

CARDINAL  
O'HARA  

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HIGH SCHOOL

2021-2022

## Introduction

Course selection is a responsibility that requires time, patience, understanding, and contemplation. Involve your parents/guardians, and guidance counselor in your decision making process. Present teachers are good sources of advice since they have witnessed the scholastic performance of the student first hand. Teachers of courses being considered know the academic demands of these courses and the level of performance expected of their students.

The re-registration fee you paid assures your seat in the school for the upcoming year. After you have had time to review the course offerings and seek the necessary counseling, you will be asked to complete your course selection on Power School. Choose your courses for the next year on PowerSchool, print the selection sheet and then both the student and a parent/guardian sign the paper. This course selection sheet must be returned to the Academic Affairs Office by the required date mentioned on Power School and through announcements.

For some courses, certain requirements/prerequisites have been stated. These were agreed upon by the department involved and must be met before you apply for the course. Approval from the Department Chairperson is required for any exception to these prerequisites.

Once your course selection has been made, it will be difficult to alter. You will be expected to complete each course during the upcoming year. Course changes may only be made with an exceptionally valid reason, no course may be dropped after the first week of school, and all courses must be passed to move to the next grade level. Please be aware that teachers of courses may change so be sure to select courses based on academic interests, graduation needs and future aspirations, not on teachers. Read this catalog carefully and make the best of your education and your future at Cardinal O'Hara High School.

For those of you who are planning on playing sports in Division I & II colleges, you need to check with the Guidance Office to make sure your choices are NCAA approved.

**Included in this Academic Catalog are the courses we expect to offer for the 2021-2022 school year. Staffing changes or insufficient enrollment may force the cancellation of some courses.**

## CURRICULUM POLICY

Curriculum policy at Cardinal O'Hara High School is developed in the context of the school's philosophy and objectives, regulations of the Department of Education of the Commonwealth of Pennsylvania, and directives of the Secondary School System of the Archdiocese of Philadelphia.

Academic requirements can be summarized as follows:

<b>Freshmen</b>	required to earn at least <b>7</b> credits, including both major and minor courses.
<b>Sophomores</b>	required to earn at least <b>7</b> credits, including both major and minor courses.
<b>Juniors</b>	required to earn at least <b>6</b> credits, but encouraged to take <b>7</b> credits.
<b>Seniors</b>	required to earn at least <b>6</b> credits, but encouraged to take <b>7</b> credits.

A minimum of 26 credits is required for graduation.

<b>Theology</b>	four credits
<b>English</b>	four credits
<b>Mathematics*</b>	three credits (inc. Algebra 2 & Geometry)
<b>Science*</b>	three credits (inc. Biology & Chemistry)
<b>Social Studies</b>	three credits (World, Gov, & US)
<b>World Language</b>	two credits of the same language
<b>P.E./Health*</b>	one half credit each
<b>Electives*</b>	four and a half credits
<b>Informational Technology I</b>	one half credit
<b>Related Arts</b>	one half credit
<b>Students must take ONE of the following:</b>	one credit
o A fourth year of Math	
o A fourth year of Science	
o A third consecutive year of a World Language	

\* It may be necessary to choose 5 electives in order to attain 26 credits required for graduation.

\* Physical Education/Health must be fulfilled before graduation.

## PLACEMENT OF FRESHMEN

At the time of registration, each incoming freshman has an opportunity to indicate a desire to enroll in Art Class or in Band, and to indicate any foreign language preference. Theology, English, Mathematics, Science, Social Studies, World Language, Related Arts and Informational Technology (half credit courses each) are all required courses for freshmen. If a freshman is in the full-time Art (*applies to 9<sup>th</sup> grade students who received an Art Scholarship from O'Hara*) or Band program, the Informational Technology and Related Arts requirement is waived.

The basis for our tracking begins with the *entrance test, seventh grade final marks, the eighth grade semester marks,* and the local percentile results of the **Terra Nova** test administered in the spring to all seventh-graders in our parish schools. Each academic department at O'Hara weighs these marks and scores to develop an index intended to determine the appropriate academic level for the student in that department.

For example, the English Department emphasizes the reading mark and level, and the English and spelling marks from seventh and eighth grades, as well as the **Terra Nova** scores showing reading vocabulary and comprehension, language mechanics and expression, spelling and study skills. The mathematics department puts greater emphasis on the school mathematics marks and the **Terra Nova** scores showing math computation, concepts and applications. Thus a student's English index might differ significantly from math index, so the tracks for those two subjects could be different.

