



JUNIOR-SENIOR HIGH SCHOOL
International Baccalaureate Accredited World School

Program of Studies 2026-2027



815 Fay Road • Syracuse, New York 13219-3097
Phone: 315.468.2591 • Fax: 315.468.0097
WWW.LUDDEN-GRIMES.ORG



Dear Bishop Ludden-Grimes Students and Parents/Guardians:

Welcome to Bishop Ludden-Grimes 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-Grimes and plan your educational journey.

At Bishop Ludden-Grimes, 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-Grimes 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,

Steve Shoults
Principal

PROGRAM OF STUDIES

2026-2027

Bishop Ludden-Grimes 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-Grimes Jr./Sr. High School presents this Course Catalog to students and their parents/guardians as an aid and guide in selecting courses for the 2026-2027 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 counselors. 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-Grimes Jr/Sr High (BLG) is a Catholic secondary school committed to the inherent dignity of every person as created in the imago Dei (image of God). In fidelity to Catholic Social Teaching and the mission of the International Baccalaureate (IB), the school believes that **all students are capable of growth and learning**. All students are entitled to an educational environment that enables them to reach their God-given potential.*

*As an IB World School, BLG embraces inclusion as a **process**, not a program—one that seeks to remove barriers to learning, foster belonging, and cultivate the intellectual, spiritual, social, and emotional development of every student. Inclusion at Bishop Ludden-Grimes is grounded in the IB Learner Profile and reflects our commitment to equity, access, compassion, and academic excellence.*

BISHOP LUDDEN-GRIMES JR./SR. HIGH SCHOOL GRADUATION REQUIREMENTS

Required <u>Units</u> of Credit	BLG 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 Department Approved Alternative.
- Additional Science Regents exam in a different course or Department Approved Alternative.
- Additional Social Studies Regents exam in a different course or Department Approved Alternative.
- Additional English assessment in a different course selected from the Department Approved Alternative list.
- A Department approved pathway assessment in the Arts.
- A Department 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, and Math; 1 unit Physical Education; ½ 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. The school counselor will report on college 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-Grimes (BLG) students may take Advanced Placement (AP) courses in English Language, Statistics and Calculus. A requirement of each AP course at Bishop Ludden-Grimes 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.

Bishop Ludden-Grimes students may take International Baccalaureate Diploma Program (IB DP) courses in English, History, Math, Biology, Environmental Systems and Societies, Psychology, Visual Arts, and IB Core and Theory of Knowledge. Each course has required internal and external assessments. There is a fee for each IB exam (approximately \$127). External assessments are sent to IB for scoring. Students receive one (1) high school credit for each IB course successfully completed. Students are advised to verify transfer of credit with the college they plan to attend.

Students may choose to pursue a second diploma during their junior and senior year by completing a two-year course of study, as established by IB. Please see IB CORE near the end of this program for additional details. You may also contact the IB Coordinator at BLG.

Additional College Credit Coursework is available through LeMoyne College, Syracuse University (SUPA) and Onondaga Community College (OCC). Please see these sections near the end of this program for additional details.

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.

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).

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.

CATHOLIC MORALITY (THEOLOGY 9)

1 year 1 credit Grade 9

This course will take a detailed look at the 10 commandments as the basis for morality and then discover how our Lord Jesus Christ calls us to a higher moral standard in the New Testament. We will do an in-depth study of St. John Paul II's teaching on the Theology of the Body which will bring us to a fuller understanding of the meaning of the human person and the fundamental human dignity that flows from being created in God's image and likeness. With this groundwork, we will see the importance of developing a conscience that seeks to love God, oneself, and others in response to the Gospel and to repent to God and others when we fall short of our call to discipleship. We will then be able to look at current social and moral issues and infer a Catholic response based on the dignity of life and Catholic social teaching.

20 service hours required.

OLD TESTAMENT COVENANTS AND THE MARKS OF THE CHURCH (THEOLOGY 10)

1 year 1 credit Grade 10

"One, Holy, Catholic, and Apostolic Church." We will explore the Old Testament from the perspective of the covenants between God and his people and see that Jesus Christ is the fulfillment of those covenants. We will then come to understand how through Christ's Eucharistic Covenant completed on the Cross the Catholic Church became God's instrument for Salvation. We will then study the 4 Marks of the Church and see that through our participation in the Sacraments, Mass and the mission of the Church we become a member of the Body of Christ.

