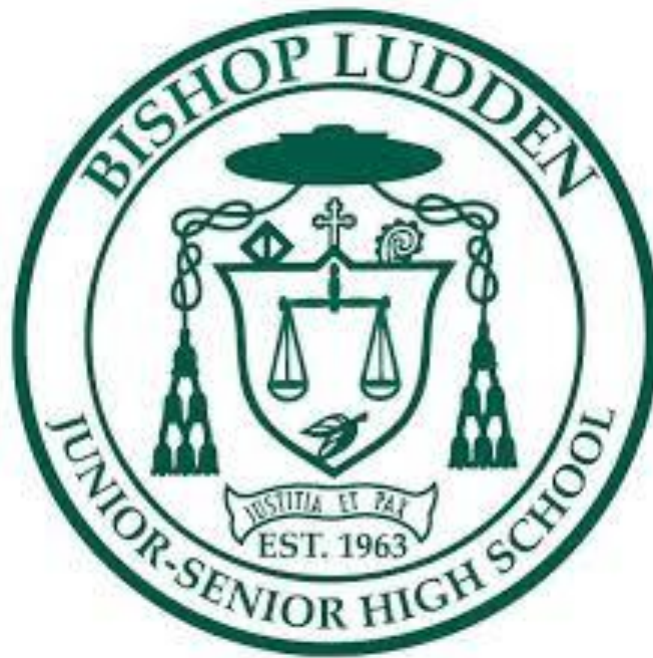


Bishop Ludden Junior – Senior High School

PROGRAM OF STUDIES

2025-2026



Leadership ~ Legacy ~ LUDDEN

2025-2026
BISHOP LUDDEN JR SR HIGH SCHOOL
815 Fay Road
Syracuse, NY 13219
315.468.2591

Middle States
Accreditation



BISHOP LUDDEN



JUNIOR-SENIOR HIGH SCHOOL

International Baccalaureate Accredited School

Dear Bishop Ludden Students and Parents/Guardians:

Welcome to Bishop Ludden Junior Senior High School!

We are delighted to present the Program of Studies for the upcoming academic year. This guide is designed to be a valuable resource for you as you navigate the academic opportunities available at Bishop Ludden and plan your educational journey.

At Bishop Ludden, we are committed to providing a nurturing and challenging learning environment where students can grow academically, personally, and spiritually. We believe in fostering intellectual curiosity, encouraging critical thinking, and empowering students to become responsible and engaged members of society. Our resolute faculty and staff are enthusiastic about education and are committed to supporting each student's unique talents and aspirations.

This Program of Studies outlines the diverse range of courses, programs, and extracurricular activities we offer. From core academic subjects to specialized electives, we strive to provide a well-rounded education that prepares students for success in college, career, and life. You will find detailed information about course descriptions, graduation requirements, academic support services, and extracurricular opportunities.

We encourage you to carefully review this document together and discuss your academic goals. Your guidance and support are essential to your child's success. We also encourage students to actively participate in the course selection process and seek guidance from their school counselors, teachers, and advisors. We are here to help you make informed decisions that align with your interests and future aspirations.

Bishop Ludden is more than just a school; it's a community. We value the partnership between students, parents, and educators, and we believe that open communication and collaboration are key to creating a positive and supportive learning environment. We encourage you to reach out to us with any questions or concerns you may have.

We are excited to embark on this academic year with you and look forward to witnessing your growth and success. Together, we can empower our students to achieve their full potential and shape a brighter future.

Sincerely,

Mary Beth Fierro
Principal

Stephen Shoults
Assistant Principal

PROGRAM OF STUDIES
2025-2026

Bishop Ludden exists to further the mission of Jesus Christ by teaching and proclaiming the Gospel according to the tenets and sacramental life of the Roman Catholic Church.
(Mission Statement)

Bishop Ludden Jr./Sr. High School presents this Course Catalog to students and their parent/guardian as an aid and guide in selecting courses for the 2025-2026 school year.

It is important that choices be carefully made. No student will be allowed to take a course without successfully completing pre-requisite courses.

It is also important that students discuss course selections with their parents/guardians, subject teachers and school counselor. Graduation requirements should be carefully read.

Student and parent/guardian decisions about courses are finalized at course selection time. This allows students to become responsible for their decisions and for school officials to plan for the overall educational program of the entire student body.

BISHOP LUDDEN JR./SR. HIGH SCHOOL

Graduation Requirements

Required <u>Units</u> of Credit	Bishop Ludden Regents Diploma	Advanced Regents Diploma
Religious Studies	4	4
English	4	4
Mathematics	3	3
Social Studies	4	4
Science	3	3
Health	.5	.5
The Arts	1	1
World Language	1	3
Physical Education	2	2
Electives	3.5	1.5

Regents Exams	Regents	Advanced Regents Diploma
ELA	65 or above	65 or above
Algebra I or (Geometry or Alg II)	65 or above	65 or above
Geometry	-----	65 or above
Algebra II	-----	65 or above
Social Studies	65 or above	65 or above
Science	65 or above	65 or above
2 nd Science Regents (1 must be Biology)	-----	65 or above
Pathway (See note below)	65 or above	65 or above

- Pathway assessments are any of the following:
 - Additional Math Regents exam in a different course or Dept. Approved Alt.
 - Additional Science Regents exam in a different course or Dept. Approved Alt.
 - Additional Social Studies Regents exam in a different course or Dept. Approved Alt.
 - Additional English assessment in a different course selected from the Dept. Approved Alt. list.
 - a Dept. approved pathway assessment in the Arts.
 - a Dept. approved pathway assessment in World Language.

MINIMUM ACADEMIC REQUIREMENTS

At the end of the 8th grade, to be considered a 9th grader, a student must have successfully completed the following units of study: 2 units each of Religion/Theology, English, Social Studies, Science, Math, and Physical Education; 1/2 unit each of Music and Art, Technology, and Health; 1 unit High School credit of World Language.

At the end of the 9th grade, to be considered a 10th grader, a student must have a minimum of 6.5 credits including 1 credit each of English, Social Studies, Math, Science, Religious Studies, World Language, and ½ credit of Physical Education.

At the end of the 10th grade, to be considered an 11th grader, a student must have a minimum of 13 credits including 2 credits each of English, Social Studies, Religious Studies, Math, Science, 1 credit of World Language and Physical Education.

At the end of the 11th grade, to be considered a senior, a student must have a minimum of 19.5 credits, including: 3 credits each of English, Social Studies, Religious Studies, Math, and Science; 1 credit of a World Language; and 1.5 Physical Education credits.

CLASS STANDING

CLASS STANDING is determined by multiplying the final grade earned in each course completed by the credit(s) earned for the course, and then by the course weight. The results are added, and the weighted average is determined. This determines the student's class standing. Course weight is a factor predetermined for the course by the course's level of difficulty.

Class standing is not used for college purposes and except for the top 10, is not made public. Counselor will report on applications that 'we do not rank.'

Courses taken off the school campus, unless in the case of summer school or for NYS diploma requirements, will not be counted in class standing or included on the transcript.

Final class standing will be determined at the end of the third marking period in the senior year. At this time, the Valedictorian, Salutatorian, and the rest of the top 10 students will be named by the principal.

COURSE WEIGHTING

The following courses carry Honors Weight:

- All Advanced Placement (AP) Courses (1.1)
- All IB courses (1.1)
- All Honors level courses (1.05)
- Regents level courses (1.0)

HONOR ROLL

Honor Roll standing is based on the average of all numerically graded subjects inclusive of Physical Education. Students must be enrolled in at least six academic courses and may not receive any failing grades in the quarter to be eligible.

