



*Cornelia  
Connelly  
School*

***CURRICULUM GUIDE  
2011-2012***



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[www.connellyhs.org](http://www.connellyhs.org)

**Accredited by:** California Association of Independent Schools, National Association of Independent Schools, Western Catholic Education Association, National Catholic Education Association, Western Association of Schools and Colleges, Holy Child Network of Schools

### **Mission**

We are a school where girls develop into self-confident, poised and articulate women, empowered to transform our global society.

### **Philosophy**

As an independent, college-preparatory high school for girls sponsored by the Sisters of the Holy Child Jesus, we are true to the original principles of trust, reverence and respect espoused by our founder Cornelia Connelly. Guided by the tenets of Catholicism, today we embody a broad sense of inclusive spirituality.

We value the independence of each young woman, emphasizing that within the local and global community she seek her destiny by taking personal responsibility for choices of:

Academic/intellectual excellence  
Critical thinking  
An intuitive system of values, ethics and morality  
Faithful pursuit of spirituality  
Global cultural consciousness and understanding  
Optimal college and career preparation  
Mature and respectful social interaction  
Healthy and happy, balanced living

### **Vision**

The pre-eminent school for empowered women leaders.

### **Goals for Schools of the Holy Child Jesus**

- To foster a faith commitment that engenders a joyous personal response to God in the challenges of the world.
- To deepen an understanding of Christian Community.
- To provide an intellectually challenging and creative program of study that fosters academic excellence.
- To work for Christian principles of justice, peace and compassion in every facet of life.
- To create a learning climate based on trust and reverence for the dignity and uniqueness of each person.
- To further the integral human development of all who participate in the life of the school.
- To plan for the development of Holy Child education in the school.

## FOREWORD

The courses have been designed to offer the students a strong college-preparatory course of study. These courses have been reviewed, updated, and revised by the faculty, with student input, and approved by the Academic Council and the Administration.

Students should familiarize themselves with the *2011-2012 Curriculum Guide* and note the graduation requirements. It is recommended that a student's schedule reflect depth of study as well as variety.

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

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

**Pre-registration will be completed in advisor groups on March 22, 2011. The primary purpose for this will be to determine the electives that will be included on the course list to be posted on [www.Edline.net](http://www.Edline.net) for registration.**

The Edline course request submission period for current freshmen, sophomores, and juniors will run from April 11, 2011 – May 15, 2011. The Academic Information section should be consulted for specifics regarding registration and scheduling.

The registration period for incoming freshmen is May 16 and 18, 3:15 – 6 p.m. *by appointment*. To make an appointment, please call Director of Admissions, Abby Vanausdoll at 714-776-1717 Ext. 234.

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## **ACADEMIC INFORMATION**

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

Graduation requirements are as follows:

Fine Arts	3 semesters (Does not include Foundations Course)
English	4 years
Foreign Language	3 years of the same language
Mathematics	3 years
Physical Education	2 years
Health	1 year (included in Grade 9 P.E. course)
Religious Studies	4 years
Science	3 years
Social Science	3 years
Elective	2 semesters
Technology	Demonstrate competency in the following computer programs: Microsoft Windows, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

Campus Ministry Service Program:

9th grade: 16 hours

10th grade: 16 hours

11th grade: 24 hours

12th grade: 24 hours, plus the Senior Service Learning Project.

Specific requirements are described in each departmental section.

## **TECHNOLOGY**

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

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

## REGISTRATION

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

In the spring, juniors meet with the College Guidance Counselor to review courses needed to satisfy graduation requirements. Starting in the second semester, students in grades 9 and 10 meet with their Academic Counselor to review the four-year plan. **In spring 2011, current students will submit their selection of courses online.** Refer to the procedure for online registration for courses on Page 38 of this guide: How Students Submit Course Requests. It is important that all deadlines be met.

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

## GRADING

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

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

The GPA (grade point average) is calculated on courses that are assigned five credits per semester. The following courses are not included in the GPA calculations: physical education, student government, foundation, office aid, and pass/fail courses. Students who take AP or Honors courses receive one extra quality point, which is applicable in the tabulation of the Honor Roll. Students enrolled in an AP course who do not take the AP exam will not receive the extra quality point for the second semester. AP will not be noted on the transcript.

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

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

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

## **SCHEDULE CHANGES**

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

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

## **CURRICULUM GUIDE CODING**

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

# UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

## Subject Requirements

- A. History/Social Science: 2 years, including 1 year of U.S. history and 1 year for World history.  
B. English: 4 years  
C. Mathematics: 3 years, 4 years recommended starting with Algebra I  
D. Laboratory Science: 2 years, 3 years recommended in 2 of 3 core disciplines: biology, chemistry, physics  
E. Foreign language: 2 years, 3 years recommended of the same language  
F. Visual and Performing Arts: 1 year the same discipline  
G. Electives: 1 year (2 semesters) in addition to those required in A-F above

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

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

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

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

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

## CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

You must complete with a grade of C or higher the following pattern of college-preparatory subjects totaling 15 units.

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

D and F grades in required courses must be repeated.

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

The SAT Reasoning Test or ACT is required as well. The Writing section is not used by most CSUs. For more detailed information, go to [www.csumentor.com](http://www.csumentor.com). (Directions: Under *Plan* – at the lower left - click on *Admission requirements*, then *High School Students*, then read the information for Freshman Admission Requirements for California Residents.

# Eligibility Index - California Residents

Eligibility Index Table for Residents of California or  
Graduates of California High Schools

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
<i>3.0 and above qualifies for any score</i>								
2.99	10	510	2.66	17	780	2.33	23	1040
2.98	10	520	2.65	17	780	2.32	23	1050
2.97	10	530	2.64	17	790	2.31	24	1060
2.96	11	540	2.63	17	800	2.30	24	1060
2.95	11	540	2.62	17	810	2.29	24	1070
2.94	11	550	2.61	18	820	2.28	24	1080
2.93	11	560	2.60	18	820	2.27	24	1090
2.92	11	570	2.59	18	830	2.26	25	1100
2.91	12	580	2.58	18	840	2.25	25	1100
2.90	12	580	2.57	18	850	2.24	25	1110
2.89	12	590	2.56	18	860	2.23	25	1120
2.88	12	600	2.55	19	860	2.22	25	1130
2.87	12	610	2.54	19	870	2.21	26	1140
2.86	13	620	2.53	19	880	2.20	26	1140
2.85	13	620	2.52	19	890	2.19	26	1150
2.84	13	630	2.51	20	900	2.18	26	1160
2.83	13	640	2.50	20	900	2.17	26	1170
2.82	13	650	2.49	20	910	2.16	27	1180
2.81	14	660	2.48	20	920	2.15	27	1180
2.80	14	660	2.47	20	930	2.14	27	1190
2.79	14	670	2.46	21	940	2.13	27	1200
2.78	14	680	2.45	21	940	2.12	27	1210
2.77	14	690	2.44	21	950	2.11	28	1220
2.76	15	700	2.43	21	960	2.10	28	1220
2.75	15	700	2.42	21	970	2.09	28	1230
2.74	15	710	2.41	22	980	2.08	28	1240
2.73	15	720	2.40	22	980	2.07	28	1250
2.72	15	730	2.39	22	990	2.06	29	1260
2.71	16	740	2.38	22	1000	2.05	29	1260
2.70	16	740	2.37	22	1010	2.04	29	1270
2.69	16	750	2.36	23	1020	2.03	29	1280
2.68	16	760	2.35	23	1020	2.02	29	1290
2.67	16	770	2.34	23	1030	2.01	30	1300
						2.00	30	1300