## COURSE SELECTION FOR UPPER CLASS STUDENTS

Freshmen, sophomores and juniors begin the course selection process for the following year in the late winter. The course selection availabilities are the required courses and electives recommended by the school in light of the student's academic performance to date. For example, the English course listed will be in the track recommended by the teacher, and the electives listed will be based on the courses already taken by the student. The actual course selection will take place online using PowerSchool, where students and parents will see the recommended and available courses. When the online course selection is complete, the student or parent will lock the selection, and complete the registration **by printing and signing** the completed online registration. This will be submitted to the Academic Affairs Office by the specified date. Be sure to number the electives and alternate electives in order of preference on the printed form.

Parents should make sure that they are involved in this process. The deadline for course registration will be **April 9**. Students who register after the deadline often lose opportunities to take elective courses, since in rostering for these courses, priority is given to those who registered on time and whose tuition is up-to-date. All registration forms will be dated upon their receipt and financial obligations are met.

All students will select seven (7) courses for the coming school year and two to four (2-4) alternates in case of conflict. Students should select the same or lower level science class as their math class. Students who choose CP Algebra II or CP Geometry but Honors Biology or Honors Chemistry should be moved to CP Biology or CP Chemistry instead.

## COURSE CHANGES

All courses and programs for the academic year are selected by the student and approved by parents during the Course Selection Period. For this reason, courses (including electives) are not changed, added or dropped in September or at any time during the Academic School Year. In exceptional cases and for valid reasons the Assistant Principal for Academic Affairs permits limited roster changes the last week in August, that is, the week before Labor Day. The steps in the roster change process are meant to ensure that the change is really in the student's best interest, that individual class size and total teacher load are not compromised, and that a "domino effect" is not produced involving course changes or program changes in subjects other than the one requested. Therefore, requests for the following reasons are unacceptable:

- ✓ Dissatisfaction with a course/teacher/schedule
- ✓ Poor or undesired grades in a course
- ✓ Change of mind
- ✓ Desire for early dismissal/accommodation of a work schedule
- ✓ Desire for a different lunch or study period

Roster consultation days are designated in August for student and parents to fill out course change application forms. Completed applications with all the necessary approvals must be in the Academic Office by the published deadline.

Once the school year begins students may not request a roster change after Friday, September 17. Roster changes will **not** be granted for any of the following reason:

- ❖ Not passing the subject or a grade is lowering a student's GPA.
- ❖ Desire to drop a course due to rigor, AP courses included.
- ❖ A student has earned enough credits to graduate and does not need the class.

### **Disclaimer**

**The Administration of Cardinal O'Hara High School reserves the right to cancel any courses due to lack of enrollment for that course or lack of teacher for that course.** The administration also reserves the right to merge two program offerings into one, if insufficient numbers of students enroll for a course or if qualified personnel are not available for the next school year.

### **GRADING**

The highest report card grade that may be given is 100; the lowest passing grade is 70; and the lowest failing grade is 60.

The **quarter grade** is determined by the teacher and, depending on the academic discipline, may include major tests, quizzes, term papers, homework, classroom participation, portfolio assessment, group/individual projects or a major project. At least three major assessments or major project must be included in the quarter grade; these major marks should be distributed over the quarter and returned to the student in a timely fashion so that the student is aware of his or her progress. Teachers are to update Parent Portal, (PowerSchool) at least every seven days in order for parents/students to be aware of progress.

The **semester grade** is calculated by adding 50% of each quarterly grade. The **final grade** is calculated by taking 45% of each semester grade and 10% of the final assessment grade. This determines whether the student has passed or failed the course. Only the first semester grade and the final grade appear on the permanent record. The first and third quarter grades are meant to be progress reports to the students and their parents.

### **REPORT CARDS**

Student academic reports are processed by our administrative computer system. In addition to the grades, the report cards provide an opportunity for teacher comments; they also contain the students' absences, lateness, and the conduct grade. Report cards are distributed three times during the school year on the day assigned by the Academic Office; final reports are mailed to the parents at the end of June.

Only the first semester grade and the final grade in June appear on the students' permanent record card, which becomes their transcript. The record of absence and lateness is also part of the permanent record; the conduct grade is not.