Principal's List	94.5-100 Average
High Honors	89.5-94.4 Average
Honor Roll	84.5-89.4 Average

HONORS DIPLOMA

A student will receive a Regents diploma “with honors” for a combined average of at least 90% on the 5 required comprehensive Regents Examinations. A student will receive a Regents diploma with Advanced Designation “with honors” for a combined average of at least 90% on the 8 required comprehensive Regents Examinations.

CREDIT FOR REGENTS LEVEL COURSES

“A course of study involves class attendance, homework assignments, quizzes, tests, and other instructional activities. In many instances it also involves taking a State exam at the end of the course. When deciding whether a student who is enrolled in a course of study has satisfactorily completed the course and is entitled to credit for such course, the teacher should evaluate the student’s performance of all these activities.”

School Administrator’s Manual, State University of New York Education Department

COLLEGE COURSES

Bishop Ludden students may take Advanced Placement (AP) courses in English Language, Statistics and Calculus. A requirement of each AP course at Bishop Ludden is that students will take the Advanced Placement Exam.

There is a fee for each exam (approximately \$99.00). Exams are sent to the College Board for grading. Colleges determine the number of college credits awarded to the student. Students receive one (1) high school credit for each AP course successfully completed. Students are advised to verify transfer of credit with the college they plan to attend.

IB Courses may also be considered for college credit as determined by the individual college. The fee for each IB exam is approximately \$119.

Additional College Credit Coursework is available through Syracuse University (SUPA) and Onondaga Community College (OCC).

ADDING or DROPPING a COURSE

Parent/Guardian, counselor and teacher consultation must take place before a student can drop a course. Courses may not be dropped after the 10 week marking period for full-year courses, and five week marking period for semester courses. If a course is dropped after the deadline, the student will receive a withdrawal fail/withdrawal pass (WF or WP) on the report card, as appropriate. Course changes will not begin without written notification from the Counseling Office to the appropriate teacher.

COURSE LEVEL CHANGES

Level changes are a serious move and should reflect sincere consideration of student ability. Level changes are not made for behavioral or motivational reasons. (Example: Spanish II to Spanish I)

All level changes **MUST** occur by the midpoint of the course.

1. Such changes should be teacher initiated. (In the event of a student or parent requesting a level change, it **MUST** be discussed with the teacher first).
2. The Counselor will discuss with the administration the plan of action to be considered before providing the final decision to the parent(s) and student.

SCHOLAR ATHLETES

There are specific academic requirements for scholar athletes wishing to attend higher education institutions whose athletic programs are under the jurisdiction of the National Collegiate Athletic Association (NCAA). Student-athletes in grades 9-12 anticipating participation in inter-collegiate sports are to check the NCAA Division I and II freshman-eligibility standards and register with the NCAA Initial-Eligibility Clearinghouse.

Information pertaining to both the standards and the Clearinghouse is available through your School Counselor or online at <http://eligibilitycenter.org>.

Students who are failing 2 or more subjects at the 5 or 10-week marking period will be ineligible to participate for a required number of days following the release of the progress report or report card. A letter will be sent home outlining what needs to be done.

RESOURCE

This program is designed for and restricted to students who are classified Learning Disabled and have a formal IEP (Individual Educational Plan). Students must be capable of learning appropriate grade level concepts within the classroom. The Resource Teacher assists the students in meeting their IEP goals, as well as providing support in academic schoolwork. Classroom teachers work in conjunction with the Resource teacher to provide the best educational setting and methods for each individual student.

DEPARTMENT COURSES

RELIGIOUS STUDIES (Theology)

Students must successfully complete the Religious Studies course, a class service project, individual service hours, and the class retreat required for each year. These are required mandates for graduation. A student who has not successfully completed a religion course **must attend a summer session for that course**.

LIFE AND TIMES OF JESUS (THEOLOGY 7)

1 year

Religious Studies 7 is a journey through the New Testament, walking with Jesus and learning more about his life and message. Students develop a relationship with the Risen Christ in order to know and understand how much God loves them. In addition, students will explore the Scriptures to deepen their faith and become more adept at Biblical studies. **10 service hours required.**

HISTORY OF THE CATHOLIC CHURCH (THEOLOGY 8)

1 year

This course delves into the 2,000-year history of the Church and how the church has responded to the mission Jesus Christ entrusted to his first disciples. Other aspects of the curriculum include Biblical prayer and meditation, journaling, faith development, and spirituality. **10 service hours required.**

OLD TESTAMENT (THEOLOGY 9)

1 year 1 credit

This course focuses on the Old Testament story of God's love. Students will learn to read and understand key passages from the Old Testament and come to know and appreciate the major themes of the Hebrew Scriptures. This course also integrates the Old Testament Religious truths as they apply our Judeo-Christian tradition of faith and morality. **20 service hours required.**

NEW TESTAMENT (THEOLOGY 10)

1 year 1 credit

This course will present that Jesus Christ is the Final Revelation of the Father and the awaited Messiah of the Chosen people. Evidenced by the NT writers of the Catholic Tradition, a student will obtain a deeper understanding of Salvation History as fulfilled in the person of Jesus Christ. By the Study of Jesus' teachings, works, miracles, Passion, Death and Resurrections, according to the Gospel writers, a student will be better prepared to understand and freely embrace their Christian faith. **20 service hours required.**

MORALITY AND SOCIAL JUSTICE (THEOLOGY 11)

1 year 1 credit

This course is in two parts; part one explores Christian Morality and part two is Social Justice. (There will be reading of primary source documents in Social Justice.) **30 service hours required.**

WESTERN PHILOSOPHY AND COMPARATIVE RELIGION (THEOLOGY 12)

1 year 1 credit

This course will combine one semester each of Philosophy and Comparative Religions. The first semester is a brief overview of the history of philosophy from the pre-Socratics to Modern Christian philosophy. The students read original philosophical works and write précis on their reading. The mid-term is an original term paper. The second semester is a course in Comparative Religions where we explore various religious traditions with the assistance of various local religious leaders. In addition to classroom presentation by the teacher, representatives of various religions and religious traditions are invited to present to the class. **30 service hours required.**

ART

All art courses comply with regulations for the New York State Regents. For a Regents sequence in Art, the student must take Studio Art and any other two Art courses. All high school students must earn one credit of Art or Music to graduate.

ART 8

1 semester

This course covers the broad sections of space, structure, movement, color and light. Various media are used to fulfill these requirements. Projects will be given with specific instructions and criteria to be met according to individual abilities. Students will learn a variety of artistic techniques.

STUDIO ART

1 year 1 credit Grades 9-10

This is a foundation course which explores various methods and media for creating visual art in a studio atmosphere. During the year skills will be developed in drawing, painting, illustration, design and sculpture. The course will include the study of past art works in order to understand the basic meaning of visual art. This course is intended for any student who wishes to explore the visual arts and to discover their own personal artistic talent.

DRAWING AND PAINTING I

1 year 1 credit Grades 10-12

The use of various media in drawing is explored. In-depth study of line, shape, volume, texture and contour is combined with the study of figure, still life and imaginary objects. Painting is developed as a further expression of the skill of

drawing and gives the student the opportunity to express himself/herself through the use of color and the various painting media. *Prerequisite: Studio Art*

Independent Study Art: Class to be designed/developed in cooperation with the Art Department, Building Administration and Student.

VISUAL ARTS HL (International Baccalaureate Course)

2 years Grades 11-12

This is a two-year course in which a highly motivated student creates a body of work that demonstrates a personal understanding of student as artist. Students create Visual Arts Journals, in which they document what they read, write, think, and question about their artistic development, including evidence of research and investigation. Art appreciation and history are essential course components. Students are encouraged to further their experiences of art and culture by independently visiting art galleries, museums and workshops, and listening to lectures by visiting artists. In the second year, students become more self-directed as they develop a personal visual style and work towards a final exhibition. In addition to classwork, students must devote personal time working independently on art research and creating art. IB assessment in this course consists of the student's final exhibition of works; a comparative study project that analyzes and compares different artworks by different artists, including the student's own; and a process portfolio that contains evidence of experimentation, exploration, manipulation and refinement of a variety of visual arts activities by the student.