*Below 2.0 does not qualify for regular admission  
For admissions purposes, the CSU uses only the SAT scores for mathematics and critical reading.*

# SUMMARY OF COLLEGE EXAMINATIONS

## COLLEGE ENTRANCE EXAMINATION TESTS

### 1) SAT Reasoning Test:

A three-hour and 45-minute test given at various sites (high schools and colleges/universities) in the morning of each test date\* listed below. The test is a measure of critical reading, mathematical and writing skills designed to indicate a student's ability to do college work. Since March, 2005, it has included a 25 minute handwritten essay. The test can be taken more than once and should be taken for the first time at least by spring of the junior year. Schedules, practice test questions, application forms and information on several prep programs are available in the College Center. Registration is done online @ [www.collegeboard.com](http://www.collegeboard.com).

#### Required by:

- A. University of California
- B. California State Universities
- C. Private colleges/universities in California and out-of-state
- D. Out-of-state public universities (check individual college catalogs)
- E. Most scholarships

\***Dates:** October, November, December, January, March, May, June (usually the first Saturday of the month).

### 2) SAT Subject Tests:

One-hour tests given at various sites in the morning of each test date\* listed below. One to three tests can be taken on each date. The tests fall into five general areas: Literature, history and social studies, mathematics, sciences, and foreign languages. Scores help colleges determine student course selection and placement. Students should take the tests in the June following a year of a particular subject, starting as early as 9th grade. Final tests can be taken in the fall of the senior year.

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

\***Dates:** October, November, December, January, March, May, June (usually the first Saturday of the month).

### 3) ACT:

A three-hour and 30-minute test given at various sites in the morning of each test date\* listed below. The test contains multiple-choice sections in English, mathematics, reading, and science. As of spring 2005, an optional writing section has been added.

Every college/university in the United States accepts the ACT in place of the SAT Reasoning Test.

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

- A. University of California (plus new writing section)
- B. California State Universities
- C. Private colleges (check individual catalogs)

\***Dates:** September, October, December, February, April, June (check in the College Center for exact dates and fees).

### 4) PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

#### NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (NMSQT)

A two-hour and 30-minute test; a shortened version of the SAT. PSAT/NMSQT is not an admissions test.

**Required by:** National Merit Scholarship Corporation

**Date:** October (given along with a 25-minute essay, at Connelly, to juniors)

## **5) PLAN**

A curriculum-based test that is similar to the ACT Assessment. It is a good predictor of a future ACT score. In fact, it is known as the "pre-ACT" test.

**Date:** October (given at Connelly to sophomores)

## **6) EXPLORE**

An evaluation test that predicts future performance on the SAT Reasoning Test and the ACT.

**Date:** October (given at Connelly to freshmen)

## **ADVANCED PLACEMENT (AP) EXAMINATIONS**

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

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

5 = Extremely well qualified

4 = Well qualified

3 = Qualified

2 = Possibly qualified

1 = No recommendation

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

## **CALIFORNIA SCHOLARSHIP FEDERATION (CSF)**

### **Requirements for Semester Membership**

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

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

### **LIST I - Core curriculum, college-preparatory classes:**

- All English classes
- All foreign language classes
- All mathematics classes
- Biology, chemistry, physics, anatomy & physiology
- World history, U.S. history, government, and economics
- Honors and AP sections of the above.

**LIST II - Courses outside the core curriculum:**

- Science electives
- Art history
- Religious studies courses
- Social science electives

**LIST III - Other courses:**

- Yearbook
- Visual/Performing Arts

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

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

- A grade of A ..... three CSF points
- An extra CSF point is given for as many as two Honors/AP courses in which an A or B is earned
- A grade of B ..... one CSF point
- A grade of C ..... zero CSF points
- A grade of D or F in any course shall disqualify a student from membership for that semester.

# **COURSE OFFERINGS**

## **CAMPUS MINISTRY SERVICE PROGRAM**

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

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

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

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

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

9th grade 16 hours (8 hours focusing on ecology and 8 hours focusing on children)

10th grade 16 hours (8 hours focusing on the poor and 8 hours focusing on the elderly)

11th grade 24 hours (student's choice)

12th grade 24 hours (student's choice in a concentrated area)

A Senior Service Learning Project to be completed in the third quarter of the senior year and presentation of the project to the school assembly in May.

## **ENGLISH**

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

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

Basic competencies include:

- Reading actively rather than passively
- Accepting responsibility for learning the meanings of unfamiliar words
- Being conversant with aspects of plot, tone, point of view, and other literary and rhetorical devices
- Ability to distinguish various writing structures and observe structural complexities and subtleties
- Ability to develop multiple readings of texts that are adequately supported by textual evidence
- Proficiency in the writing-as-process philosophy, which includes peer evaluation, editing, revising, and publication
- Developing competent and authentic voices appropriate to their levels of knowledge
- Showing a regard for the thought processes of each student, thereby fostering a classroom community that respects the ideas expressed by all members of the class
- Developing a broader base of experience to be applied to the students' lives and to their writing
- Ability to select and explicate specific passages and incorporate them into a developed analysis
- Recalling and synthesizing ideas, motifs, and stylistic patterns studied in earlier courses and applying them to works that the students are currently reading
- Being able to differentiate various critical interpretations and theories and to compare and contrast them with their own
- Being willing and able not only to participate in, but also to generate, class discussions

### **Graduation Requirement: 4-year sequence**

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

The first semester launches Connelly's writing program and introduces the theory that vocabulary and grammar are taught prescriptively. Students review the tools of basic research in a variety of writing assignments, including, but not limited to, comparison/contrast and opinion essays. They also write creative pieces, including aphorisms, poetic fragments, and poems, as part of their study of world literature, and creative sentences, which incorporate the vocabulary they learn into everyday writing. In addition, the course familiarizes students with diverse literary types: through a reading of multicultural texts, students will investigate the short story, the novel, drama, and poetry. The curriculum covers world literature from 1800 BCE to modern times and will expose students to common literary themes throughout the world and its history in literature. Some of the major texts include *The Epic of Gilgamesh*, Homer's *The Iliad*, Sophocles' *Oedipus Rex*, and Shakespeare's *Romeo and Juliet*. Throughout the year, students will work on public speaking skills and presentations to help them become comfortable speaking in front of a group. At the end of the second semester, the students will present a Freshman Portfolio Night to celebrate their growth as writers and showcase their talents by reading and performing samples of their work.