### **HONOR ROLL**

The Honor Roll is determined by general average, and is independent of the placement (Honors, College Prep or Academic) of the courses which the student is taking. Partial credited courses are counted as such in this calculation. Honors are calculated on a quarterly basis; they do not include semester grades or semester assessments. General averages are not rounded up to meet the following criteria:

<b>1st Honors</b>	<b>93.0</b> with no grade below 90
<b>2nd Honors</b>	<b>88.0</b> with no grade below 85

### **FAILURE WARNINGS**

Any student who is in danger of failing for the semester, third quarter or for the entire school year must receive a failure warning notice before the close of the marking period; suggested dates are noted on the school calendar. A failure warning may be issued later in the marking period if the student's academic performance changes dramatically. Although instructors are not obligated to issue failure warning notices during the first quarter, progress reports are issued throughout the year to keep parents aware of scholastic progress. Parents should be on PowerSchool, which provides daily, weekly or monthly reports on the student's progress.

Students who fail three subjects at the end of the school year are subject to dismissal. Ninth grade students with five failures at the end of the first semester are liable for dismissal, as are upperclassmen with four failures at the end of the first semester.

### **Academic Placement**

The academic system is designed to have students in classes according to ability and achievement. It is possible for a student to be in different levels for different subjects. The following levels are offered at O'Hara: Advanced Placement, Honors, College Preparatory and Academic.

### **Advanced Placement (AP) Courses**

Advanced Placement, or AP, refers to college- level courses taught according to The College Board Advanced Placement Program and/or to courses designed to prepare students for College Board AP Tests. Success in AP courses can be an important factor in admission to colleges and universities. Successful performance on AP tests (a score of 3, 4, or 5 on a

five-point scale) may lead to college credit and/or advanced placement in college. For further information on policies for granting of AP credit, consult the catalogs of specific colleges and universities. AP courses receive appropriate weight in the Grade Point Average (GPA).

**Honors (H) Courses**

Honors courses are those which are taught at a high school level but which, like AP courses, provide the greatest challenge and the best preparation for admission to and success at highly selective colleges. Honors level courses receive appropriate weight when the Grade Point Average (GPA) is calculated.

**College Prep (CP) Courses**

CP courses are for above average students. These courses prepare the student for admission into a university.

**Academic Classes**

Academic classes are for students who need more academic support in a subject. The availability of these courses is limited and only offered during the freshman and sophomore years.

**Elective Courses**

These courses fall outside core course requirements, but are required to meet graduation requirements. Students must choose electives that satisfy graduation requirements and must pass these electives to graduate.

**Prerequisite**

A prerequisite is a course that a student must complete in order to qualify for entry into another course.

**NCAA Eligible**

These courses meet requirements necessary for college-bound student athletes enrolling full time at an NCAA Division I college or university.

**Required Courses**

Required courses are specific courses that must be taken by all students to satisfy graduation requirements.

**Semester**

A semester is half a school year and includes two marking periods. Semester 1 begins in September and ends in late January. Semester 2 ends in June.

**RANK IN CLASS**

Rank-in-class considers the level of each course. In the track system all subjects are divided into tracks or levels which place different interpretations on the grade received for a given course. It is an attempt to show greater justice to students who select difficult subjects and also, an attempt to encourage other students to earn a higher grade.

Tracking enables classes to be taught on the basis of difficulty of subject matter and the ability of the students taking the subject. The grade is meant to indicate whether or not a student is working to his or her level and it is independent of the track; thus students in Academic can make the Honor Roll just as easily as students in Honors.

Rank-in-class, however, is determined by an Adjusted Quality Point average which gives greater weight to the more difficult courses in the advanced tracks. The student who ranks first in the class has the highest Adjusted Quality Point Average. The weighting is accomplished by assigning quality points to each mark according to the track of the course, as detailed in the accompanying **Quality Points Table**. The **Quality Points Table** is used to calculate quality points and rank. Current and cumulative rank in class appears **only** on the semester report card.