BUSINESS and TECHNOLOGY

DIGITAL LITERACY

1 semester Grade 8

In today's interconnected world, understanding how to navigate the digital landscape responsibly and safely is essential. This course is designed to equip Middle School/Junior High students with the skills and knowledge they need to become thoughtful, responsible, and ethical digital citizens. Students will explore key topics such as:

- Online Safety: Protecting personal information, understanding cyberbullying, and recognizing online threats.
- Digital Literacy: Evaluating online sources, avoiding misinformation, and understanding the impact of a digital footprint.
- Responsible Use of Technology: Practicing respectful online communication, managing screen time, and balancing digital and offline activities.
- Ethics and Empathy in the Digital World: Respecting intellectual property, understanding copyright and plagiarism, and fostering positive online interactions.

Through engaging discussions, real-world scenarios, and interactive activities, students will develop critical thinking skills and gain the confidence to use technology in a way that benefits themselves and their communities.

COMMUNICATIONS and WRITING

SUCCESS and WRITING (SAW)

1 semester Grade 7

This course focuses on developing essential language arts skills necessary for success in academics and beyond. This is a required course for all 7th Grade students that will strengthen their abilities in reading, writing, speaking, and listening through a variety of engaging activities and projects.

Course Content Includes:

- **Organization:** Students will learn and apply organizational strategies for their schoolwork, including time management, note-taking, and study skills, to improve their overall academic performance.
- **Spelling:** Students will explore various spelling strategies and rules to enhance their spelling accuracy and expand their vocabulary.
- **Grammar:** This unit will cover fundamental grammar concepts, including parts of speech, sentence structure, punctuation, and mechanics, enabling students to write with clarity and precision.
- **Library Use:** Students will develop research skills by learning how to effectively utilize library resources, including online databases and print materials, to locate and evaluate information.
- **Writing:** Students will engage in various writing genres, such as narrative, persuasive, and informative writing, focusing on developing clear and concise writing styles, proper organization, and effective use of language.
- **Vocabulary:** Students will expand their vocabulary through direct instruction, reading, and context clues, improving their comprehension and communication skills.
- **Public Speaking:** Students will gain confidence and develop effective public speaking skills through presentations, speeches, and other oral activities. Emphasis will be placed on delivery, organization, and audience engagement.
- **Poetry:** Students will explore different forms of poetry, analyze poetic devices, and have opportunities to write their own poems, foster creativity and an appreciation for language.
- **Reflective Listening:** Students will learn and practice active listening skills, including how to pay attention, understand different perspectives, and respond thoughtfully, promoting effective communication and empathy.
- **Practical Communication:** Students will learn practical communication skills, such as how to address an envelope and write a formal or informal letter, preparing them for real-world communication scenarios.

ENGLISH

English curriculum for grade levels 7 through 12 exposes students to appropriate grade level materials in the areas of literature, grammar, speech, and written expression. Strong emphasis will be placed on developing the composition skills necessary to achieve writing competency and excellence. Writing activities designed to teach and encourage student mastery of the writing process and MLA format: free writing, thesis formation, outlining, writing drafts, peer editing, citation, and revision. Components of the research paper are also stressed at each grade level in a sequential and progressive format. The reading program taught concurrently with writing, emphasizing comprehension and critical thinking. Reading selections chosen from many genres and disciplines to foster a broader understanding of the world in which we live and our rich literary history.

ENGLISH 7

1 year

In this course, students will be exposed to a wide variety of texts in order to help them improve their reading ability, as well as to better understand the world around them. Additionally, students will write in many different formats in order to better understand how to organize, explain, and analyze in written format. Throughout all of this, students will work to improve their basic English skills so that they are more prepared as they transition from elementary school to the upper grades. Students will also be taking the English Language Arts Assessment at the end of their 7th grade year, as scheduled by New York State.

ENGLISH 8

1 year

In this course, students will be exposed to a wide variety of texts and written formats that they began to see in 7th grade. The focus of 8th grade will firstly be to perfect and improve upon the comprehension, analysis, and writing skills we began in 7th grade. Along with this, students will gain a heightened ability to analyze texts, as well as learn how to analyze them from multiple perspectives based on companion texts. Students will also be taking the English Language Arts Assessment at the end of their 8th grade year, as scheduled by New York State.

ENGLISH 9

1 year 1 credit

The first-year course content highlights comparative mythology, the epic, and Shakespeare, along with poetry and the novel. An emphasis is placed on the basics of grammar, spelling, and vocabulary as they relate to reading, speaking, writing, and the study of foreign languages. The development of writing skills is stressed through practical exercises in sentence formation, paragraphing, and organization. A variety of literature-based compositions, following the writing process, are incorporated into the curriculum. The students complete several research projects, culminating in the biographical research project.

ENGLISH 10

1 year 1 credit

Sophomores are exposed to diverse authors, writing styles and genres. Through careful study of novels, poetry and drama, students become familiar with and identify literary terms and devices. As their reading comprehension and critical thinking skills improve, the students become proficient in various forms of academic writing, including the formal essay and the research paper. Students complete a research project using the argumentative essay form. In addition, students read a wide variety of essays and short stories which become models for their own work, while they further study the elements of composition involved in the writing process.

ENGLISH 11

1 year 1 credit

In the junior year, students complete their preparation for the New York State Regents Examination in English and get ready for the SAT and ACT exams. Students participate in the study of American and British literature, including essays, short stories, novel and poetry. The course places great emphasis on reading comprehension, critical thinking, and vocabulary skills which are crucial to success on the Regents exam and standardized tests. Therefore, the students read and write responses to a wide variety of essays from disciplines including journal articles, podcasts, and newspapers. These skills are developed and utilized as students improve their proficiency in preparing a research paper based on literary criticism.

ENGLISH 12

1 year 1 credit

As Seniors in High School, students are eagerly awaiting the next adventure in their journey toward adulthood. There will be a focus on reading literature based on the topic of coming of age. Students will read stories of struggle, triumph and tragedy. Students will examine how personal decisions help define identity as well as how people are perceived. This senior year is devoted to preparing students for the rigors of college life; thus it is focused on discussion, writing, and reading. Students will be required to lead and participate in discussions which demonstrate their understanding of the required readings and concepts at hand, as well as writing essays for college applications, conducting scholarly research, and reading a vast array of complex materials that engage them in multiple perspectives.

English Literature HL (Language A) (International Baccalaureate Course)

2 years Grades 11-12

This is a two-year study of English literature. Students focus on literary texts, adopting a variety of approaches to textual criticism. Students investigate the nature of literature, the aesthetic function of literary language, and the relationship between literature and the world. Students are expected to develop their proficiency, fluency, and linguistic range; in particular, they acquire vocabulary appropriate to analysis of texts. Students deepen their understanding of literary texts in order to interpret, analyze, evaluate, and then communicate their understanding in clear, organized and developed products. The HL Literature course explores the relationship between readers, writers and texts, and the range and function of texts across geographical space and historical time. IB assessment in this course includes an individual oral

assessment, a literary analysis paper of 1500-2000 words, and a final exam consisting of literary analysis and comparative essay sections.

