: Programming, Digital Design, Multimedia Production, Engineering, and Microsoft IT Training Academy. With a focus on experiential learning throughout the curriculum, these project-based courses give students hands-on practice using the latest technologies on the market. Note that there will be an additional fee for any student taking an industry-standard certification test through our partnership with Certiport as an authorized testing center.

- **1001 Introduction to Technology and Design** – Freshman (required) – .5 credit/full year (meets 2/8 days a cycle)

Content for the course is divided into four major units of study that include: an introduction to La Salle College High School's computer network and technology resources; essential skills and application of both desktop and cloud-based productivity tools used to gather, evaluate and publish information in various digital formats; digital citizenship, where students will study the human, societal, and academic/scholarly issues related to the legal and responsible use of social media, technology and resources obtained online; and, an introduction into numerous disciplines within the information science and technology field, including computer programming, digital image editing, web site design, network administration and engineering design principles. This course is delivered utilizing a student-centered approach, where a combination of guided practice, independent investigation, and collaborative inquiry will be utilized to assist students with the acquisition of knowledge and skills, as well as the demonstration of their learning through various work products and assessments.

## INFORMATION TECHNOLOGY TRACK

- **1024 Networking Essentials** – Sophomore/Junior/Senior elective - .5 credit/semester

This course, which serves as a prerequisite for Introduction to Cybersecurity and Cloud Fundamentals, is designed to introduce students to how networks impact everyday life. Students will follow a curriculum from the Cisco Networking Academy to learn how networks are designed and how they are deployed at both a micro and macro level. Hands-on labs using Cisco Packet Tracer allow students to see how networks are logically mapped out. Successful completion of the course includes a digital badge given by Cisco.

**Note:** This course runs in the first semester each year.



- **1025 Introduction to Cybersecurity** – Sophomore/Junior/Senior elective – .5 credit/semester

This course will explore the concepts of cyber security best practices, network vulnerabilities, privacy and data confidentiality, and threat detection. Students will gain a formidable understanding of the implications of cyber threat, the impact of cyber-attacks on industries, and why cybersecurity is a growing profession. Completion of the course includes a certificate of completion and a digital badge from Cisco.

**Prerequisite:** 1024 Network Essentials

**Note:** This course runs in the second semester during academic years that begin with odd years.

- **1026 Cloud Fundamentals** – Sophomore/Junior/Senior - .5 credit/semester

This course is designed to prepare students to take the industry-recognized Microsoft AZ-900 Azure Fundamentals exam. This course will help students gain a solid understanding of Microsoft Azure, which is a leading cloud computing platform across the industry. The course will delve into general cloud concepts, Microsoft Azure core services including computing, networking, storage, and databases. That will be followed by security, privacy, compliance and trust and conclude with Azure cost management and Azure support.

**Prerequisite:** 1024 Network Essentials

**Note:** This course runs in the second semester during academic years that begin with even years.

- **1029 Networking Design Internship** – Senior (elective) – .5 credit/full year

This independent study allows students to work side-by-side with our Director of Technology and Information Systems in performing the daily maintenance on the La Salle Academic Network. The hands-on experience provides students the skills needed to run a 1200-user network. All students will produce a portfolio of their work throughout the semester which will count as their assessment for the marking period.

**Prerequisite:** Students need to have at least two Official Microsoft Certifications and approval by the instructor.

## **PROGRAMMING TRACK**

- **1030 Introduction to Programming** – Sophomore/Junior/Senior (elective) – .5 credit/semester

This introductory course is designed for complete beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive, making it engaging for new coders. The course teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. The course utilizes a blended classroom approach. The content is fully web-based, with students writing and running code in the browser. Each unit of the course is broken down into lessons. Lessons consist of video tutorials, short quizzes, example programs to explore, and written programming exercises, with hands-on programming practice. Each unit ends with a comprehensive test that assesses a student's mastery of the material from that unit. Once students complete the course, they will have learned content equivalent to a semester college introductory course in Computer Science and be able to program using Python 3.

**NOTE: This course is offered in the first semester each year.**

**Prerequisite:** B in Math and/or approval of instructor

- 1031 **JAVA Programming** – Sophomore/Junior/Senior (elective) – .5 credit/semester

This course teaches students to design and implement computer-based solutions to problems. Students learn how to use and implement commonly used algorithms and data structures. Students are taught to code fluently in an object-oriented paradigm using the programming language Java. The class includes a structured-lab component for hands-on lab experiences. Students are challenged to recognize the ethical and social implications of computer use. This course is the prerequisite for the Advanced Placement Computer Science A course.