Quality Point Table				
Grade	AP/5	Honors	CP	Academic
100	54	48	44	40
99	53	47	43	39
98	52	46	42	38
97	51	45	41	37
96	50	44	40	36
95	49	43	39	35
94	48	42	38	34
93	47	41	37	33
92	46	40	36	32

91	45	39	35	31
90	44	38	34	30
89	43	37	33	29
88	42	36	32	28
87	41	35	31	27
86	40	34	30	26
85	39	33	29	25
84	38	32	28	24
83	37	31	27	23
82	36	30	26	22
81	35	29	25	21
80	34	28	24	20
79	33	27	23	19
78	32	26	22	18
77	31	25	21	17
76	30	24	20	16
75	29	23	19	15
74	28	22	18	14
73	27	21	17	13
72	26	20	16	12
71	25	19	15	11
70	24	18	14	10
69	23	17	13	9
68	22	16	12	8
67	21	15	11	7
66	20	14	10	6
65	19	13	9	5
64	18	12	8	4
63	17	11	7	3
62	16	10	6	2
61	15	9	5	1
60	14	8	4	0

### GRADE CONVERSION

Transcripts of students who transfer to Cardinal O’Hara High School are reviewed and subject to grade conversion following Archdiocesan guidelines for academic standing using the quality point table and the following conversions table:

A+ = 99	C+ = 79
A = 96	C = 76
A- = 93	C- = 73
B+ = 89	D+ = 72
B = 86	D = 71
B- = 83	D- = 70
	F = 65

This conversion table is also used for any class that uses an alpha grade system, including Diocesan Scholars.

### GPA

The weighted GPA will be calculated based on the final grade per course using the weighted scale below. The Archdiocese of Philadelphia uses a weighted 6.0 scale for calculating GPAs. Each course receives a GPA value and then the average GPA of all courses is calculated. The GPA will be reported on the transcript. Semester-long and quarter-long courses will be counted into the GPA.

Grade	AP/5	Honors	CP	Academic
100	6.0	5.5	5.0	4.5
99	6.0	5.5	5.0	4.5
98	6.0	5.5	5.0	4.5
97	6.0	5.5	5.0	4.5
96	5.7	5.2	4.7	4.2

95	5.7	5.2	4.7	4.2
94	5.7	5.2	4.7	4.2
93	5.4	4.9	4.4	3.9
92	5.4	4.9	4.4	3.9
91	5.4	4.9	4.4	3.9
90	5.1	4.6	4.1	3.6
89	5.1	4.6	4.1	3.6
88	5.1	4.6	4.1	3.6
87	4.8	4.3	3.8	3.3
86	4.8	4.3	3.8	3.3
85	4.8	4.3	3.8	3.3
84	4.5	4.0	3.5	3.0
83	4.5	4.0	3.5	3.0
82	4.5	4.0	3.5	3.0
81	4.2	3.7	3.2	2.7
80	4.2	3.7	3.2	2.7
79	4.2	3.7	3.2	2.7
78	3.9	3.4	2.9	2.4
77	3.9	3.4	2.9	2.4
76	3.9	3.4	2.9	2.4
75	3.6	3.1	2.6	2.1
74	3.6	3.1	2.6	2.1
73	3.6	3.1	2.6	2.1
72	3.3	2.8	2.3	1.8
71	3.3	2.8	2.3	1.8
70	3.3	2.8	2.3	1.8
69	0	0	0	0
68	0	0	0	0
67	0	0	0	0
66	0	0	0	0
65	0	0	0	0

Some colleges and scholarships request the unweighted GPA, which is on a 4.0 scale. The following unweighted GPA scale is used to determine the GPA on an unweighted 4.0 scale. Each course receives a GPA value and then the average GPA of all courses is calculated. The GPA will be reported on the transcript. Semester-long and quarter-long courses will be counted into the GPA.

Grade	GPA
100	4.0
99	4.0
98	4.0
97	4.0
96	3.7

Grade	GPA
82	2.5
81	2.2
80	2.2
79	2.2
78	1.9

95	3.7
94	3.7
93	3.4
92	3.4
91	3.4
90	3.1
89	3.1
88	3.1
87	2.8
86	2.8
85	2.8
84	2.5
83	2.5

77	1.9
76	1.9
75	1.6
74	1.6
73	1.6
72	1.3
71	1.3
70	1.3
69	0
68	0
67	0
66	0
65	0

### ACADEMIC PROBATION

Although students are encouraged to participate in the activities program of the school, great care should be exercised so that the degree of participation in these activities does not have a harmful effect upon their academic progress. Students who fail to receive a passing grade in two or more subjects will be placed on academic probation. Students who are on Academic Probation are ineligible to participate in any sport or activity during the next quarter. This is a total ban from all practices, work sessions, meetings, and any club activities. Students may have their teachers complete an evaluation form for the review period during academic probation and submit to the Assistant Principal for Academic Affairs to be considered for early release from academic probation (minimum of four consecutive weeks passing all subjects as proven by the weekly evaluation forms).