ADVANCED PLACEMENT ENGLISH – English Language and Composition

1 year 1 credit Grade 10

This course concentrates on the reading of complex texts with understanding and the writing of rich and complex prose that communicates effectively with mature readers. Students will write in a variety of forms-narrative, exploratory, expository, and argumentative – and on a variety of subjects from personal midterm. At the end of the course students are required to take the Advanced Placement Exam. There will be an approximate fee of \$99.00 for the exam which is billed to you in November. Students must also buy their own textbook. Prerequisite: *Students must meet performance criteria determined by the English Department and recommended by their English teacher.*

CREATIVE WRITING

1 year 1 credit Grades 10-12

Students will immerse themselves in the craft of creative writing, where they will work independently as well as collaborate with fellow classmates. The students in this course will develop techniques for fiction writing. This class will explore and develop literary fiction, dystopian fiction, fairy tales, mysteries and poetry; refining the skills of story structure, character development, descriptive writing, dialogue, prose, and literary devices. Students will workshop their stories as they develop, and gain feedback from their fellow classmates. Students will walk away with a variety of creative pieces at the end of this class ranging from poems, stories, and scenes.

FAMILY and CONSUMER SCIENCE

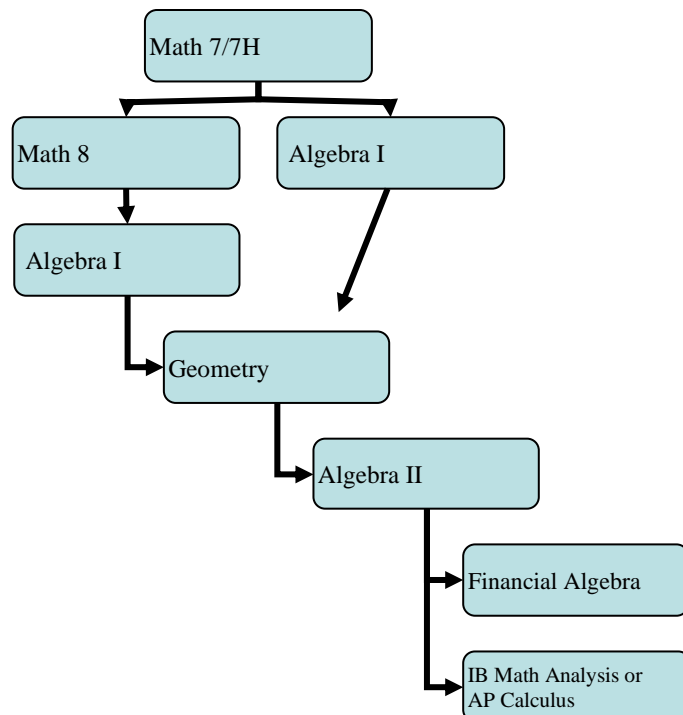
FOOD SCIENCE

½ semester ½ credit Grades 10-12

Students in this course will master skill elements necessary for adult life and college. They will learn how to create a budget, plan and create meals, clean and organize a home, properly create a resume, apply for jobs, master an interview, and dress appropriately for a job. Students will experiment and experience the chemistry involved with the cooking and baking process. They will learn to create a budget, plan and create meals, iron and do laundry, understand the chemistry of cooking, how to properly follow a recipe and to create their own recipes.

MATHEMATICS

Bishop Ludden Math Progression Chart:



MATH 7

1 year

This course has been realigned to meet the current New York State Next Generation Standards. Performance indicators have been established in the following areas: Ratios, Proportions, Percents, Operations with Rational Numbers, Algebraic Expressions and Equations, Statistics and Probability, and Fundamentals of Geometry. Students will take the New York State Math 7 Next Generation Assessment.

MATH 7 Honors/Accelerated

1 year

Math 7 Honors is a Pre-Algebra course that encompasses both Math 7 and Math 8 NYS curriculums into one year for accelerated students. Key concepts include numeric and algebraic expressions, linear equations, ratios and proportional relationships, geometry, statistics, probability, and an introduction to functions. Students will take the NYS Math 7 Next Generation exam during the year. This course is designed to prepare students to take Algebra I in 8th grade as a pathway to Advanced Placement or International Baccalaureate courses in their senior year. *Placement in Math 7 Honors is determined by scores on the Bishop Ludden Entrance Exam and their 6th grade math average.*

MATH 8

1 year

This course has been realigned to meet the current New York State Next Generation Standards for 8th grade. The course focuses on units of study of Exponential Expressions, Geometry, Linear Equations and Functions, and Irrational Numbers. Students will take the New York State Math 8 Next Generation Assessment. *Prerequisite: Successful completion of Math 7.*

ALGEBRA I

1 year 1 credit Grade 8

This course is for 8th grade students continuing in the math honors program. This course encompasses topics of algebra and problem solving with units in number properties, polynomials, linear equations and inequalities, statistics, exponential and quadratic functions. A graphing calculator is required for this course. Students will take the Algebra Next Generation Regents Exam in June. Students who successfully complete the course and score a passing grade on the regents exam will receive 1 credit for high school math. *Prerequisite: Successful completion of Math 7 Honors/Accelerated.*

ALGEBRA I

1 year 1 credit Grade 9

Algebra I is required for all high school students. This course encompasses topics of algebra and problem solving with units in number properties, polynomials, linear equations and inequalities, statistics, exponential and quadratic functions. A graphing calculator is required. Students will take the Algebra I Next Generation Learning Standards Regents Exam in June. Students who successfully complete the course and score a passing grade on the regents exam will receive 1 credit for high school math. *Prerequisites: Successful completion of Math 8.*

GEOMETRY

1 year 1 credit Grades 9-10

This is a required high school math course, the second of a sequence of three courses; Algebra I, Geometry, and Algebra II. This course is the foundation for the development of geometric reasoning. Students will study formal geometric proofs, coordinate geometry, transformations, solid geometry, similarity, geometry of the circle, and geometric construction as well as extending their algebra skills. A graphing calculator is required. Students will take the Geometry Next Generation Learning Standards Regents Exam in June. *Prerequisite: Successful completion of Algebra I (and Regents Exam)*

ALGEBRA II

1 year 1 credit Grades 10-12

This course is the third course required for an Advanced Regents Diploma. Topics studied in this course include exponential and logarithmic functions, conics, complex numbers, advanced probability, advanced statistics, and binomial expansions and regressions. The trig sections of the course include the unit circle, trig inverse functions, co-functions, trig graphs, and trig applications. A graphing calculator is required. Students will take the Algebra Next Generation Regents in June. *Prerequisite: Successful completion of Geometry (and Regents Exam)*

PRE-CALCULUS

1 year 1 credit Grades 11-12

In this course, students will master the algebraic skills needed to learn Calculus at a college level. Topics include polynomial and rational functions, exponential and logarithmic functions, and advanced trigonometry.

Prerequisite: Successful completion of Algebra II Regents exam score considered.

FINANCIAL ALGEBRA

1 year 1 credit Grades 11- 12

Students will learn about banking services, stock market transactions, credit, automobile expenses, insurance and income tax, household budgeting and accounting for business. They will use algebraic formulas, equations, functions, systems of equations, graphs, statistics and more. Selected advanced math topics such as piecewise functions, regression limits, exponential functions, and linear quadratic systems will also be addressed. The lessons will require students to apply concepts to real-world problems such as creating a household budget and maintaining a virtual stock portfolio. *Pre-requisite: Successful completion of Algebra II.*

AP CALCULUS

1 year 1 credit Grade 12

This is an introductory course in Differential and Integral Calculus and Analytic Geometry. Applications of calculus include related rates, instantaneous rate of change, motion, area and volume under a curve, and accumulated change. At the end of the course students are required to take the Advanced Placement Exam. There will be a \$99.00 exam fee.

Prerequisite: Successful completion of Pre-Calculus and teacher recommendation.

AP STATISTICS

1 year 1 credit Grade 12

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling, and experimentation, anticipating patterns, and statistical inference. At the end of the course students are required to take the Advanced Placement Exam. There will be a \$99.00 exam fee.

Prerequisite: Successful completion of Algebra II and teacher recommendation.