**HONORS ENGLISH I:  
INTRODUCTION TO LITERATURE/  
CLASSICAL LITERATURE 929/930**

Y 10.0 9

Like the College Prep English class, this course introduces students to Connelly's writing program and introduces the theory that vocabulary and grammar are taught prescriptively. Students review the tools of basic research in a variety of writing assignments, including, but not limited to, comparison/contrast and opinion essays. They also write creative pieces, including aphorisms, poetic fragments, and poems, as part of their study of world literature, and creative sentences that incorporate the vocabulary they learn into everyday writing. In addition, the semester familiarizes students with a diversity of literary types: through a reading of multicultural texts, students will investigate the short story, the novel, drama, and poetry. The curriculum covers world literature from 1800 BCE to modern times and will expose students to common literary themes throughout the world and its history in literature. Some of the major texts include *The Epic of Gilgamesh*, Homer's *The Iliad*, and Sophocles' *Oedipus Rex*, as well as Shakespeare's *Romeo and Juliet* and *Twelfth Night*. Throughout the year, students will work on public speaking skills and presentations to help them become comfortable speaking in front of a group. At the end of the second semester, the students will present a Freshman Portfolio Night to celebrate their growth as writers and showcase their talents by reading and performing samples of their work.

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

**Prerequisites:** Incoming 9<sup>th</sup>-grade students who have demonstrated strength in their previous English courses will be evaluated for placement at this level on the basis of their English test scores and entrance exam essay.

**FOUNDATIONS IN COMPOSITION AND RHETORIC 200**

This module is a writing lab embedded in the Fine Arts Foundations course. It focuses on fundamental composition and rhetoric skills with the intent of providing support for academic writing assignments throughout high school. *Required of Class of 2015.*

**ENGLISH II  
BRITISH LITERATURE 807/808**

Y 10.0 10

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

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

**HONORS ENGLISH II:  
BRITISH LITERATURE 952/953**

Y 10.0 10

This course is a chronological survey that traces British literature from the Anglo-Saxon period to the mid-20<sup>th</sup> century and pays particular attention to the development and transformation of the English language through Arthurian legends, Elizabethan poetry, two Shakespeare plays, poetry of the 17<sup>th</sup> and 18<sup>th</sup> Centuries, the essay and political satire such as *Gulliver's Travels*, Romantic and Victorian poetry, the novel (*Frankenstein* and *Jane Eyre* or *Pride and Prejudice*), 20<sup>th</sup>-century short stories, and poetry of the Modern era.

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

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

**Prerequisites:** Students must have satisfactorily completed either English I or Honors English I with a grade of B+ or better. Department approval and a timed writing sample are also required. The writing sample is scheduled for February 24, 3-3:45 p.m.

**ENGLISH III:  
AMERICAN LITERATURE 835/836**

Y 10.0 11

This course is designed to introduce students to the major literary periods, authors, and concepts in American literature. It is a chronological survey that traces American literature from the Early Colonial to the Modernist period. Students will be introduced to concepts, histories, authors, and major themes in American literature.

The first semester will cover readings from the Early American and Colonial Period through American Romanticism. Writers will include, but are not limited to, Puritan poets, writers of the Revolution, Emerson, Thoreau and other major American Romanticists. In addition, students will read one Shakespeare play that underscores important themes and/or literary elements being addressed in the course. The second semester will include short stories, essays and poetry from the Age of Realism and Naturalism, the Harlem Renaissance and Modernism. The students also will read a number of key American novels, such as *The Adventures of Huckleberry Finn* and *The Great Gatsby*.

Critical writing skills will be stressed over the course of the year; writing responses will be grounded in the literature and the literary period. Students will complete several formal essays that develop MLA parenthetical citation, explication, and analysis. In the second semester, students will produce a research paper that includes secondary resources, along with textual citation and analysis. At the end of each semester, students will complete a cumulative final that tests their comprehension of material covered within each semester and includes an essay writing component. In addition to literature and composition, English III will continue to develop grammar and vocabulary skills begun in the freshman and sophomore years.



## ENGLISH IV:

### AP ENGLISH 982/983

### HONORS ENGLISH IV 989/990

Y

10.01

12

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

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

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

**AP English students are expected to take the AP English Literature exam; Honors English IV students may choose to take the AP exam, but they are not required to do so.**

**Prerequisites:** Students must have satisfactorily completed either English III or Honors English III with a grade of at least an A-. Approval of the English department faculty and a timed writing sample are required. **The writing sample is scheduled for February 24, 3-3:45 p.m.**

## ELECTIVES

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

### YEARBOOK 2010-2011 841/842

Y

10.00

9-12

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

## FINE ARTS

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

The Fine Arts Department echoes the Cornelia Connelly Philosophy and believes that we are to teach the critical thinking skills that enable each student to ask educated questions as she defines and develops her appreciation for the arts. In addition, the Fine Arts Department has a responsibility to provide each student with opportunities to explore fully the expressive potential within her. The Fine Arts Department also is committed to fostering an interdisciplinary approach to the Arts to encourage the student to incorporate various levels of content in her creative efforts. We encourage students to bring to bear in their work connections to the humanities, history, literature, philosophy, personal spirituality, and scientific knowledge.

**Graduation Requirement: Three semesters**

	Number of Semesters	Credits	Grade
<b>FOUNDATIONS IN FINE ARTS, COMPOSITION and SPEECH SKILLS 200/203</b>	S	5.0	9

This course serves as the foundation of study to all Fine Arts and Writing courses. The fundamental elements of art, speech, and music will be studied in breadth. Students will explore and build confidence in art. In addition students will perform as part of the Freshman Choir. Introduction to speech will be incorporated into the scope of study. Refer to English Department for additional description on the writing module. **NOTE:** Course does not count in GPA.

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

<b>INTRODUCTION TO COMPUTER GRAPHICS (GRAPHIC DESIGN) 279/280</b>	Y	10.0	10-12
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The purpose of this yearlong course is to introduce the student to the basic concepts of computer graphic design. Students will utilize colors, shapes, photographs, photographic manipulation and different fonts to create their designs. Additional concepts such as logo, industrial, and commercial design will be explored as well. While creation is an important part of a designer's job, presentation is just as important. Students will also learn how to mount and present their work in a professional manner. This course will primarily utilize Adobe illustrator and Photoshop and an introduction to each program will be presented. Students will utilize graphic tablets and are expected to personally create most of their work. **Prerequisite:** Students must have completed one year of Studio Art or have consent of the instructor by showing a portfolio demonstrating competency in the arts.

<b>GRAPHIC DESIGN II 291/292</b>	Y	10.0	11-12
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This yearlong course continues the student's exploration into the world of Graphic Design. Students are expected to have an advanced understanding of both Adobe Illustrator and Photoshop. Students will move beyond creating simple two-dimensional designs and will focus on constructing packaging and displays. Designs, logos, and art will be created using graphic tablets. Students will be expected to show a mastery of the Adobe Graphics Suite. **Prerequisite:** Satisfactory completion of Graphic Design I.