### SUMMER SCHOOL POLICIES

Archdiocesan policy stipulates that seniors with failures for the school year do not participate in the graduation exercises. Seniors with any failures for the year must successfully make up those failures in **Diocesan Summer School** in order to receive the diploma; this applies even if the failure was in an elective.

Underclassmen with any failures for the year must successfully make up those failures in **Diocesan Summer School** in order to return to O'Hara the following September. Students with excessive absences do not successfully complete the school year until they make up the time they have missed in **Discipline Summer School**. According to the policy of the Secondary School System, "secondary school students who have missed 22 or more days without a medical note must attend a Discipline Summer School at their school. Any student who fails to attend this week may not return to any Archdiocesan School in the fall."

**Diocesan Summer School** is held on-line through [www.Educere.net](http://www.Educere.net). Summer school registration for summer school takes place when the school year ends. There is a registration fee and an additional fee for each subject; these fees must be paid at the time of registration. Students must successfully complete each summer school course to be retained at O'Hara. Upon successful completion of the course, student transcripts will be updated according to the following scale:

- A grade of 70 will be applied for any earned summer school grade of 70-84.
- A grade of 75 will be applied for any earned summer school grade of 85-100.
- A grade below 70 will result in a failure; student may not return to O'Hara.

### DIOCESAN SCHOLARS

Twelve Catholic colleges in the Philadelphia area in cooperation with the Secondary School System of the Archdiocese of Philadelphia sponsor the **Diocesan Scholars Program**. The top thirty juniors are invited to interview for the program during their senior year. The O'Hara students selected take four courses at Cardinal O'Hara and two college courses each semester during their senior year. There is no college tuition for these courses, but students receive both high school and college credit. **Diocesan Scholars** must supply their own transportation between the high school and the college, and maintain at least a **B** average.

### DUAL ENROLLMENT- Opportunities to gain college credit beginning in sophomore year:

COHS partner's with Delaware Community College in offering our students the chance to take classes at a discounted rate and to gain college credit. Students become eligible by completing a Delaware County Community College Dual



Enrollment Application and tests college ready on the Placement Test. The Placement Test may be waived with these qualifying SAT/ACT scores:

English/Reading = **SAT Verbal: 500 or ACT Verbal: 18**  
Math = **SAT Math: 500 or ACT Math: 20**

Delaware County Community College Assessment Services comes to Cardinal O'Hara and administers the test at no cost. All students who have handed in a completed Dual Enrollment Application are added to the list. If a student qualifies for admission the Delaware County Community College Dual Enrollment staff will come to Cardinal O'Hara for registration and assistance in choosing courses with the student.

Students must take at least enough classes at O'Hara to qualify for graduation without the dual enrollment and must take a minimum of six credits at O'Hara. Cardinal O'Hara High School does permit early dismissal for dual enrollment. Parents of students who have an exam at college during a school day should send a note in advance stating the time and reason in order to be excused for the exam.

All applications, tuition, transportation, and other costs are the sole responsibility of the student and family. O'Hara High School bears no financial responsibility for any cost of dual enrollment.

### **TESTING SCHEDULE**

To allow students to prepare adequately for tests and to avoid multiple tests on the same day, the Testing Schedule is followed for major tests. A major test extends over most of the class period and reviews extensive subject matter. The schedule is given by number days; an alternate testing day for the department is given in italics. Quizzes may be given at the discretion of the teacher.

Day 1 Theology, Fine Arts, English
Day 2 World Language, BCIT, Math
Day 3 Science, Social Studies, PE/Health
Day 4 English, Theology, Fine Arts
Day 5 Math, World Language, BCIT
Day 6 Social Studies, Science, PE/Health

### **PREPARATION FOR A PARENT-TEACHER CONFERENCE**

1. Be aware of what a teacher's expectation level is for this class. Most teachers give a course profile out on "Back to School Night" held in September.
2. Check Power School frequently and sign up with your parent account to access your son/daughters progress.
3. Power school will show all test, quiz, written homework, class or group assignment, class work, lab, notebook and project grades.
4. Ask your child if they understand how the teacher determines a quarter grade. Check your student's grades and assignments on Power School to see if the information is up to date.
5. Nothing a teacher tells you at a conference should come as a surprise to you. Please attend the conference with your son/daughter.