MATHEMATICS ANALYSIS & APPROACHES SL (International Baccalaureate Course)

This is a one-year course that recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. It includes conventional topics that are typical of advanced mathematics (functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, such as the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important in every mathematical endeavor, but it also has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. This course is for students who enjoy becoming fluent in the construction of mathematical arguments and developing strong skills in mathematical thinking and want to explore real and abstract applications of these ideas. Students become comfortable with the manipulation of algebraic expressions and learn to enjoy the recognition of patterns and understand the mathematical generalization of these patterns. IB assessment in this course includes a mathematics research paper, and a final exam consisting of both short- and long-answer questions. Note that half of the final exam allows no calculators.

PERFORMING ARTS

JUNIOR HIGH CHOIR

1-year Grades 7-8

This course is open to all students in Grade 7 and Grade 8. Participation in all performances is mandatory for course completion. Students will learn the basics of sight singing and vocal technique. A variety of sacred and secular choral music will be explored. Jr. High Chorus performs at least two concerts per year.

CONCERT CHOIR

1-year ½ credit Grades 9-12

Concert Choir is Bishop Ludden's high school chorus for students who are committed to improving choral technique and also to exploring various styles of choral music, including classical, vocal jazz, multicultural, Broadway and more. This group performs at various times throughout the year at Bishop Ludden as well as in events and festivals outside of school. Participation in all performances is mandatory for course completion. *This course meets every other day. Students must receive approval from instructors to enroll in class.*

JUNIOR HIGH BAND

1-year Grades 7-8

The Junior High Band performs a wide range of musical styles, from transcriptions of early music to contemporary literature. Performances occur throughout the year. A public concert presentation each semester is mandatory to complete the course. *Prerequisite: Students must be enrolled in school group lessons or be taking private lessons.*

HIGH SCHOOL BAND

1-year ½ credit Grades 9-12

The concert band covers a wide range of musical styles, from transcriptions of early music to classic rock music. Performances occur at various times throughout the year. A public concert presentation each semester is mandatory to complete the course. *Prerequisite: Students must be enrolled in school group lessons or be taking private lessons.*

INSTRUMENTAL LESSONS

Grades 7-12

Although all band members require instrumental lessons, any student may take lessons on the band instrument of their choice. This includes flute, clarinet, saxophone, trumpet, trombone, tuba and percussion. * Lessons are given roughly once per week and rotate between four class periods throughout the day. Therefore, an academic class will be missed once a month throughout the year.

- * Instruments are NOT provided by Bishop Ludden
- * Auditions are required to be accepted into either Jr. High or Sr. High band

GUITAR

1 year (every other day) ½ credit (for HS only) Grades 8-12

Have a guitar that is sitting collecting dust begging to be played? This course is for you! This class is designed to offer students a comprehensive introduction to playing the guitar while fostering a deep appreciation for music. Through a combination of theoretical knowledge, practical skills, and musical exploration, students will develop proficiency in playing the guitar and gain insight into various musical styles. We will end each semester each student will perform a song as an individual and a song with the whole class.

PIANO I/II/III

1 year (every other day) ½ credit Grades 8-12

Piano I is a beginner's piano class designed for students who wish to learn some basic music theory and to develop some beginning piano playing skills. (Please note: This class is NOT for students who have taken piano lessons previously.) Time in class will be spent both on keyboards (practicing) and off the keyboards (learning some theory). PIANO II/III is for students who want to continue or (pending approval) for other students who have some previous experience with piano.

MUSIC TECHNOLOGY

1 year (every other day) ½ credit Grades 8-12

Music Technology is a wonderful opportunity for students who want to create music but haven't found the right outlet to do so. This course is designed to introduce students to the world of making music using modern technology. Students will use various instruments and recording techniques to piece together either original compositions or covers of songs they love to listen to.

PHYSICAL EDUCATION and HEALTH EDUCATION

The Physical Education and Health Department is an important part of the total education experience. The New York State Education Department requires that each student participate in physical education. The Physical Education Department has developed a program to educate the individual through participation in a variety of activities in and out of school. These activities will help promote body awareness, skill development, social and emotional growth, understanding of sports rules, interest in recreational activities and an understanding of physical fitness and good health. This is brought about through a variety of experiences that can help the student recognize his/her interests, physical needs and potential.

We offer the following activities and continue to grow each year: basketball, flag football, soccer, volleyball, softball, bowling, badminton, pickleball, ping pong, weight training, aerobics, fitness testing & development, shuffleboard, orienteering, golf, team handball, broomball, flag rugby, kickball, and other various games

PHYSICAL EDUCATION 7/8

2 years 1 unit of study

At the 7/8 grade levels the emphasis will be on skill development, rules, body awareness and coordination, emotional control, and peer acceptance.

PHYSICAL EDUCATION 9/10

2 Years ½ credit each year

At the 9/10 grade levels, the activities will focus more on fitness development, continued skill development, cooperation, and self-discipline.

PHYSICAL EDUCATION 11/12

2 years ½ credit each year

At the 11/12 grade levels, programs will be based on competencies in a variety of activities. Emphasis will be on promoting the awareness of physical activity as a constructive use of leisure time, and a means to maintain physical fitness and good health.

HEALTH GRADE 7

Full year Every Other Day

This course encourages opportunities to develop positive physical, social, and mental health through development of personal health goals and general understanding of skills needed to live a healthy lifestyle. The course is based on NYS curriculum standards, NHES requirements, and Glencoe Health Textbook.

HEALTH 10-12

1 year ½ credit Grades 10-12

This course encourages opportunities to develop their knowledge of concepts and skills that influence health promotion and disease prevention to take positive action for healthy, lifelong living. Course is based on NYS curriculum standards and NHES requirements.

SCIENCE**SCIENCE 7**

1 year

This course is focused on scientific inquiry, living things, the human body, genetics and evolution, reproduction, ecology, and the environment. Students are also introduced to laboratory skills, including lab safety, equipment uses, dissections, data analysis and written laboratory reports.

SCIENCE 8

1 year

This course builds upon the scientific skills acquired in 7th grade and includes space systems, history of the Earth, cycling of materials within Earth systems, as well as weather and climate. Physical science standards covered relate to properties of energy, forces and interactions, as well as electromagnetic energy and waves. Engineering and problem solving continue to be a focus for 8th grade students. There is a strong emphasis placed on preparation for the 8th grade assessment as well as high school level courses.

In order to receive NYS Regents credit in any of the Regents science courses or to sit for the NYS regents exam, 1200 minutes of laboratory work is required.

EARTH & SPACE SCIENCE (formerly known as Earth Science) – NYS REGENTS

1 year 1 credit

This course uses an investigative approach toward learning to observe and measure geological processes, interpretation of geological history and rock correlation. Other topics will include glacial, volcanic, and earthquake activity as well as weather and astronomy. *The New York State Regents Board requires successful completion of 1200 minutes of laboratory investigations and written reports. Failure to complete the laboratory component will result in disqualification from the Regents Exam.*

BIOLOGY (formerly known as Living Environment) – NYS REGENTS

1 year 1 credit Grades 9

This course covers the fundamental principles of biochemistry, cytology, genetics, evolution, human physiology, ecology, and experimental design. Completion of 1200 minutes of laboratory investigations and written reports are required by the New York State Board of Regents. *The New York State Regents Board requires successful completion of 1200 minutes of laboratory investigations and written reports. Failure to complete the laboratory component will result in disqualification from the Regents Exam.*

CHEMISTRY – NYS REGENTS

1 year 1 credit Grades 10-12

This course is designed for students who are interested in learning more about science and who have a wide range of mathematical and scientific abilities. Topics include matter and energy, atomic structure, bonding, acids and gases, mathematics of chemistry, equilibrium and kinetics, and organic chemistry. *The New York State Regents Board requires successful completion of 1200 minutes of laboratory investigations and written reports. Failure to complete the laboratory component will result in disqualification from the Regents Exam. Prerequisite: Successful completion of courses in Biology and Geometry or Teacher Recommendation.*

PHYSICS

1 year 1 credit Grades 11-12

A New York State Regents based course with strong emphasis on mathematics and problem solving. Curriculum topics include mechanics, motion, energy, electricity, waves and modern physics. Laboratory exploration and activity required. Prerequisites: Successful completion of Chemistry and Algebra II; actual scores in those courses are considered.