**ADVANCED STUDIO ART-PAINTING I 246/247** Y 10.0 10-12

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

**Prerequisite:** Studio Art I and II

**ADVANCED STUDIO ART-CERAMICS 261/262** Y 10.0 10-12

This year long course will provide a stimulus for exploring three-dimensional art by means of design through clay ceramic sculpture. All of the projects will be hand built and include coil and slab building, construction of vessels that can hold liquid, mask making, a trompe l'oeil project, and other three-dimensional projects. **Prerequisite:** Studio Art I and II

**ADVANCED STUDIO ART-PAINTING II 293/294** Y 10.0 10-12

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

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

**AP STUDIO ART 978/979** Y 10.0 10-12

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

**SURVEY OF WESTERN ART 263/264** Y 10.0 10-12  
**PREHISTORY THROUGH THE MODERN ERA**

This is a yearlong introductory survey of the art and architecture of "Western" civilization (i.e., with an emphasis on European culture) from "prehistory" to modern times. We will examine works of art according to their historical and cultural contexts, taking into consideration the primary political, religious, and social concerns of each period. Our goals are 1) to define art and visual culture, 2) to appreciate and enjoy art in its diverse forms, 3) to develop an appreciation and understanding of art as a product of its time and place, 4) to understand the role of Art in society, both past and present, and 5) to critique works of art intelligently and write about them effectively. Attendance and participation are essential because considerable class time will be devoted to examining and analyzing individual works of art, with student reviews and interpretation a significant part of the grade.

**AP ART HISTORY 980/981** Y 10.0 10-12

This is a comprehensive history of art course that examines major forms of artistic expression from the past and present and from a variety of cultures. Although the emphasis of the course will be on western art, we will also cover Non-European Art, including art of the ancient Near East, Egypt, Islam, Africa, the ancient Americas, and Asia. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. The course promotes an understanding of 1) Architecture,

Sculpture, Painting, Drawing, and other Art forms, 2) the elements of Art, fundamental Art History terminology, and technical processes used in the production of art, and 3) works of art in historical and cultural contexts, considering such issues as patronage, gender, function, and the effects of art. No prior experience in art or art history is required, but the course demands a high degree of commitment to academic work and to the purposes of a program designed to meet college standards. Students will be required to critique works of art intelligently and to write about them effectively. Attendance and participation are essential because considerable class time will be devoted to examining and analyzing individual works of art, with student reviews and interpretation a significant part of the grade. Students will be required to complete extensive summer reading assignments, and there will be additional meetings outside of class to prepare for the AP Exam. **Note:** Students who enroll in this course are expected to take the AP Art History Exam.

## PERFORMING ARTS

**VOCAL ENSEMBLE 253/254** Y 10.0 10-12

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

**HONORS ADVANCED VOCAL ENSEMBLE 269/270** Y 10.0 10-12

An auditioned ensemble that will address intermediate to advanced vocal techniques. A major portion of the course will be performances during the school year as well as participation in school and other diocesan liturgies. Music theory and sight-reading will be refined as music is explored through many languages, cultures and styles. Vocal techniques such as breath support, vowel production, tone color, and vibrato will be developed. **Prerequisite:** Audition; Consent of the instructor.

**BEGINNING HANDBELL ENSEMBLE 251/252** Y 10.0 10-12

The Connelly Handbell Ensemble will focus on beginning to intermediate handbell techniques. The class will begin with basic music Theory as it pertains to handbells, including introductions to rhythm, pitch recognition, dynamics, articulation techniques, as well as expression and musicality. The ensemble will be expected to participate fully in many liturgies at Connelly as well as perform in concerts and festivals throughout the school year. Also addressed will be appropriate handbell usage in Catholic liturgy as well as viable performance medium in concerts.

**ADVANCED HANDBELL ENSEMBLE 271/272** Y 10.0 10-12

The Connelly Advanced Handbell Ensemble, an auditioned ensemble, will focus on intermediate to advanced handbell techniques. The class will continue the study of Music Theory as it pertains to handbells, including more complex rhythms, faster pitch recognition, extreme dynamics, articulation techniques, as well as further exploration of expression and musicality. The ensemble will be expected to participate fully in many liturgies at Connelly as well as perform in concerts and festivals throughout the school year. Also addressed will be appropriate handbell usage in Catholic liturgy as well as viable performance medium in concerts. **Prerequisite:** Audition, Consent of instructor

**CHAMBER SINGERS 274**

Y

9-12

Students will form a mixed ensemble to study and perform the vast amount of choral literature for mixed voices. Advanced vocal techniques as well as ensemble techniques and considerations will be addressed. Major portions of this course will be performances throughout the school year as well as special performances in liturgies at Connelly and throughout the diocese and community. Meeting times to be arranged after school or Earlybird. **Prerequisite:** Enrolled in Women's Ensemble

**LITURGICAL MUSIC 260**

S

9-12

This course is primarily a musical ensemble that will prepare Mass music for all liturgies at Connelly. The group will rehearse 1 day per week as agreed upon by the musicians. These students will also have the responsibility to assist in choosing Mass music for the community. Students will rehearse and continue their training on their musical instrument of choice (i.e. voice, guitar, piano, percussion, flute, violin etc.). **Prerequisite:** Consent of the instructor

**TRI-SCHOOL THEATRE CLASSES**

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

Course Fees: \$155 per elective class, \$415 for yearlong classes. Payment plans available.

To register for these courses, please fill out a registration form/emergency form and mail with payment to Tri-School Theatre, 1952 W La Palma Ave, Anaheim CA 92801. For more information, please call the Tri-School office at 714-774-7575 Ext. 1155 or visit the Web site [www.trischool.org](http://www.trischool.org).

**Yearlong Conservatory**

Tri-School Theatre offers year-long courses in technical theatre and performance. These classes are for the serious student of theatre. None of these classes are graded. Students will have the opportunity to perform in showcases. All classes are held at the Servite Theatre 3:30-5 p.m.

A schedule will be handed out on the first day of class.

**Elective Courses**

Tri-School Theatre offers elective courses in technical theatre and performance. Electives are offered in the fall, winter and spring for 7-week periods. At the end of each session, student work is presented at a showcase. None of these classes are graded. All classes are held at the Servite Theatre 3:30-5 p.m. A schedule for the year is handed out on the first day of each class.