20 service hours required.

NEW TESTAMENT SURVEY (THEOLOGY 11)

1 year 1 credit Grade 11

This course, through the analysis of the New Testament, will also provide an advanced Catechesis into the person of Jesus of Nazareth, the role of the Holy Spirit throughout early Church history and the teachings of the apostles. This course will provide you with the education to draw an informed conclusion as to who Jesus is; human, divine and historical. As well as the history of the early Universal (Catholic) Christian Church.

30 service hours required.**CATHOLIC SOCIAL TEACHING (THEOLOGY 12)**

1 year 1 credit Grade 12

This course is a culmination and synthesis of all the previous theology classes a student has taken in the Catholic School system. It brings together all the fundamental teachings in Sacred Scripture, Sacred Tradition, morality, church history, and spirituality. The focus of the course is teaching each student how and why to live the social and theological teachings of the Catholic Church after they enter society as adults.

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.

7TH GRADE ART

1 semester

In this class students will focus on the Elements of Art: color, value, line, shape, form space and texture. This class will consist of projects and exercises like sketching, still life, and perspective that increase the students' confidence in their skills while preparing them to work at a junior High School level.

8TH GRADE ART

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.

3D ART

1 year 1 credit Grades 10-12

This class is a chance for students to take their art skills to a 3 dimensional level. They will get to create sculptures and pieces ranging from low relief to large pieces made from materials from wood to cardboard, found objects. This class is a way for students to create and learn special relations and structure in a way that they may not have tried before.

*Prerequisite: Studio Art***CERAMICS**

1 year 1 credit Grades 10-12

This is a class that allows students of all skill levels to create with clay. Students learn multiple methods of hand building and glazing and create pieces from relief tiles to mugs, jugs, houses, animals and people.

Prerequisite: Studio Art

THEATER TECHNOLOGIES

1 year 1 credit Grades 10-12

This class allows students to learn what makes a theatrical show work backstage. Students learn how to design, create, and run a theatrical set including props. After school work is required as the school shows and musicals are part of what we are creating.

STAINED GLASS

1 semester .5 credit Grades 10-12

This is an introductory class that allows students of all skill levels to learn about the art of stained glass making. Students learn to measure, cut, solder, and fuse glass to make 2D and 3D stained glass pieces that they design.

JEWELRY MAKING

1 semester .5 credit Grades 10-12

This is an introductory class that allows students to learn to create jewelry with all different types of materials from found objects to stones, to beads and more. Students will design and create all their own pieces they can enjoy, share and wear.

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

DRAWING AND PAINTING II

1 year 1 credit Grades 11-12

This course is designed to help students fine tune their drawing and painting skills. Students will reflect upon, interpret and evaluate works of art using the language of art criticism. Students will explore art to understand the social, cultural, and environmental dimensions of human society. This course will be helpful for any student planning to study art in college.

Prerequisite: Drawing and Painting I.

DRAWING AND PAINTING III

1 year 1 credit Grade 12

This course is designed to help students with their fine art skills and create a suitable portfolio for personal and/or college viewing. A survey of Art History will also be included in the course.

Prerequisite: Drawing and Painting II

IB VISUAL ARTS SL (International Baccalaureate Course)

1 year 1 credit Grades 11-12

This is a one-year course (meets 1.5 periods). In IB DP Visual Arts, students learn how to create, communicate and connect as artists. Students engage in creative practices and processes working with a variety of art-making forms and creative strategies, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they are invited to transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry guided by artistic intentions. The course encourages students to engage with the world through individual and shared experiences, imagination and action, and it fosters creativity, communication, critical thinking and collaboration—skills essential in a variety of rapidly evolving fields and professions. The syllabus supports learning through authentic art-making experiences and student choice, encouraging teachers to support their students in becoming progressively more independent art practitioners. Teaching and learning of conceptual and material skills and methods allow students to think and work like artists. During the course they develop a personal visual language and learn to communicate artistic intentions to different audiences, connecting with the work of other artists and considering the significance of context(s). Students learn that by making art they are empowered to engage, transform and emerge, both as individuals and as members of a community. These positive and creative approaches will stay with students after they complete the course, enriching any of their future pursuits. The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the course score and the specific requirements of the college(s) to which they are applying. There is an exam fee for this course (approximately \$127), which is billed to you in November.