Knowledge and use of algebra and basic trigonometry is required for success. *The New York State Regents Board requires successful completion of 1200 minutes of laboratory investigations and written reports. Failure to complete the laboratory component will result in disqualification from the Regents Exam.*

INTRO TO ENGINEERING

1 year 1 credit Grades 11-12

Introduction to Engineering is a full year elective designed to introduce high school students to elements of Civil Engineering, Electrical Engineering, Mechanical Engineering, Aerospace Engineering, Chemical Engineering as well as Biomedical Engineering. Students will be introduced to the Engineering Design Process and use it for their designs. Throughout the course, students will improve their critical thinking skills through researching, generating project designs, building projects and redesigning their projects. The students will learn through lectures, teacher demonstrations as well as hands on assignments specifically designed for each unit.

FORENSIC SCIENCE

½ year ½ credit Grades 10-12

Forensic Science is an elective science and research course. Students will apply their background knowledge from Biology and Chemistry to topics including crime scene investigation, evidence collection, hair/fiber/textile analysis, fingerprinting, DNA, blood analysis/spatter, forensic toxicology, handwriting/forgery analysis, forensic entomology, soil analysis, forensic anthropology, and ballistics. Students will be responsible for a Serial Killer research paper.

The texts are *The Poisoner's Handbook* and *In Cold Blood*.

There will be numerous labs. *Prerequisite- Successful completion of Living Environment and parental/guardian permission due to graphic subject matter.*

NATURAL HAZARDS AND DISASTERS

½ year ½ credit Grades 10-12

Natural disasters, like earthquakes, landslides, and hurricanes, kill on average 60,000 people and result in tens of billions of dollars in damage each year. This course is designed for students who are interested in taking a deeper look at the geological and meteorological causes of these natural disasters. Additional emphasis will be placed on forecasting these disasters, preparing for disasters, and mitigation strategies to alleviate the effects. *Prerequisite: Regents Earth Science or Biology.*

BIOLOGY SL (International Baccalaureate Course)

This is a one-year course with labs, involving a deep exploration of biological topics previously discussed in Biology. This course includes investigations that highlight cytology, molecular biology, biochemistry, genetics, ecology, biodiversity, and human physiology. Students will learn how to design and conduct their own biological investigation, while using quantitative data to support a hypothesis. Students will be asked to draw conclusions and write discussions based on various science experiments. Students will be formatting a college-level lab report and formally present their research. Students will be expected to complete the Internal and External Assessments. Internal Assessment will be a self-designed experiment with a practical portfolio. External assessment includes multiple choice, short answer and extended responses that will test a student's data analysis ability. This course will be largely discussion based on multiple hands-on, explorative activities.

Prerequisite: Biology, Chemistry

ENVIRONMENTAL SYSTEMS and SOCIETIES SL (International Baccalaureate Course)

This is a one-year course with labs that enable students to combine methodology, techniques, and knowledge of the pure sciences with those associated with the social sciences. The course is grounded in both scientific exploration of environmental systems, and in exploration of cultural, economic, ethical, and political interactions of societies with the environment. The interdisciplinary nature of the course requires that students perform research and investigations and also participate in philosophical discussions. The course requires a systems approach to environmental understanding and problem solving and promotes holistic thinking about environmental issues. Examples of topics include biodiversity and conservation, climate change and energy production, and human systems and resource use. IB assessment in this course includes lab report evaluation, an individual investigation of an ESS research question that has been designed, implemented, and reported by the student, and also a final exam that involves case analysis, objective questions, short answer questions, plus two essays from a choice of four.

SOCIAL STUDIES**SOCIAL STUDIES 7**

1 year

Year one of a two-year curriculum sequence deals with the development of the United States with a focus on New York State. Topics include: first settlers in America, European exploration and colonization, the Revolutionary War period, the Constitution, and the historical development of our nation – 1800 to 1850's. Students will complete four research projects.

SOCIAL STUDIES 8

1 year

Year two of the two-year curriculum sequence deals with the development of the United States with a focus on New York State. Topics include: the Civil War period, the Age of Industrialization, the Age of Imperialism, World War I, the 1920's through 1930's and World War II to the present. Students will complete four research projects.

GLOBAL STUDIES I

1 year 1 credit Grade 9

Global Studies I is the first phase of a two-year course focusing on world history and geography. Students explore chronology from Ancient Times to the First Global Era (ending about 1750). Course instruction begins with early civilizations in Egypt and Mesopotamia, belief systems, and Classical Civilizations (Greece and Rome). Students gain an understanding of early empires and other civilizations around the globe. Students also examine issues such as cultural interactions among varied peoples and global trends. There will be a school-generated final and midterm exam, as well as various projects throughout the year to assess understanding of the course content.

GLOBAL STUDIES II

1 year 1 credit Grade 10

Global Studies II is a chronological study of the units of Global History which include the Middle East, Latin America, Africa, South/Southeast Asia, Western Europe, Russia/Eastern Europe, China and Japan. Global History II will examine the period from 1750 to the present. Topics within this time period include physical and historical setting, dynamics of change, contemporary nations and cultures, economic development, and the areas within the global context. The course will culminate with the NYS Regents exam in June.

UNITED STATES HISTORY and GOVERNMENT

1 year 1 credit Grade 11

This course will analyze the socioeconomic and political concepts which have developed through American History. The emphasis is on a chronologically organized study of U.S. History emphasizing the country as an industrial nation. Included are sections on constitutional and legal issues as well as issues of international involvement. The course will culminate with the NYS Regents exam in June.

PARTICIPATION IN GOVERNMENT

1 semester ½ credit Grade 12

This course is required for graduation and aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

ECONOMICS

1 semester ½ credit Grade 12

Economics, the Enterprise System, and Finance “Economics, the Enterprise System, and Finance” examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

HISTORY OF THE AMERICAS HL (International Baccalaureate Course)

This is a two-year study of history that analyzes America’s past in a worldwide context. Course content includes all of Regents-level US History, so students can take the NYS Regents exam in US History. IB history topics build upon that foundation and focus on the mid-19th to the mid-20th century, including the Civil War, the US in Global Affairs, and the Cold War and the Americas. Further studies include the international dynamics of the Cold War, the US civil rights movement compared to South African apartheid, and an exploration of authoritarian states in the 20th century. Course requirements include advanced reading of textbooks, primary documents, and commentaries. Students are encouraged to think historically and to develop historical skills as well as retaining factual knowledge. Importantly, students develop critical thinking skills needed to develop an understanding of multiple interpretations of history. IB assessment in this course includes the production of a 2200-word historical investigation on topic of their choice that includes an evaluation of sources, the investigation itself, and personal reflection. There is also a final examination consisting of two essays on topics selected by the student from a set of choices.

PSYCHOLOGY HL (International Baccalaureate Course)

This is a two-year study of mental processes and behavior, which uses a multidisciplinary approach and a variety of research techniques. At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: biological, cognitive, and sociocultural. The knowledge, theories, and research that have developed in these fields will be studied and evaluated. Students will follow a holistic and integrated approach to understanding mental processes and behavior as complex, dynamic phenomena, enabling student appreciation of diversity and commonality between their own behavior and that of others. IB assessment in this course includes a student experimental study, and a final examination that includes a shorter answer question, required essays, and essay selected from a set of given topics.