**ACTING I**Number of  
Semesters

Grade

Y

9-12

**Thursdays, 3:30-5 p.m.**

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

<b>ACTING II</b> <b>Thursdays 3:30-5 p.m.</b>	Y	10-12
This course provides a more intense study of scene work and monologues. This class requires a year of theatre experience at the high school level. <b>Prerequisite:</b> Acting I		
<b>ACTING III and IV</b> <b>Thursdays 3:30-5 p.m.</b>	Y	11-12
This advanced-level class will build on the ensemble with such topics as theatre genres, styles, and acting methods. This course is a continuation of the study of voice and movement, and emphasizes self-awareness. This class requires two or three years of theatre experience at the high school level. <b>Note:</b> This class is repeatable. <b>Prerequisite:</b> Acting II		
<b>INTRO TO TECHNICAL THEATRE</b> <b>Thursdays 3:30-5 p.m.</b>	Y	9-12
This class is a foundation for any student interested in learning about technical theatre. Course topics include lighting, sound, set shop, stage management, and production coordination. This class combines classroom work with hands-on experiences. There is no previous training or experience necessary. Students from this class will receive top priority on crew assignments for the fall and spring productions.		
<b>TECHNICAL THEATRE II</b> <b>Thursdays 3:30-5 p.m.</b>	Y	10-12
This second-level class is the next step for students interested in learning about technical theatre. Course topics expand to include designing. This class combines classroom work with hands-on experience. Students will receive priority on crew assignments for the fall and spring productions. <b>Prerequisite:</b> Technical Theatre I		
<b>TECHNICAL THEATRE III AND IV</b> Fridays 3:30-5 p.m.	Y	11-12
This advanced-level course will include topics from the previous courses, but in more depth and with an emphasis on design, for example, in lighting and set shop. Students from this class will receive top priority on crew head assignments for the fall, winter and spring productions. <b>Note:</b> Class is repeatable. <b>Prerequisite:</b> Technical Theatre II		
<b>MUSICAL THEATRE</b> <b>Fall course, Fridays 3:30-5 p.m.</b>	S	9-12
This class will help you select, prepare, and present a musical theatre song for auditions, and to showcase your talent. No experience necessary - singers and non-singers welcome. <b>Note:</b> Class is repeatable.		
<b>MONOLOGUE</b> <b>Fall course, Fridays 3:30-5 p.m.</b>	S	9-12
Receive individualized coaching on a monologue selected especially for you. Highly recommended for students who audition for plays. No experience necessary. <b>Note:</b> Class is repeatable.		
<b>MUSICAL THEATRE</b> <b>Winter course, Fridays 3:30-5 p.m.</b>	S	9-12
This class will help you select, prepare, and present a musical theatre song for auditions, and to showcase your talent. No experience necessary - singers and non-singers welcome. <b>Note:</b> Class is repeatable.		

**MONOLOGUE** S 9-12

**Winter course, Fridays 3:30-5 p.m.**

Receive individualized coaching on a monologue selected especially for you. Highly recommended for students who audition for plays. No experience necessary. **Note:** Class is repeatable.

**MAKE-UP DESIGN** S 9-12

**Spring course, Fridays 3:30-5 p.m.**

This hands-on course will show you how to apply basic stage make-up, as well as scars, wounds, and old-age effects. No experience necessary. **Note:** Class is repeatable.

**CABARET** S 10-12

**Spring course, Fridays 3:30-5 p.m.**

Create a musical performance about your life through song. Develop and perform your own one-person act. Performance is on a day separate from Showcase. Recommended for juniors and seniors with some theatre experience. Instructor approval required. **Note:** Class is repeatable.

## FOREIGN LANGUAGE

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

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

	Number of Semesters	Credits	Grade
<b>SPANISH I 509/510</b>	Y	10.0	9-12

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

<b>SPANISH II 535/536</b>	Y	10.0	9-12
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This course is a continuation of Spanish I. In addition to continued cultural presentations, students will study more advanced grammatical structures. Emphasis remains on developmental listening, speaking, writing, reading, and comprehension, with increased emphasis on spoken communication.

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

<b>SPANISH III 537/538</b>	Y	10.0	10-12
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This is an intermediate language course which continues to expand vocabulary, to cover more sophisticated points of grammar, and to expose students to Hispanic culture. The students will progress toward higher levels of proficiency in listening, speaking, writing, and reading comprehension. Students will also write compositions and present oral reports.

**Prerequisite:** Students must complete Spanish II with a grade of C- or better.

**HONORS SPANISH III 966/967**

Y 10.0 10-11

Spanish III Honors is an intermediate course for the mature student that can work independently. This course seeks to develop advanced levels of proficiency in the four language skill areas of reading, speaking, listening and writing. It is an accelerated course that includes a wide range of topics of Hispanic culture and language, broadening the student's breadth of vocabulary with emphasis on oral communication. **Prerequisite:** Students must have satisfactorily completed Spanish II with a grade of B+ or better or its equivalent and have departmental approval.

**SPANISH IV 539/540**

Y 10.0 11-12

In this course, fourth-year students refine and pull together their knowledge from the first three years of Spanish studies. Reading and listening materials are more advanced, and the fine points of Spanish grammar are reviewed. Students continue to give oral presentations and write compositions on a variety of topics. The study of Hispanic culture continues. Conversation and composition are emphasized. **Prerequisite:** Students must have satisfactorily completed the Spanish III course with a grade of B or better or its equivalent.

**ADVANCED PLACEMENT****AP SPANISH 968/969**

Y 10.0 11-12

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

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

**LATIN I 525/526**

Y 10.0 9-12

This beginning course introduces students to both the Latin language and ancient Roman culture. In addition to studying vocabulary, grammar, and syntax in preparation for translation, emphasis is placed on integrating language and culture. Students are encouraged to enrich their English vocabulary through the study of etymology. The focus is on the development of Latin-English translation skills. The class utilizes the Cambridge Latin Course which contains both a workbook and text with online tools.

**LATIN II 527/528**

Y 10.0 9-12

Latin II is a continuation of Latin I. The study of Latin grammar and vocabulary is reinforced. New curriculum includes Demonstrative Adjectives, pronouns, the subjunctive mood and indirect statement. The study and translation of these concepts will again come from the Cambridge Latin Course. **Prerequisite:** Satisfactory completion of Latin I or its equivalent with a C- or better.

**LATIN III 551/552**

Y 10.0 10-12

This class is designed as the students' first venture into actual Latin. Primary reading material will consist of selected prose readings from Livy's *Ab Urbe Condita* as well as poetry from Ovid's *Metamorphosis*. Knowledge of grammar and syntax will be reviewed, but major emphasis will be on clausal constructions that utilize the subjunctive mood. Course emphasis/grading will be primarily based on in-class translations. Students will also delve deeper into Roman culture and history. The first two centuries (C.E and B.C.E.) of Roman history will be examined and related to the works

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

**LATIN III HONORS 557/558** Y 10.0 10-12

Like Latin III, the honors course has a strong emphasis on translation. Honors students will be responsible for longer translations and will be responsible for leading group discussions on Roman culture. Honors students will also be responsible for beginning scansion of poetry in the second semester. Honors Latin III will serve as a direct preparation for the AP Latin IV exam.

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

**ADVANCED PLACEMENT**

**AP LATIN IV 559/560** Y 10.0 11-12

A.P. Latin IV is a yearlong course specifically designed for the A.P. Latin Exam. Students will be responsible for reading specific lines from Vergil's *Aeneid*, identification of poetic devices (eg. Alliteration, metonymy, synecdoche, apostrophe, et al.), and scansion of dactylic hexameter. Students will translate into English, analyze, interpret, and discuss the selections of the AP Latin: Vergil syllabus. They will read the intervening passages in English and discuss the *Aeneid* in its entirety as a work of literature. The topics and methods of teaching are designed to meet the requirements of the course listed in the AP Latin Course Description Booklet.