### **At the Conference**

1. Ask the teacher if all your child's assignments have been completed and handed in on time.
2. Compare information with the teacher about the grades for tests, quizzes and so forth.
3. Ask the teacher exactly how the quarter grade was determined.
4. Make sure all your questions are answered before you leave the conference - bring a list of questions with you if necessary.
5. You are encouraged to bring your child to the conference especially if your child is not doing well in a particular subject.

**Remember: Parent-Teacher Conferences are an opportunity for an exchange of information between parent and teacher to benefit the student**

## STEM Pathways

Requirements of the STEM Pathways Program:

- 4 years of Math and Science
- 2 credits in STEM Electives
- Attendance at all STEM Certificate Events (Speaker Series, field trips, etc.)
- Active membership on the Robotics Team and Math Team/Mathletes

Current STEM Electives

- Computer Science Discoveries (.5 credit)
- AP Computer Science Principles (1 credit)
- Honors Pre-Engineering (1 credit)
- Honors Robotics (1 credit)

## Theology Department

*"In the beginning . . . darkness covered the abyss" Genesis 1:1-2*

*"In the beginning was the Word . . . The light shines on in darkness" John 1:1, "Happy the man who heeds the prophetic message of this book" Revelation 22:7*

### PHILOSOPHY OF THE THEOLOGY DEPARTMENT

The constant striving of our shared endeavor as a department is "to inspire students with the spirit of Christ"; to nurture the "gifts and talents of each student" entrusted into our care; and to direct all students, with the ready assistance of divine grace and the promptings of the guiding Holy Spirit, towards active involvement in transforming the world into God's Kingdom.

As a faculty of committed Roman Catholics, we invite our students to join us in proclaiming our identity as a community of baptized Christians, who have been redeemed by Christ Jesus, and charged throughout life to worship and to serve God.

We seek, above all, to motivate our students to respond positively and dynamically to the manifold revelations of God throughout history; we seek to practice, together with our students, the spirituality of the Cross and Resurrection, as the basis of our Christian hope and human striving unto Eternity; we identify ourselves openly as disciples of Jesus Christ, who both invites and moves us to make gospel values the foundation for our ideals, and the source of our continual joy on earth, and the motivations for our every action.

With the hope of God's grace, we shall share together in our chosen apostolate, and we shall strengthen one another in our common witness to Jesus Christ, our Lord and Savior.

### OBJECTIVES FOR RELIGIOUS EDUCATION

The above statement of our philosophy and goals leads to certain concrete objectives. The purpose of Religious Education at Cardinal O'Hara High School is the common endeavor of its teachers:

- to form our students after the "Way" of Jesus Christ.
- to teach courses generated within the framework of the Revised Secondary Curriculum Guidelines of the Archdiocese of Philadelphia.
- to educate students in the Roman Catholic faith with the hope that they become persons of prayer and sacramental observance, loving their Church, knowing its history, and welcoming the good news in its Book, the Bible, the written Word of God's self-revelation.
- to help students to discover their own unique and special dignity as Christian persons, in relation to themselves, to others, and to God.
- to draw students to specifically Christian morality, to a system of values which regulate personal conduct, and by which human behavior may be evaluated in terms of right and wrong, in accord with informed conscience.
- to develop the idea of Christian vocation: its expression in marriage, priesthood, religious life, and the single state.

- to show students how religious faith, and how beliefs grounded in convictions, arising from the truths of Revelation, can be integrated into their lives and bring about fulfillment, both in their search for meaning in life and for true, even eventual eternal, happiness.

9111	<b>Theology I</b>	1.00 cr.	Honors	Gr. 9	2 semesters
9121	<b>Theology I</b>	1.00 cr.	College Prep	Gr. 9	2 semesters

**Theology I** consists of Introduction to the Catholic Faith and The Revelation of Jesus Christ in Scripture.

***The Revelation of Jesus Christ in Scripture***

This course helps students understand the Sacred Scriptures. The Bible is the word of God where they will encounter the living Word of God, Jesus Christ. Students learn about the Bible, its development and content, and how God is its author. Students focus on the Old Testament and finish with the Gospels, where they grow to know and love Jesus Christ more personally.