WORLD LANGUAGE**FRENCH IA**

1 year Grade 7

This is a basic course for any student who has little or no previous instruction in the language. The four basic skills of listening, speaking, reading, and writing concurrently developed. *Students must pass with a minimum of 65 in order to continue to Level I.*

FRENCH I

1 year 1 credit Grade 8

This course is a continuation of course IA, including a review of material covered in IA. *Prerequisite: French IA. Students must pass the Checkpoint A Exam with minimum of 65 in order to continue to Level II.*

FRENCH II

1 year 1 credit Grade 9-12

This course will continue the development of the four basic skills of listening, speaking, reading, and writing. Areas of concentration will be grammar and vocabulary with writing requirements. *Prerequisite: French I.*

FRENCH III

1 year 1 credit Grades 10-12

This course is designed to meet the requirements that were necessary for passing the Regents examination (auditory and reading comprehension, composition, and cultural background included). *Prerequisite: French II.*

SPANISH IA

1 year Grade 7

This is a basic introductory course for any student who has little, some or no previous instructions in the language. The four basic skills of listening, speaking, reading, and writing are concurrently developed.

SPANISH I

1 year 1 credit Grade 8

This course is a continuation of course IA. It begins with a general review of everything covered in course IA. *Prerequisite: Spanish Ia. Students must pass the Checkpoint A Exam with minimum of 65 in order to continue to Level II and pass the end of year assessment in order to receive credit for Sp. I*

SPANISH II

1 year 1 credit Grades 9-12

This course will continue the development of the four basic skills of listening, speaking, reading, and writing. Areas of concentration will be grammar and vocabulary. *Prerequisite: Spanish I.*

SPANISH III

1 year 1 credit Grades 10-12

This course is designed to meet the requirements that were necessary for passing the Regents examination (auditory and reading comprehension, speaking, composition, and cultural background included). *Prerequisite: Spanish II*

French or Spanish SL (Language B) (International Baccalaureate Course)

2 years Grades 11-12

This is a two-year study of an additional language (French or Spanish) designed for students with previous learning of the language. Standard Level (SL) courses are often covered in a single year, but experience has shown that students accomplish more learning goals if they practice a second language over a longer period of time. The course focuses on both language acquisition and development of language skills. Students study and use of a range of written and spoken materials entirely in the target language. Students advance in speaking, reading, and cultural awareness in this course, as they develop both mastery of language and intercultural understanding. IB assessment in this course includes an individual oral conversation with the teacher, and a final examination that includes a writing task, and comprehension tasks in both listening and reading.

SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)

SPM 300: INTRODUCTION to ESPORTS

(3 Syracuse University credits)

Syracuse University Course Catalog Description:

This course introduces the student to the esports ecosystem including areas such as games, developers, events, leagues, facilities, and history. Students will receive a broad understanding of various areas of esports through lectures and class projects.

Pre- /Co-requisites: This course will be offered based on enrollment (how many students would like to take it)

Course Objectives:

Students will be able to:

- Critically discuss the esports ecosystem and how each part impacts other parts of the industry.
- Describe the diverse types of games and events that are run across levels of esports competitions.
- Demonstrate understanding of history of esports leagues and events and how they impact the current and future landscape
- Understand how to evaluate the effectiveness of various elements within esports.
- Convey the difference and similarities between the gaming and esports industries, and how they work together.

Required Materials:

SBJ (available through SBJ's College and University Program (<https://www.sportsbusinessjournal.com/>) is highly recommended as regular reading for students serious about entering the sports industry.

Esports Insider News Journal – <https://esportsinsider.com/>

ONONDAGA COMMUNITY COLLEGE (OCC) ~ EARLY OCC

High school students over the age of 16 in partner school districts have the opportunity to take OCC courses, on campus, during their regular school day. Students receive a tuition waiver and are only required to pay for their books and associated course fees. Through the Early OCC program, students are able to begin earning college credits on a pathway toward their desired degree program.

Our Bishop Ludden Guidance Counselors can help determine what OCC coursework best fits the academic needs and strengths of each student. Early OCC is open to all 11th and 12th grade students who will turn 16 before the 1st day of classes at OCC.

To learn more about Early OCC please visit the following link: <https://www.sunyocc.edu/early-occ>

OCC Contacts:

Early College High School Coordinator: Hailey Warren, *Assistant Director of Early College Pathways*, h.warren@sunyocc.edu

Early OCC: Flagan Prince, *Director of Early College Pathway*, f.m.prince@sunyocc.edu

INTERNATIONAL BACCALAUREATE (IB) PROGRAMME

Suggested Course of Study

Grade 7 – 12

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11*	Grade 12*
Religion 7	Religion 8	Religion 9	Religion 10	Religion 11	Religion 12
English 7	English 8	English 9	AP English	IB English 1	IB English 2
Soc Studies 7	Soc Studies 8	Global 1	Global 2	IB HOTA 1	IB HOTA 2
Science 7	Science 8, Earth Sci or Bio	Earth Sci, Bio, Chemistry, or Physics	Earth Sci, Bio, Chemistry, or Physics	IB Bio or IB ESS or IB SEHS	2nd Science or 2nd Math (AP Stats or AP Calc)
Spanish 1A French 1A	Spanish 1 French 1	Spanish 2 French 2	Spanish 3 French 3	IB Spanish 1 IB French 1	IB Spanish 2 IB French 2
Math 7H	Algebra 1	Geometry	Algebra 2	IB Math 1	IB Math 2
Health/PE	Digital Lit/PE	Sci Lab/PE	Health/PE	IB Art 1 or IB Psych 1	IB Art 2 or IB Psych 2
Literacy, Music, Art	Music, Art, Sci Lab	Elective	Elective or Sci Lab/SH	Sci Lab/PE	Sci Lab/PE

*IB Core taken during lunch Junior and Senior Year

HOTA - History of the Americas; ESS - Environmental Systems & Societies; SEHS - Sports, Exercise, & Health Science



INTERNATIONAL BACCALAUREATE (IB) COURSE DESCRIPTIONS

**The International Baccalaureate Programme is designed to develop well-rounded individuals who can respond to today's challenges with optimism and an open mind. It is encouraged for all students who have a willingness and enthusiasm to learn, are independent learners and able to manage their own time effectively to become more knowledgeable, critically thinking, communicative, risk-taking, well-balanced and reflective individuals.*

English Literature HL (Language A)

This is a two-year study of English literature. Students focus on literary texts, adopting a variety of approaches to textual criticism. Students investigate the nature of literature, the aesthetic function of literary language, and the relationship between literature and the world. Students are expected to develop their proficiency, fluency, and linguistic range; in particular, they acquire vocabulary appropriate to analysis of texts. Students deepen their understanding of literary texts to interpret, analyze, evaluate, and then communicate their understanding in clear, organized and developed products. The HL Literature course explores the relationship between readers, writers and texts, and the range and function of texts across geographical space and historical time. IB assessment in this course includes an individual oral assessment, a literary analysis paper of 1500-2000 words, and a final exam consisting of literary analysis and comparative essay sections.

French or Spanish SL (Language B)

This is a TWO-year study of an additional language (French or Spanish) designed for students with previous learning of the language. Standard Level (SL) courses are often covered in a single year, but experience has shown that students accomplish more learning goals if they practice a second language over a longer period of time. The course focuses on both language acquisition and development of language skills. Students study and use a range of written and spoken materials entirely in the target language. Students advance in speaking, reading, and cultural awareness in this course, as they develop both mastery of language and intercultural understanding. IB assessment in this course includes an individual oral conversation with the teacher, and a final examination that includes a writing task, and comprehension tasks in both listening and reading.