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

**MANDARIN CHINESE I 549/550** Y 10.0 9-12

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

**MANDARIN CHINESE IV 565/566** Y 10.0 10-12

This is an intermediate/advanced level course designed to be well linked to the elementary level program by continuing to provide a practical, learner-centered and enjoyable language and cultural learning experience for intermediate/advanced Chinese learners. At this level students will continue to build their mastery of commonly used vocabulary and grammatical structures. Frequent consolidation and review exercises are included. This course will also help students to prepare for advanced Chinese study by introducing formal and written expressions and increasing the students' "Media Literacy". This is accomplished by providing exposure to common Chinese idioms and the stories behind them and by including texts written in the style of newspapers, magazines and Internet news articles. **Prerequisite:** Students must have satisfactorily completed the Mandarin Chinese III course with a B or better or its equivalent.

# MATHEMATICS

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

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

**Graduation Requirement: Three years**

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

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

### ALGEBRA I 621/622

Number of Semesters	Credits	Grade
Y	10.0	9

This course actively involves widely diverse students in thinking, reasoning, and communicating about algebra. Throughout the course, students are introduced to the concept of the variable and its applications by means of organizing thoughts into mathematical sentences and equations. Its challenging, problem-solving investigations empower students to take responsibility for their own learning.

### HONORS ALGEBRA I 939/940

Y	10.0	9
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This accelerated course covers a broad spectrum of algebraic subjects, investigating these topics to a greater depth than normally experienced in a 1st-year algebra course.

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

### GEOMETRY 608/609

Y	10.0	10
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This is a course in traditional Euclidian geometry. Lessons on deductive reasoning and work with simple proofs are also included to help students develop logical reasoning skills. Connections between geometric principles and other areas of mathematics, as well as other disciplines, are integrated throughout the course to emphasize the importance of geometry and its relevance to real-world situations. **Prerequisite:** Completion of Algebra I or Algebra II with a C- or better.

**HONORS GEOMETRY 956/957** Y 10.0 10

This course includes major topics of Euclidean Geometry covered in more detail and requires supplementary work not normally covered in the regular geometry class. Emphasis is placed on deductive reasoning and proofs.

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

**ALGEBRA II/TRIGONOMETRY 615/616** Y 10.0 9-12

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

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

**HONORS ALGEBRA II/TRIGONOMETRY 918/919** Y 10.0 9-12

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

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

**MATH ELECTIVE:**

**PERSONAL FINANCE (619)** F/S 10.0 11-12  
**AND BUSINESS MATHEMATICS (620)**

This course is designed for students to build upon their previous mathematics background and experience real life mathematics through personal and business financial models. The mathematics of banking, charge accounts, amortization of loans, insurance, business profit/lost scenarios, and marketing will all be explored. **Note:** Students may enroll in one or both semesters.

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

**PRECALCULUS 617/618** Y 10.0 11-12

This course is intended for students who have successfully mastered two years of Algebra and one year of Geometry. It strengthens student understanding of functions, advanced trigonometry, advanced logarithms, and analytic geometry.

**Prerequisite:** At least a B- in Honors Algebra II / Trigonometry and Geometry or an A in Algebra II/Trigonometry and Geometry along with supplementary work and the recommendation of the teacher.

**HONORS PRECALCULUS 944/945** Y 10.0 11-12

This course is intended for students who have successfully mastered two years of Algebra and one year of Geometry. It strengthens student understanding of functions, advanced trigonometry, advanced logarithms, and analytic geometry. To set this course apart from its regular counterpart, students will be given special homework problems and supplementary assignments. Lastly, exams will be more difficult than the regular Precalculus class.

**Prerequisite:** At least a B+ in Honors Algebra II / Trigonometry and Geometry.

**ADVANCED PLACEMENT  
AP CALCULUS AB 970/971**

Y 10.0 12

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

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

**ADVANCED PLACEMENT  
AP CALCULUS BC**

Y 10.0 12

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

**PHYSICAL EDUCATION**

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

**Graduation Requirement: Four Semesters**

	Number of Semesters	Credits	Grade
<b>PHYSICAL EDUCATION/HEALTH 284/285</b>	2	10.0	9

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

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

**PHYSICAL EDUCATION II 071/072** 4 10.0 10,11,12

This two-semester class includes a variety of activities and sports that are taught in six-week blocks. The activities include: Combatives such as boxing and self defense, gymnastics/tumbling; team activities such as basketball, volleyball, volley tennis, softball, soccer, track, ultimate Frisbee, speed away and flag football. Students may enroll for one or for two semesters.

## RELIGIOUS STUDIES

**Graduation Requirement: Five credits each semester. Courses in years one to three are required.**

### Year 1:

#### **Fall Semester:**

	Number of Semesters	Credits	Grade
<b>The Revelation of Jesus Christ in Scripture</b>	<b>F</b>	<b>5.0</b>	<b>9</b>

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 the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

#### **Spring Semester:**

#### **Who Is Jesus Christ?**

<b>S</b>	<b>5.0</b>	<b>9</b>
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The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be.

### Year 2:

#### **Personal, Societal, and Global Morality**

#### **Fall Semester:**

#### **ETHICS 184**

<b>S</b>	<b>5.0</b>	<b>10</b>
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This course explores models of ethics, values, and morality, contemporary stages of faith and moral development, and emerging thought. It allows students to explore their own developing faith, and ethical and moral sense relative to their lives and Catholic teachings. Finally, it provides a framework in which student can consider and reflect upon the application of ethical and moral principles in contemporary life.

#### **Spring Semester:**

#### **SOCIAL JUSTICE 194**

<b>S</b>	<b>5.0</b>	<b>10</b>
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In response to the Gospel message, the Church challenges us to respond to major problems we face today such as poverty, hunger, prejudice, the treatment of the elderly and the challenged, and the destruction of the earth's resources. Students learn to analyze these issues based on the Church's long tradition of social teachings.

### Year 3:

#### **Scripture Studies**

#### **Fall Semester:**

#### **INTRODUCTION TO HEBREW TESTAMENT 178**

<b>S</b>	<b>5.0</b>	<b>11</b>
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In this course, students study the biblical stories of women and men, which shed light on our own identity and relationship with God, and our collective identity in the Hebrew development of salvation history. Through reading the biblical texts, and understanding the historical events that shaped the consciousness of the Hebrew people, students discover the deepening understanding of God that evolved out of their experience as the people of God.

**Spring Semester:**

**INTRODUCTION TO CHRISTIAN TESTAMENT 175** S 5.0 11

Students explore together the life, death, and resurrection of Jesus. Through an analysis of New Testament texts, students learn how and where the gospels and epistles were written, and how they express the faith of the newly developing Christian community. Finally, students reflect on the message of Jesus, and search for meaning in each student's life and in our world today, and how the Church in the modern world understands biblical study and the force of the biblical message in our times.