Prerequisite: Drawing and Painting I and II. Summer Assignments.

ENGLISH

The 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 is 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 Grade 9

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 Grade 10

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 Grade 11

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, novels 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 Grade 12

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.

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 to midterm. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the AP exam score and the specific requirements of the college(s) to which they are applying. At the end of the course students are required to take the Advanced Placement Exam. There is an exam fee for this course (approximately \$99.00), 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. Summer Assignments.

ADVANCED PLACEMENT ENGLISH - Literature and Composition

1 year 1 credit Grades 11-12

This is a college-level English course designed for those students who already excel and have a deep interest in this subject area. Study centers on reading, critically analyzing, and writing about literary content and form. Genres, authors, and time periods covered range from circa 400 AD to the modern era. Additionally, all writing assignments require a demonstration of intensive analysis involving original thought and textual support. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the AP exam score and the specific requirements of the college(s) to which they are applying. At the end of the course students are required to take the Advanced Placement Exam. There is an exam fee for this course (approximately \$99.00), 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. Summer Assignments.

IB ENGLISH: Language A: Literature

2 years 1 credit/year Grades 11-12

In IB DP English, students learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as: the creativity of writers and readers; the nature of the interaction with the writers' and readers' respective contexts and with literary tradition; the ways in which language can give rise to meaning and/or effect; and the performative and transformative potential of literary creation and response. Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities. The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the course score and the specific requirements of the college(s) to which they are applying. There is an exam fee for this course (approximately \$127), which is billed to you in November.

Prerequisite: Students must meet performance criteria determined by the English Department and recommended by their English teacher. AP English in 10th grade preferred. Summer Assignments.

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

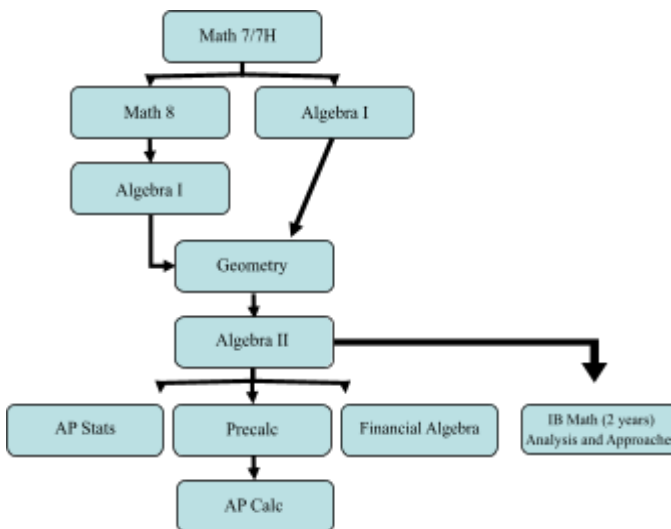
FOOD SCIENCE

1 semester .5 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

This flowchart shows different pathways a student may take in their study of mathematics.



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-Grimes 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 Grades 8-9

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.

Prerequisites: Math 8 or Math 7H average and state assessment.

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 (with triangles and quadrilaterals), coordinate geometry, transformations, solid geometry, similarity, circle geometry, geometric constructions, right triangle trigonometry, 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 the 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 include functions (linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric), sequences/series, transformations, complex/imaginary numbers, probability, and statistics. A graphing calculator is required. Students will take the Algebra II Next Generation Learning Standards Regents Exam in June.

Prerequisite: Successful completion of Algebra I and the Regents Exam, Geometry and the 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 Grade 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.

Prerequisite: 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. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the AP exam score and the specific requirements of the college(s) to which they are applying. At the end of the course students are required to take the Advanced Placement Exam. There is an exam fee for this course (approximately \$99), which is billed to you in November.