**NOTE: This course is offered in the second semester each year.**

**Prerequisite:** Minimum B+ in a regular Math course or a B in an advanced Math course and/or approval of instructor.

- 1032 **Advanced Placement Computer Science A** – Sophomore/Junior/Senior (elective) – 1 credit/full year

**NOTE: This course is offered in years beginning with odd numbers and alternates years with AP Computer Science Principles.**

The course prepares the student to take the Advanced Placement Test in Computer Science in May. The official language is JAVA. Topics include: Programming Style, Run-Time Behavior, Structured Coding, Modular Design, Linear Data Structures, Linked Lists and Trees, Files, Debugging, Sorting Methods, etc. It is meant to be the equivalent of a first-year college-level Computer Science course.

This course is geared towards students who want advanced computer programming. Novice programming students should gravitate towards the Advanced Placement Computer Science Principles course. (See below.)

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** B or higher in JAVA Programming course; a minimum of 3.0 GPA in math courses; or departmental approval.

- 1033 **Advanced Placement Computer Science Principles**– Sophomore/Junior/Senior (elective) – 1 credit/full year

**NOTE: This course is offered in years beginning with even numbers and alternates years with AP Computer Science.**

This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on your society. The course emphasizes programming and design using the JavaScript programming language. With a unique focus on creative problem solving and real-world applications, the course provides students the opportunity to explore several important topics

of computing using their own ideas and creativity, to use the power of computing to create artifacts of personal value, and to develop an interest in computer science that will foster further endeavors in the field.

This course is geared towards novice students of computer programming. Advanced programming students should gravitate towards the Advanced Placement Computer Science course. (See above.)

Note: As with all Advanced Placement courses at La Salle, students are expected to take the AP exam in May.

**Prerequisite:** A minimum of 3.0 GPA in math courses; departmental approval.

## **ADOBE DESIGN ACADEMY TRACK**

The Innovation and Design Department prepares students to solve future challenges by transforming our curriculum yearly using the latest software provided by Adobe Creative Cloud. All students at La Salle College High School have access to this software, but student enrolled in the Adobe Design Academy courses will gain marketable skills to improve their digital communication and multimedia skills and have the knowledge to take an Adobe Certified Associate Exam at the end of each course.

- **1050 Introduction to Digital Design with Adobe Creative Cloud** – Sophomore/Junior/Senior (elective) – .5 credit/semester (meets 2/8 days a cycle)

In this course, students will produce Digital Content for La Salle College High School's Web site, Social Media, and Digital Signage Platforms. Specific course topics include: basics of project management for visual communication; fundamentals of image composition; design elements and terminology; preparation of images for Web, print, and video production; the Adobe Photoshop interface; and how to create and manipulate images using Adobe Photoshop tools. Students will have the option of taking the Adobe Certification Exam upon completion of this course.

**NOTE: This hybrid course meets two days per cycle, but students are expected to complete online work on the days the class is not in session.**

**Prerequisites:** Successful Completion of Freshmen IST Course Requirements

- **1051 Introduction to Digital Design with Adobe Creative Cloud – Online Course** – Sophomore/Junior/Senior (elective) –.5 credit/semester (asynchronous, self-paced course)

**NOTE: This course is an asynchronous, self-paced, online course. Interactions with the instructor will be primarily through digital means. Students must be independent, mature, and organized in order to have success in this course. A laptop compatible to install Adobe Creative Cloud software is required.**

In this course, students will produce Digital Content for La Salle College High School's Web site, Social Media, and Digital Signage Platforms. Specific course topics include: basics of project management for visual communication; fundamentals of image composition; design elements and terminology; preparation of images for Web, print, and video production; the Adobe Photoshop interface; and how to create and manipulate images using Adobe Photoshop tools. Students will have the option of taking the Adobe Certification Exam upon completion of this course.