**Year 4:**

**Electives**

**WORLD RELIGIONS 199** S 5.0 12

This course provides a survey of major religious traditions practiced in the modern world, seen from a Roman Catholic perspective. The survey will include: the primal religions of the Americas and other regions; Hinduism, Sikhism, Jainism, Confucianism, Taoism, Zen, Judaism, Christianity, Islam and the legacies of ancient Rome, Greece, and Zoroaster.

**RELIGION IN THE MEDIA 185** S 5.0 12

This course will demonstrate and explore how world religions and the Catholic Church have been portrayed through various forms of media over the years and how the Church itself has reacted to the introduction of these forms. The course will survey the history of religion in film, television, literature, newspaper, and the internet. This course will also study the various ways in which the messages from these forms of media can be interpreted by their audience.

**CONTEMPORARY ISSUES IN RELIGION 157** S 5.0 12

This one-semester course will focus on a current and emerging topic in the academic field of Religious Studies. Examples of topics offered may include: Religion and the Media, The Philosophy of Religion, Inter-religious Dialogue, Women and Religion, Religion and Politics, Psychology and Religion, and Culture and Religion.

**ADVANCED ETHICAL STUDIES 197** S 5.0 12

The advances in science have affected religion from Aristotle through Steven Hawking. In this course, students will pursue a historical review of major scientific discoveries along side the ethical and religious developments in religion. The course will conclude with a summary of the current blending of scientific and religious thought, and how that blend has influenced our religion, especially ethics.

**NARRATIVE PHILOSOPHY 186** S 5.0 12

This interdisciplinary course of religion and philosophy examines the contributions of major philosophers to modern thought. Current moral, social and global issues, especially interpersonal and international relations, and our efforts to make ethical use of natural resources will be examined. By reading the insights of Descartes, Kant, Kierkegaard, Freud, Jung, Sartre, Marcel, Einstein, and the Vatican II documents, students will learn how contemporary society has both contributed to, and come into conflict with, traditional thought. The goals of the course for the students are: to trace the ongoing narrative of modern thought, to recognize the continuing development of Western thought today, and to prepare to contribute creatively and intelligently to modern global society.

## SCIENCE OFFERINGS

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

	<b>College Prep.</b>	<b>Honors</b>	<b>Honors/AP</b>
<b>Freshman</b>	Biology	Honors Biology	Honors Chemistry
<b>Sophomore</b>	Chemistry	Honors Chemistry	AP Chemistry
<b>Junior</b>	Oceanography, or Elective	AP Chemistry or AP Biology	AP Biology
<b>Senior</b>	Physics or Elective	Physics or Honors Physics	Honors Physics

Notes:

- 1) Freshman must take a diagnostic science test and have recommendations from their junior high math and science teachers to begin in a science course other than biology.
- 2) Freshman who do well in biology are invited to move over to the honors progression in their sophomore year.
- 3) Three years of science are required at Connelly for graduation, one year of which must be biology course (biology, honors biology, or A.P. biology).
- 4) Two years of lab science are required by the UC system and three years are recommended. Biology, Chemistry, Physics, and Oceanography courses are recognized as lab sciences.
- 5) Some students take physics during their junior year. Others stop taking science courses after an elective in their junior year or take no science junior year and take an elective as seniors. Others double up and take two science courses in their junior or senior years.

## SCIENCE

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

**Graduation Requirement: Three years as follows: One year of Biology, Honors Biology or AP Biology and two years from other offerings.**

		Number of Semesters	Credits	Grade
<b>BIOLOGY</b>	<b>709/710</b>	Y	10.0	9-12

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

<b>HONORS BIOLOGY</b>	<b>960/961</b>	Y	10.0	9-12

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

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

**\*ADVANCED PLACEMENT**

**AP BIOLOGY 972/973** Y 10.0 10-12

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

**Prerequisites** (must meet both science prerequisites with minimum grades listed):

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

**CHEMISTRY 718/719** Y 10.0 10-12

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

**Prerequisites** - (must meet both math and science prerequisites with minimum grades listed):

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

**HONORS CHEMISTRY 907/908** Y 10.0 9-12

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

**Prerequisites** - (must meet both math and science prerequisites with minimum grades listed):

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

**For incoming freshman:** Passing a science diagnostic test with a very high score **and** grades of A or better in junior high Algebra and physical science **and** junior high math and science teacher approvals.

**\*ADVANCED PLACEMENT****AP CHEMISTRY 954/955**

Y

10.0

10-12

This second-year Chemistry course challenges the science-motivated students with more complex experiments, concepts, and problems. Many experiments utilize computer-lab interface equipment for more efficient data gathering and analysis of changes in reaction temperature, color, conductivity, and pH. There are opportunities to explore areas of special interest through science projects and oral and written reports. The course helps prepare students to take the AP Chemistry examination. Lab periods for this course will be held at earlybird time as necessary. **Prerequisite:** Completion of Chemistry or Honors Chemistry with an A- or better and Chemistry teacher approval.

**ANATOMY AND PHYSIOLOGY 707/727**

Y

10.0

11-12

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

**OCEANOGRAPHY 714/715**

F/S

10.0 11-12

In the first semester, this course examines the physical features of the ocean floor, the chemical properties of seawater, the geological origin of the oceans and the earth, and the movements of seawater. Marine ecology and biology are studied the second semester. A field trip is taken the second semester which involves working on a research vessel out of Dana Point and exploring nearby tide pools. A special research report is required second semester. Students will take a final exam both semesters. **Note:** This course is offered every other year. **Prerequisite:** Satisfactory completion of Biology. **Note: This is not an AP course.** Field trip fees: \$80

**NUTRITION SCIENCE 716 (1<sup>st</sup> Semester)**

S

5.0

11-12

This semester course provides an overview of digestion and metabolism of nutrients. Foods will be discussed as a source of nutrition and reviewed as to their effects on nutrition and health. The composition and function of carbohydrates, fats, proteins, minerals, and vitamins will be studied. Current nutrition issues will be emphasized and worldwide problems related to food and nutrition will be discussed. Students will be required to record their own diet, calculate its composition, and evaluate its nutrient content in light of their particular needs. Laboratory exercises and case studies will be included. A research report and/or project will be required in lieu of a final exam. **Note:** This course is offered every other year.

**Prerequisite:** Satisfactory completion of Biology.

**ASTRONOMY 712 (2<sup>nd</sup> Semester)**

S

5.0 11-12

This one-semester elective course will explore the origin and make up of the universe, the formation, properties, and evolution of stars, and the origin and composition of the planets. More specifically, the course will study our own solar system, our seasons and earth-moon system. Other topics will include the history of Astronomy, light and telescopes, and the future of our galaxy and the universe. Students will become acquainted with the stars and the constellations of our night sky. A semester project will be required in lieu of a final exam. **Note:** This course is offered every other year.

**Prerequisite:** Satisfactory completion of Biology.

**PHYSICS 720/721** Y 10.0 10-12

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

**Prerequisites:** Completion of Algebra II/Trig. with a B+ or better **and** completion of Chemistry **and** teacher approval **and** concurrent enrollment in precalculus.