***Introduction to the Catholic Faith***

This course is a foundational presentation of the basic tenets of the Catholic Faith through the life of Jesus Christ. It incorporates the doctrinal elements of the required course from the United States Conference of Catholic Bishops Curriculum Framework for Secondary Education, "Who is Jesus Christ?"

9211	<b>Theology II</b>	1.00 cr.	Honors	Gr. 10	2 semesters
9221	<b>Theology II</b>	1.00 cr.	College Prep	Gr. 10	2 semesters

**Theology II** consists of The Mission of Jesus Christ and Jesus Christ's Mission Continues in the Church.

***The Mission of Jesus Christ (The Paschal Mystery)***

This course helps students understand all that God has done for humanity through his Son, Jesus Christ. God has planned, from all eternity, for human beings to share everlasting happiness with him. This is accomplished only through redemption in Christ. Students inquire about the meaning of being a disciple of Christ.

***Jesus Christ's Mission Continues in the Church***

This course helps students understand that they encounter the living Jesus Christ in and through the Church. The Church was founded by Christ through the Apostles. It is sustained by him through the Holy Spirit. The Church is the living Body of Christ. Students explore the Church as a mystery which has both human and divine elements.

9311	<b>Theology III</b>	1.00 cr.	Honors	Gr. 11	2 semesters
9321	<b>Theology III</b>	1.00 cr.	College Prep	Gr. 11	2 semesters

**Theology III** consists of Sacraments as Privileged Encounters with Jesus Christ and Life in Jesus Christ as described below.

***Sacraments as Privileged Encounters with Jesus Christ***

This course helps students understand that they can meet Christ today in and through the sacraments. Students examine each sacrament in detail so as to learn how they may encounter Christ throughout life.

***Life in Jesus Christ***

This course helps students understand the moral life. Only in Christ can human beings discover the fullness of life. Disciples of Christ are guided by moral concepts and precepts of Christ and his Church. Students probe these moral teachings and reflect upon their implications.

9411	<b>Theology IV</b>	1.00 cr.	Honors	Gr. 12	2 semesters
9421	<b>Theology IV</b>	1.00 cr.	College Prep	Gr. 12	2 semesters

Theology IV consists of Social Justice and Vocations.

***Social Justice***

This course introduces students to the Church's social teaching. Students learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission.

***Responding to the Call of Jesus Christ (Vocations)***

The purpose of this course is to help students understand the vocations of life: how Christ calls us to live. Married life, single life, priestly life and consecrated life are explored. Students reflect upon what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

**Senior Offerings**

9512	<b>Medical Ethics/Vocations</b>	1.00 cr.	Honors	Gr. 12	2 semesters
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One semester of the course is designed to introduce students to Medical Ethics from the point of view of Catholic Morality. Students will review Catholic Moral Principles and apply them to various issues in medical ethics. Challenges

related to life, death and moral decision-making are discussed. Since many of these issues are still evolving, students will apply Catholic Moral principles to bioethics as presented in current events.

The other semester focuses on **Vocations**, the purpose of which is to help students understand the vocations of life: how Christ calls us to live. Married life, single life, priestly life and consecrated life are explored. Students reflect upon what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

**Prerequisite:** 85 in Junior Theology

9521 **Church History/Vocations** 1.00 cr. CP Gr. 12 2 semesters

**Church History** helps students understand the Church's history from apostolic times to the present. The Holy Spirit sustains the Church, founded by Christ, throughout history. Students come to know that the Church is the living Body of Christ. It has both divine and human elements. The Church's 2,000 year history and how the Church has been guided by the successors of the Apostles are examined.

The **Vocations** semester helps students understand the vocations of life: how Christ calls us to live. Married life, single life, priestly life and consecrated life are explored. Students reflect upon what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

9441 **Peer Ministry** 1.00 cr. Honors Gr. 12 2 semesters

This Peer Ministry course is for students who want to do more for Christ, who want to sustain their prayer and sacramental lives, and who want to become the Christ-like leaders our society needs. They will learn the moral concepts and precepts that govern discipleship while investigating and engaging in practical ministry experiences at school and in the larger church. Specifically, students in this course will be responsible for planning and executing retreats for the school and wider community, prayer services, Masses, service initiatives, and other special events throughout the school year.