History of the Americas HL

This is a two-year study of history that analyzes America's past in a worldwide context. Course content includes all of Regents-level US History, so students can take the NYS Regents exam in US History. IB history topics build upon that foundation and focus on the mid-19th to the mid-20th century, including the Civil War, the US in Global Affairs, and the Cold War and the Americas. Further studies include the international dynamics of the Cold War, the US civil rights movement compared to South African apartheid, and an exploration of authoritarian states in the 20th century. Course requirements include advanced reading of textbooks, primary documents, and commentaries. Students are encouraged to think historically and to develop historical skills as well as retaining factual knowledge. Importantly, students develop critical thinking skills needed to develop an understanding of multiple interpretations of history. IB assessment in this course includes the production of a 2200-word historical investigation on topic of their choice that includes an evaluation of sources, the investigation itself, and personal reflection. There is also a final examination consisting of two essays on topics selected by the student from a set of choices.

Psychology HL

This is a two-year study of mental processes and behavior, which uses a multidisciplinary approach and a variety of research techniques. At the core of the DP psychology course is an introduction to three different approaches to understanding behavior: biological, cognitive, and sociocultural. The knowledge, theories, and research that have developed in these fields will be studied and evaluated. Students will follow a holistic and integrated approach to understanding mental processes and behavior as complex, dynamic phenomena, enabling student appreciation of diversity and commonality between their own behavior and that of others. IB assessment in this course includes a student experimental study, and a final examination that includes a shorter answer question, required essays, and essay selected from a set of given topics.

Biology SL

This is a one-year course with labs, involving a deep exploration of biological topics previously discussed in Biology. This course includes investigations that highlight cytology, molecular biology, biochemistry, genetics, ecology, biodiversity, and human physiology. Students will learn how to design and conduct their own biological investigation, while using quantitative data to support a hypothesis. Students will be asked to draw conclusions and write discussions based on various science experiments. Students will be formatting a college-level lab report and formally present their research. Students will be expected to complete the Internal and External Assessments. Internal Assessment will be a self-designed experiment with a practical portfolio. External assessment includes multiple choice, short answer and extended responses that will test a student's data analysis ability. This course will be largely discussion based on multiple hands-on, explorative activities.

Prerequisite: Biology, Chemistry

Environmental Systems & Societies SL

This is a one-year course with labs that enable students to combine the methodology, techniques and knowledge of the pure sciences with those associated with the social sciences. The course is grounded in both scientific exploration of environmental systems, and in exploration of cultural, economic, ethical, and political interactions of societies with the environment. The interdisciplinary nature of the course requires that students perform research and investigations and also participate in philosophical discussions. The course requires a systems approach to environmental understanding and problem solving and promotes holistic thinking about environmental issues. Examples of topics include biodiversity and conservation, climate change and energy production, and human systems and resource use. IB assessment in this course includes lab report evaluation, an individual investigation of an ESS research question that has been designed, implemented, and reported by the student, and also a final exam that involves case analysis, objective questions, short answer questions, plus two essays from a choice of four.

Mathematics Analysis & Approaches SL

This is a one-year course that recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. It includes conventional topics that are typical of advanced mathematics (functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, such as the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important in every mathematical endeavor, but it also has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. This course is for students who enjoy becoming fluent in the construction of mathematical arguments and developing strong skills in mathematical thinking and want to explore real and abstract applications of these ideas. Students become comfortable with the manipulation of algebraic expressions and learn to enjoy the recognition of patterns and understand the mathematical generalization of these patterns. IB assessment in this course includes a mathematics research paper, and a final exam consisting of both short- and long-answer questions. Note that half of the final exam allows no calculators.

Visual Arts HL

This is a two-year course in which an initiative-taking student creates a body of work that demonstrates a personal understanding of student as an artist. Students create Visual Arts Journals, in which they document what they read, write, think, and question about their artistic development, including evidence of research and investigation. Art appreciation and history are essential course components. Students are encouraged to further their experiences of art and culture by independently visiting art galleries, museums, and workshops, and listening to lectures by visiting artists. In the second year, students become more self-directed as they develop a personal visual style and work towards a final exhibition. In addition to classwork, students must devote personal time working independently on art research and creating art. IB assessment in this course consists of the student's final exhibition of works; a comparative study project that analyzes and compares different artworks by different artists, including the student's own; and a process portfolio that contains evidence of experimentation, exploration, manipulation and refinement of a variety of visual arts activities by the student.

The Core Class

Full Diploma Program (DP) students participate in THREE components that comprise the Core, or heart, of the IB DP. The Core class is scheduled class time for students to study the Theory of Knowledge (TOK), develop and document their Creativity-Activity-Service projects (CAS), and report on progress toward completing the Extended Essay (EE). All Core activities extend across both the junior and senior years and are intended to develop a global perspective.

1. Theory of Knowledge (TOK) is a course about critical thinking and inquiry into the process of knowing, rather than learning specific content. Successful completion of TOK is a DP requirement. TOK examines the nature of knowledge and how we know what we claim to know. It emphasizes connections between areas of shared knowledge and links them to personal knowledge so that students become more aware of their personal perspectives and how they might differ from others. IB assessment in this course consists of an essay on a knowledge topic selected from a set of choices, plus a TOK exhibition project that involves commentaries on student-selected objects.
2. Creativity-Activity-Service (CAS) enables students to grow as individuals and to recognize their roles in relation to others. Successful completion of CAS is a DP requirement. CAS consists of: Creativity, exploring ideas leading to an original or interpretive product or performance; Activity, physical exertion or movement contributing to a healthy lifestyle; and Service, collaborative and reciprocal engagement with the community in response to an authentic need. While students may have other smaller projects, they must undertake at least one CAS project of at least one month's duration that shows initiative, perseverance, and skills such as collaboration, problem-solving, and decision-making. A CAS student has three formal, documented interviews with an adviser. While not formally assessed otherwise, students reflect on their CAS experiences and provide evidence of achieving the required learning outcomes in CAS portfolios.
3. The Extended Essay (EE) offers students the opportunity to compose a 4,000-word piece of independent research on a topic of personal interest. Successful completion of the EE is a DP requirement. The topic is chosen from any of the students' DP subjects, or in the case of the interdisciplinary world studies essay, two subjects. The result is a major piece of formal, structured research writing, in which ideas and findings are communicated in a reasoned and coherent manner. IB assessment in this activity evaluates the submitted essay according to five specific criteria: focus and method, knowledge and understanding, critical thinking, presentation, and engagement.

“Summer Scholars Program for Catholic High School Students”

To participate, choose a course from our Summer Scholar course offering (Fill out the Summer Scholar Application for our records) and submit your transcript. Qualified candidates must have a minimum high school grade point average of 87 and a PSAT or SAT score of at least 1000, or ACT score of 22. This new program will be administered through of Office of Admission at Le Moyne. **The program will specifically target ascending juniors and seniors consistent with the guidelines of our existing Summer Scholar Program.** Students will be offered the opportunity to enroll in one or two courses preselected by Le Moyne College in Summer Session II, which runs from early July through early August. The cost will be the significantly reduced tuition rate for the summer of 2024.

The new *Catholic School Scholarship* of \$12,500 per year at Le Moyne College will be awarded to all seniors meeting the admission criteria for the College. The receipt of this scholarship is dependent on completion of a minimum of two courses (6 credit hours) by the time of application to the college, with a 2.5 cumulative GPA at Le Moyne College with no grade lower than a “C.”

Students will be informed about the award of this scholarship at the time of admission.

If you have further questions, please direct them to an Admissions Counselor at Le Moyne College who can be reached at [315.445.4300](tel:315.445.4300).

Courses taken at the Summer Scholars Program do not appear on Bishop Ludden's high school transcript.