**HONORS PHYSICS 974/975** Y 10.0 11-12

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

**Prerequisites:** Completion of Honors Algebra II/Trig with a B+ or better **and** Honors Chemistry with a B+ or better **or** Chemistry with an A or better **and** teacher approval **and** concurrent enrollment in AP Calculus.

**\*NOTE: Courses marked with an asterisk (\*) meet one extra period per week at a prescribed earlybird session.**

## **SOCIAL SCIENCE**

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

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

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

**ANCIENT HISTORY 300/305**

	Number of		
	Semesters	Credits	Grade
	S	5.0	9

The goal of this course is to link the events and ideas of ancient history to our own times. In conjunction with the English department, the course will deal with philosophical themes and historic events that have shaped modern society. The civilizations of Mesopotamia, Egypt, Greece, Rome, India, and China will be explored in detail. This course is required for all incoming ninth grade students.

**WORLD HISTORY 316/317** Y 10.0 10

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

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

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

**UNITED STATES HISTORY 318/319** Y 10.0 11-12

United States History entails a chronological treatment of the nation's past which includes both its merits and mistakes. The economic, political, geographic, social, and cultural differences and development of the U. S. are explored from the Colonial Period through the modern era.

### **ADVANCED PLACEMENT**

**A.P. UNITED STATES HISTORY 976/977** Y 10.0 11-12

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

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

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

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

**HONORS AMERICAN GOVERNMENT 905** S 5.0 11-12

This course is designed for students who want a more challenging course in government taught at the college level. While it is not an Advanced Placement course, guidance about taking the exam will be provided for interested students. In addition to the course of study offered in the American Government class, this class will extend the curriculum to include a more in-depth study of the various topics. Students will be required to complete an advanced reading assignment during the summer.

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

### **ELECTIVES**

**ANTHROPOLOGY 315** S 5.0 11-12

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

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

**ECONOMICS 311** S 5.0 11-12

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

**HISTORY OF WOMEN 278** S 5.0 11-12

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

**Requirements:** Grade of B or better in World History.

**MOCK TRIAL 326** S 5.0 9-12

Classes are scheduled after school and on weekends.

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

**INTRODUCTION TO PSYCHOLOGY 306** S 5.0 12

Semester course

The content of this course includes the study of the basic principles of psychological theory and practice including human development, personality dynamics, and behavioral processes disorders.

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

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

## HOW STUDENTS SUBMIT COURSE REQUESTS

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

- Log on to [www.Edline.net](http://www.Edline.net) student account, and choose the *Course Requests* option under *My Contents*.
- To add a course request, highlight the desired course in the Course Catalog pane and click *Add*.

**Full Course Catalog**

- 11060 - NTS Elect-Social Studies [0.5]
- 11110 - #Civics [0.5]
- 11130 - Civics/Democracy [0.5]
- 11150 - Civics/Citizenship [0.5]
- 12060 - NTS American History [0.5]
- 12110 - #Am History [0.5]
- 12121 - American History 10 [0.5]
- 12122 - American History 10 [0.5]
- 13060 - NTS Int'l Studies [0.5]
- 13110 - #Int'l Studies [0.5]
- 13131 - Int'l Studies [0.5]
- 13132 - Int'l Studies [0.5]
- 14010 - #Government [0.5]
- 14060 - NTS Government [0.5]
- 14130 - American Government [0.5]
- 14150 - Economics [0.5]**
- 14160 - NTS Economics [0.5]
- 14170 - CITS Economics [0.5]
- 14240 - CITS American Government [0.5]
- 14310 - #Economics [0.5]
- 14321 - AP Europ Histy [0.5]

**School Recommendations**

- 15250 - Civil & Criminal Law [0.5]
- 15450 - CITS/Civil & Criminal Law [0.5]
- 16001 - Student Forum
- 16002 - Student Forum

**Requested Courses: 4 Credits**

- 11130 - Civics/Democracy [0.5]
- 12060 - NTS American History [0.5]
- 12122 - American History 10 [0.5]
- 11150 - Civics/Citizenship [0.5]
- 12121 - American History 10 [0.5]
- 14130 - American Government [0.5]
- 14240 - CITS American Government [0.5]
- 14060 - NTS Government [0.5]

To drop a course request, highlight the course in the Requested Courses pane and click *Drop*. Once all requests have been added to the Requested Courses pane, click *Submit*.

At any time during the course request period you may add or drop requests.

**Since the program does not provide a place to indicate a second or third choice for electives, please email Mrs. Serrano ([mserrano@connellyhs.org](mailto:mserrano@connellyhs.org)) to indicate your second and third choices, especially in the Arts, and for seniors for the Religious Studies electives.** Remember to include your first and last name on the email. Add to this any other pertinent comment that may affect the scheduling of your classes. The clearer your requests, the more likely that you will be scheduled into your preferred courses.

***Edline Course Submission period for the current freshmen, sophomores, and juniors is April 11, 2011 – May 15, 2011.***

***Class of 2012, please note: If you do not select a minimum of six courses, you will be assigned to an elective.***

***Reminder: For yearlong (2-semester) courses, enter both course numbers.***

*Schedules will be processed for students whose family has met all financial obligations to Cornelia Connelly School.*

## GLOBAL HOLY CHILD NETWORK OF SCHOOLS

### UNITED STATES

Connelly School of the Holy Child  
*Potomac, MD*

Cornelia Connelly Center  
*New York, NY*

**Cornelia Connelly School of the Holy Child**  
*Anaheim, CA*

Holy Child Academy  
*Drexel Hill, PA*

Holy Child Academy  
*Old Westbury, NY*

Mayfield Junior School of the Holy Child Jesus  
*Pasadena, CA*

Oak Knoll School of the Holy Child  
*Summit, NY*

Rosemont College  
*Rosemont, PA*

Rosemont School of the Holy Child  
*Rosemont, PA*

School of the Holy Child, Rye  
*Rye, NY*

### ENGLAND

The Cavendish School  
*London*

Combe Bank School  
*Sevenoaks*

The Priory School  
*Birmingham*

St. Mary's Catholic High School  
*Blackpool*

St. Leonards-Mayfield School  
*East Sussex*

### FRANCE

Ecole et College de Maillé  
*Créteil*

Ecole primaire de Maillé  
*Créteil*

**Ecole Notre Dame**  
*Bonneuil/Marne*

### GHANA

Holy Child School  
*Cape Coast*

### IRELAND

Holy Child School  
*Killiney, Co Dublin*

Holy Child Community School  
*Co Dublin*

### NIGERIA

Holy Child College  
*Lagos*

Holy Child Primary School  
*Otukpo, Benue State*

St. Kizito Community Secondary School  
*Lafia, Nasarawa State*

### CO-SPONSORED SCHOOLS

Cristo Rey, New York High School  
*New York, NY*

Hope Partnership for Education  
*Philadelphia, PA*

St. Martin de Porres High School  
*Waukegan, IL*

Washington Middle School for Girls  
*Washington, DC*



**Cornelia  
Connelly  
School**

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Sr. Francine Gunther, *Head of School*  
Martha Izábal Serrano, *Asst. Head*

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

*Cornelia Connelly*



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