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

AP STATISTICS

1 year 1 credit Grades 11-12

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. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the AP exam score and the specific requirements of the college(s) to which they are applying. At the end of the course students are required to take the Advanced Placement Exam. There is an exam fee for this course (approximately \$99), which is billed to you in November.

Prerequisite: Successful completion of Algebra II and teacher recommendation. Summer Assignments.

IB MATHEMATICS ANALYSIS & APPROACHES HL (International Baccalaureate Course)

2 years 1 credit/year Grades 11-12

The IB DP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. IB assessment in this course includes a mathematics research paper, and a final exam at the end of year two, consisting of both short- and long-answer questions. Note that half of the final exam allows no calculators. The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the course score and the specific requirements of the college(s) to which they are applying. The External Assessment is assessed by IB at the end of the course. There is an exam fee for this course (approximately \$127), which is billed to you in November.

Prerequisite: Successful completion of Algebra II and teacher recommendation. Summer Assignments.

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 .5 credit Grades 9-12

This course meets every other day. Concert Choir is Bishop Ludden-Grimes' 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-Grimes as well as in events and festivals outside of school. Participation in all performances is mandatory for course completion.

Prerequisite: 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 semester .5 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-Grimes
- Auditions are required to be accepted into either Jr. High or Sr. High band

GUITAR

1 year .5 credit Grades 8-12

This course meets every other day. 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 .5 credit Grades 8-12

This course meets every other day. 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 .5 credit Grades 8-12

This course meets every other day. 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. Classes meet every other day.

PHYSICAL EDUCATION 7/8

2 years

This course meets every other day. 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 .5 credit/year

This course meets every other day. 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 .5 credit/year

This course meets every other day. 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

1 year

This course meets every other day and 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 .5 credit Grades 10-12

This course meets every other day and 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. The 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 Grade 9

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.

LIFE SCIENCE: BIOLOGY (formerly known as Living Environment) – NYS REGENTS

1 year 1 credit Grades 9-10

This course covers the fundamental principles of biochemistry, cytology, genetics, evolution, human physiology, ecology, and experimental design.

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 - NYS REGENTS

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

1 year 1 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

1 semester .5 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.

IB BIOLOGY SL (International Baccalaureate Course)

1 year 1 credit Grades 11-12

This is a one-year course with labs (meets 1.5 periods). Biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today. Through the study of IB DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the IB DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings. IB DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Students will be expected to complete college-level lab reports, the Internal Assessment and the External Assessments. The 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. The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the course score and the specific requirements of the college(s) to which they are applying. There is an exam fee for this course (approximately \$127), which is billed to you in November.

Prerequisite: Biology and Chemistry. Summer Assignments.

IB ENVIRONMENTAL SYSTEMS and SOCIETIES SL (International Baccalaureate Course)

1 year 1 credit Grades 11-12

This is a one-year course with labs (meets 1.5 periods). Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies. As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level. 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. The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the course score and the specific requirements of the college(s) to which they are applying. There is an exam fee for this course (approximately \$127), which is billed to you in November.

Prerequisite: Biology or Earth Science (Chemistry is recommended). Summer Assignments.

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 midterm exam, final exam (modeled after the Regents exam taken at the end of their 10th grade year), research paper, and 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. There will be a school-generated midterm exam, research paper, and various projects throughout the year to assess understanding of the course content. The course will culminate with the NYS Regents exam in June.

ADVANCED PLACEMENT WORLD HISTORY: MODERN

1 year 1 credit Grade 10

This full-year college level course is a survey of global history from circa 1200 CE to the present and takes the place of Global History II for Sophomores. This course is strongly encouraged for students looking to take IB Courses in their junior year. The focus is on the regional histories of Africa, the Middle East, Asia, the Americas, and Europe. It will emphasize interaction between cultures and regions as well as the causes and consequences of global events, processes, and relationships. Although the focus is 1200 CE to the present, the course will include cultural, religious, economic, and social developments from previous eras that influence the modern world. Students who take AP World History: Modern will be expected to handle a rigorous curriculum as well as intensive reading assignments. In addition to covering course content, the class will emphasize historical thinking skills and writing skills. Students will take the NYS Global History Regents Exam in June. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the AP exam score and the specific requirements of the college(s) to which they are applying. At the end of the course students are required to take the Advanced Placement Exam. There is an exam fee for this course (approximately \$99.00), which is billed to you in November. Students must also buy their own textbook.