**Prerequisites:** Successful Completion of Freshmen IST Course Requirements

## **MULTIMEDIA PRODUCTION**

- **1060 Mobile Video Production with Adobe Creative Cloud** – Sophomore/Junior/Senior (elective) – .5 credit/semester (meets 2/8 days a cycle)

This course will focus on the basics of multimedia design and video production using mobile technology and the Adobe Creative Cloud. Specific course topics include: basics of project management for multimedia production; fundamentals of video composition; video production elements and terminology; preparation of video files for TV, Web and social media; and understanding the Adobe Creative Cloud Video Tools. Students interested in getting involved with WEXP should enroll in this course. Students will have the option to take Adobe Certification Exam upon completion of this course. Students must have a mobile device (iOS or Android) for this course.

**NOTE: This hybrid course meets two days per cycle, but students are expected to complete online work on the days the class is not in session.**

- **1061 Advanced Multimedia Production - WEXPtv** – Sophomore/Junior/Senior (elective) - 1 credit/full year

This course is designed to build upon the first Multimedia course and introduce the student to advanced multimedia production techniques. Students will be trained as news producers/reporters and will be expected to create video content for WEXP and the La Salle Web site weekly. Students will also learn how to use the WEXP TV Studio and to create online content for La Salle College High School's Social Media Channels. Assignments will be given and each student is responsible to complete them in a specific time period. NOTE: Students will be required to produce content outside of the scheduled class time as necessary.

**NOTES: In this hybrid course, students are expected to complete online content creation using their own laptops and mobile devices weekly for WEXP broadcast.** Students with Adobe Certifications will have priority for registering for this course.

**Prerequisite:** Multimedia Production or involvement with WEXPtv or Sports Information Club; or departmental approval

- **1052 Introduction to Multimedia Journalism** – Sophomore\*/Junior/Senior (elective) – 1 credit/full year

In this course, students will learn how to gather information, organize ideas, edit, and format for different forms of news media publications. The course will also examine the historical development of journalism and the role of journalism today. Students enrolled in this course will be responsible for producing content for the *Wisterian* newspaper, the La Salle web site and/or the *Wisterian* Student eNewsletter. Mastering the basics of journalism and digital communication, students will produce and submit two to four stories per quarter for publication consideration. These publications are "web-first," so emphasis is placed on digital over print production, emphasizing the ever-changing media landscape. Students in this course will play a pivotal role in La Salle College High School's overall communication strategy through regularly published work for the La Salle community.

**NOTES:** Recommended courses – 1050 Digital Images with Adobe Photoshop or 1060 Mobile Video Production with Adobe Creative Cloud. \*Sophomores may be eligible with teacher recommendation.

- 1069 **WEXPTV Media Design Internship** – Junior/Senior (elective) – .5 credit/full year

This independent study allows students to work side-by-side with our Director of Multimedia Technology to produce and manage digital content for the WEXP TV Studio, La Salle’s web site, and La Salle’s official social media channels. This hands-on experience will allow students to assist in the daily management of a student-run TV station and gain valuable real-world experience in the constantly changing field of multimedia technology. All students will produce a portfolio of their work throughout the semester which will count as their assessment for the marking period.

**Prerequisite:** Advanced Multimedia Production and/or approval from Director of Multimedia Technology. Students with Adobe Certifications will receive preference in enrolling in the course.

## **WEB DESIGN**

- 1070 **Web Design for Business** - Sophomore/Junior/Senior (elective) –.5 credit/ semester (meets 2/8 days a cycle)

This course will introduce students to the world of multi-channel web and digital marketing. Students will develop the advanced skills and marketing knowledge needed to identify, engage, and develop relationships with customers in today’s digital environment and how La Salle College High School uses these tools to engage the community internally and externally. Students will use the Adobe Creative Cloud suite as a part of this course.

**NOTE: This hybrid course meets two days per cycle, but students are expected to complete online work on the days the class is not in session.**

**Prerequisite:** Digital Images with Adobe Photoshop or approval from Director of Web Communications.

- 1079 **Web Design Internship** – Sophomore/Junior/Senior (elective) - .5 credit/full year

This independent study allows students to work side-by-side with our Director of Web Communications to update and manage content for the La Salle College High School Web site. Independent projects will be developed based on each student’s strengths in content management, graphic design, and/or Web-based programming. All students will produce a portfolio of their work throughout the semester which will count as their assessment for the marking period.