Prerequisite: Students must meet performance criteria determined by the History Department and recommended by their History teacher. Summer Assignments.

IB GLOBAL POLITICS SL (International Baccalaureate Course)

1 year 1 credit Grades 11 or 12

IB DP Global Politics is a one-year course (meets 1.5 periods) for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges. The course integrates concepts, content and contexts through inquiry. Concepts such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course. Content informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models. Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases. The course emphasizes critical thinking, research, and communication skills and includes both an internal assessment (Engagement Project based on real-world engagement) and an external examination consisting of three papers. The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the course score and the specific requirements of the college(s) to which they are applying. There is an exam fee for this course (approximately \$127), which is billed to you in November.

Prerequisite: Global II and Regents exam. AP World History Preferred. Summer Assignments.

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 .5 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 .5 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 the government to address these challenges.

IB HISTORY HL (International Baccalaureate Course)

2 years 1 credit/year Grades 11-12

IB DP History is a dynamic, evidence-based, interpretative discipline that engages with the past. The overarching emphasis of the IB DP history course is on teaching students to think historically. This means engaging students in different forms of historical inquiry. The course allows students to explore the past through a variety of contexts, concepts, content and skills. In this interpretative discipline, students will engage with diverse perspectives and evidence to reach their own judgements. The DP history course is a world history course, grounded in a variety of global, regional and national themes, and allowing for a mixture of comparative, thematic and in-depth studies. It provides a balance of structure and flexibility, enabling the course to be implemented in a wide range of contexts. History is both an academic discipline and a part of the everyday, lived experience of all students. History informs identity, culture, society, politics, and the relationships between individuals and communities. Through the course, students will develop an understanding and appreciation of history in all these dimensions. All individuals and societies subjects help young people develop a connection to our shared planet, exploring how to live sustainably and promoting the well-being of all people in our pursuit of a more peaceful world. IB assessment in this course includes an Internal Assessment (the production of a 2200-word historical investigation on a topic of their choice that includes an evaluation of sources, the investigation itself, and personal reflection) and an External Assessment (consisting of two essays on topics selected by the student from a set of choices). The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the course score and the specific requirements of the college(s) to which they are applying. There is an exam fee for this course (approximately \$127), which is billed to you in November. NOTE: course content includes all Regents-level US History. Students take the NYS Regents exam in US History at the end of year 1.

Prerequisite: Global II and Regents exam. Summer Assignments.

IB PSYCHOLOGY SL (International Baccalaureate Course)

1 year 1 credit Grades 11-12

This is a one-year course (meets 1.5 periods). IB DP Psychology aims to develop students' knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They will acquire the ability to seek new information and generate understanding by employing research methodologies. The goal of the IB DP Psychology course is not to create psychologists, but to promote psychological literacy. IB assessment in this course includes an Internal Assessment (students develop a research proposal using one of the four research methods used in the class practicals) and an External Assessment (consisting of two papers that include short and long essay questions). The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the course score and the specific requirements of the college(s) to which they are applying. There is an exam fee for this course (approximately \$127), which is billed to you in November.

Prerequisite: Biology; IB Biology recommended. Summer Assignments.

TECHNOLOGY**VIDEOGRAPHY I/ II**

1 year 1 credit Grades 9-12

This hands-on Videography course immerses students in the world of digital media production, from managing the daily morning news to mastering Final Cut Pro X and professional cinema equipment. Throughout the year, students build a diverse portfolio by creating a music video, a movie trailer, and an original short film. The course culminates in a high-stakes school-wide competition, where students showcase their best work for the entire campus to view and vote on their favorites.

WORLD LANGUAGE

AMERICAN SIGN LANGUAGE (ASL)

1 semester .5 Credit Grades 10-12

This course introduces students to American Sign Language (ASL), the vibrant, visual- gestural language used by the Deaf community in the United States. Students will learn that ASL is a complete, grammatically complex language. We focus on developing receptive skills (understanding others) and expressive skills (signing yourself), while exploring the rich history and social nuances of Deaf Culture.