**Prerequisite:** Web Design for Business and approval from Director of Web Communications.

- 1081 **Advanced Visual Communication Using Adobe Creative Cloud** – Junior/Senior (elective) – .5 credit/semester (meets 2/8 days a cycle)

This course will build upon the fundamentals taught in the Adobe Creative Cloud certification courses. School-related projects will be assigned to advance a student's familiarity with the Adobe Creative Cloud suite of digital editing software and their ability to create graphics for print, video, and Web communications. Students interested in creating graphics to enhance La Salle's Web site, official social media channels, WEXP TV Studio, Newspaper, Yearbook, and Literary Magazine should consider taking this course. Specific course topics include: project management skills; advanced understanding of

graphic design for both digital and print media; advanced understanding of design elements, design principles, and design terminology; advanced understanding of the Adobe Creative Cloud platform and software interfaces. This hybrid course meets three days per cycle, but students are expected to complete work on projects on the days the class is not in session.

**Note:** Students with Adobe Certifications will have priority for registering for this course.

**Prerequisite:** B or higher in courses 1050, 1060, or 1080; or approval from the Department Chair.

- **1089 Digital Design Internship** – Sophomore/Junior/Senior (elective) - .5 credit/full year

This independent-study course allows students to work side by side with our Moderators of Robotics, eSports, Yearbook, the Wisterian (newspaper), and WEXPtV to create, design, and manage content for their respective programs and produce content for La Salle's communication platforms. Independent projects will be developed based on each student's strengths in content management, engineering design, programming, graphic design, and print design. All students will produce a portfolio of their work throughout the semester which will count as their assessment for the marking period.

**Prerequisite:** Digital Images with Adobe Photoshop and/or approval from the Department Chair or Moderator of the Yearbook.

## **ENGINEERING DESIGN**

- **1092 Engineering Design** – Sophomore/Junior/Senior (elective) –.5 credit/semester

This course is intended for students interested in investigating the broad disciplines of engineering and design. Students will be introduced to the most current Computer Aided Design (CAD) software being used by today's architects, engineers, and design professionals in order to create precision two dimensional (2D) drawings and technical illustrations. Students will also be introduced to three-dimensional (3D) modeling software and explore the additive manufacturing process known as 3D printing. Upon successful completion of the course students will be prepared for college level CAD courses and have the opportunity to pursue an industry level certification in CAD. Class size will be restricted due to the design of the course. Upper classmen will receive preference.

- **1093 Advanced Engineering Design** – Sophomore/Junior/Senior (elective) –.5 credit/semester

This course expands on the knowledge previously learned in the introduction to Computer Aided Design (CAD) class. Students will be using the most current professional design software to create detailed technical drawings and complex 3D models in a project-based learning environment. Upon successful completion of the course students will gain a deeper knowledge of the CAD process, improve their proficiency, and apply their skill to a real-world application.

**Prerequisite:** Engineering Design

- **1094 Principles of Engineering** – Senior (elective) –.5 credit/semester

This course is designed for seniors who want to explore the practical applications of math, science, technology, design, and more, found in the various traditional fields of engineering, e.g. civil, mechanical, and electrical, as well as some emerging fields, e.g. mechatronics. Student collaboration is essential to

this course and developing collaboration and communication skills will be emphasized. The course will rely heavily on activity-, project-, and problem-based (APPB) learning. Students will need to complete a design process from identifying a problem, to initial concepts, to prototyping, to testing, to iterations, to communicating conclusions. In addition, there is an aim to expose students to some trending topics in the field and to include discussions with professionals within the engineering disciplines. Some proficiency using digital design software (developed in the Engineering Design course) is ideal but not necessary.

**Prerequisite:** Departmental approval. Having taken a Physics course Junior year or be enrolled in a Physics course for Senior year. Having taken or be concurrently taking Engineering Design is helpful, but not required.

- 1095 **Introduction to Robotics** –Junior/Senior (elective) – .5 credit/semester

This course is an introduction to Robotics and the fundamental concepts of engineering design, project planning and robot programming. In a project-based learning environment, students will work in small groups to design, build, and test a variety of robotic components. Throughout the course, students will gain knowledge in the areas of shop safety, proper tool usage and robot construction. Students will also explore the physical principles of speed, power, and torque as well as basic concepts of electricity and DC motors.

**Note:** Students involved with the Robotics Team will have preferred placement for this course. Students should have an interest in STEAM (Science, Technology, Engineering, Arts, Math). Prior programming experience is beneficial (line code or block coding).

**Prerequisite:** Engineering Design