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 course and Checkpoint A Exam with a minimum of 65 in order to continue to Level II AND receive the necessary 1 credit for diploma requirements .

FRENCH 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 with writing requirements.

Prerequisite: French I.

FRENCH III

1 year 1 credit Grades 10-12

This course is designed to meet the requirements that are necessary for passing the Checkpoint B assessment required for a Regents Diploma with Advanced Designation (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. *Students must pass with a minimum of 65 in order to continue to Level I.*

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 course and Checkpoint A Exam with a minimum of 65 in order to continue to Level II AND to receive the necessary 1 credit for diploma requirements.

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 Checkpoint B assessment required for a Regents Diploma with Advanced Designation (auditory and reading comprehension, speaking, composition, and cultural background included).

Prerequisite: Spanish II

IB FRENCH OR SPANISH SL (Language B) (International Baccalaureate Course)

2 years 1 credit/year Grades 11-12

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Students learn to communicate in the target language in familiar and unfamiliar contexts. 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. The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. Students who successfully pass this course will receive high school credit. Students may also be eligible for potential college credit based on the course score and the specific requirements of the college(s) to which they are applying. There is an exam fee for this course (approximately \$127), which is billed to you in November.

Prerequisite: French III or Spanish III. Summer Assignments.

IB CORE (International Baccalaureate Course)

2 years 1 credit/year Grades 11-12

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme. (IB Website)

IB Core includes three components:

1) Theory of knowledge (TOK) plays a special role in the IB DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

2) Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organized around the three strands of creativity, activity and service defined as follows: Creativity—exploring and extending ideas leading to an original or interpretive product or performance; Activity—physical exertion contributing to a healthy lifestyle; 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 decisionmaking. 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, a component of the DP core, is a compulsory, externally assessed piece of independent research, presented as a formal piece of academic writing. It is an in-depth study of a focused topic, undertaken either through a subject-focused approach, or an interdisciplinary approach combining two DP subjects. Students choose from the list of available Diploma Programme subjects for the examination session in question. For those taking the diploma this is normally one of the student's six selected subjects, or two in the case of the interdisciplinary pathway. Students can also choose a topic in which they have some background knowledge. The EE is intended to promote academic research and writing skills. It gives students the opportunity to engage in personal research on their own choice of topic, under the guidance of a supervisor (an appropriately qualified member of staff within the school). Students produce a significant piece of appropriately presented and structured writing, in which their ideas and findings are communicated in a coherent, reasoned manner that is suitable for the chosen subject(s). The Internal Assessment is assessed by the teacher and externally moderated by the IB at the end of the course. The External Assessment is assessed by IB at the end of the course. There is no exam fee for full diploma students for this course.

Prerequisite: Full diploma students only. Summer Assignments.

SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)

SPM 200 / SPM 300: Principles / Introduction to Esports

1 semester .5 credits Grades 11-12

This course introduces students to the esports ecosystem, including games, developers, events, leagues, facilities, and the history of competitive gaming. Through lectures and project-based learning, students gain an industry-focused foundation while critically analyzing how various components of esports interact and influence one another. Emphasis is placed on understanding game types, event formats, league development, media, and the relationship between the gaming and esports industries, preparing students to evaluate current trends and future directions in esports. (3) Syracuse University credits

SPM 205: Principles and Contemporary Issues in Sport Management

1 semester .5 credits Grades 11-12

This course provides an introductory overview of the sport industry with an emphasis on contemporary issues, managerial challenges, and ethical responsibilities. Through case studies and a hands-on project, students examine the unique characteristics of sport, apply foundational sport management principles across industry sectors, and explore career opportunities within the field. The course emphasizes ethics, integrity, and a commitment to diversity and inclusion while developing practical knowledge of sport management practices. (3) Syracuse University credits

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. OCC courses are listed on the OCC transcript. Only courses required for graduation are listed on the high school transcript.

Our Bishop Ludden-Grimes School Counselors can help determine what OCC coursework best fits the academic needs and strengths of each student. Early OCC is open to all 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>.

You may also contact:

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

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

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 the 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 (\$200/credit hour) for the summer of 2026.

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

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).