**Prerequisite:** 85 in Junior Theology

## **English Department**

*To learn to read is to light a fire; every syllable that is spelled out is a spark.* --Victor Hugo

*Let me live, love and say it well in good sentences.* --Sylvia Plath

The goal of the English Department is to light a fire in the minds of our students and teach them how to express what is inside well. We recognize the changing face of communication and strive to embrace the new, while never abandoning the classic. As language is at the core of all education, the study of how to decode it, utilize it and present it is fundamental to success in learning. To this end, the Department is committed to providing our students with the opportunity to read various types of text, from literary to informational, to write in an array of formats and to demonstrate a command of the language through presentations incorporating speaking, inquiry, and reflection

### **Sequence of Literary Study:**

- **Grade 9** Critical Reading, Writing, and Speaking supported through selections in Genre Literature and informational text
- **Grade 10** Critical Reading, Writing, and Speaking supported through various selections in World and British Literature and informational text
- **Grade 11** Critical Reading, Writing, and Speaking supported through various selections in American Literature and informational text
- **Grade 12** Critical Reading, Writing, and Speaking supported through selections in contemporary American Literature and informational text.

### **NORMAL SEQUENCE OF ENGLISH COURSES**

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Advanced Placement</b>	N/A	N/A	AP Language	AP Literature
<b>Honors</b>	English 1	English 2	English 3	English 4
<b>College Prep</b>	English 1	English 2	English 3	English 4
<b>Academic</b>	English 1	N/A	N/A	N/A

1111	<b>English Language Arts I</b>	1.00 cr.	Honors	Gr. 9	2 semesters
1121	<b>English Language Arts I</b>	1.00 cr.	College Prep	Gr. 9	2 semesters
1131	<b>English Language Arts I</b>	1.00 cr.	Academic	Gr. 9	2 semesters

English Language Arts I is a required course for all ninth grade students. Based on the Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Students will develop their writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of standard English and will strengthen vocabulary acquisition and use. Particular attention is paid to preparation for the PSAT verbal and writing sections.

**Pacing of instruction, selections of appropriate pieces and assessment varies according to track placement.**

1211	<b>English Language Arts II</b>	1.00 cr.	Honors	Gr. 10	2 semesters
1221	<b>English Language Arts II</b>	1.00 cr.	College Prep	Gr. 10	2 semesters

English Language Arts II is a required course for all tenth grade students. Based on the Common Core Standards, this course provides students with the skills and knowledge to become advanced critical readers and writers by analyzing multiple themes, interpretations, and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Reinforcing and expanding the writing objectives of the freshman year, this course will develop the student's writing skills by examining text types and purposes and by writing arguments to support claims in an analysis of substantive topics or texts. Students will write explanatory/informational texts to examine and convey complex ideas, and will write narratives to develop real or imagined experiences or events. Students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing collaborative discussions and presentations integrating multiple sources of information. This course will further advance students' knowledge of the conventions of standard English and will strengthen vocabulary acquisition and use. Particular attention is paid to preparation for the PSAT verbal and writing sections.

Exceptional students may be recommended for Advanced Placement English Language & Composition.

**Pacing of instruction, selections of appropriate pieces and assessment vary according to track placement.**

1311	<b>English Language Arts III</b>	1.00 cr.	Honors	Gr. 11	2 semesters
1321	<b>English Language Arts III</b>	1.00 cr.	College Prep	Gr. 11	2 semesters

English Language Arts III is a required course for all eleventh grade students. Based on the Common Core Standards, this course provides students with the skill and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

This course will develop the students' writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts and narratives.

Students will learn how to produce and distribute quality writing using technology's capacity to produce, publish and share writing projects. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of standard English and will strengthen vocabulary acquisition and use. A major research paper done in the Modern Language Association (MLA) style is required. Particular attention is paid to preparation for the SAT verbal and writing sections.

Exceptional students may be recommended for Advanced Placement English Literature & Composition.

**Pacing of instruction, selection of appropriate pieces and assessment varies according to track placement.**

1411	<b>English Language Arts IV</b>	1.00 cr.	Honors	Gr.12	2 semesters
1421	<b>English Language Arts IV</b>	1.00 cr.	College Prep	Gr.12	2 semesters

English Language Arts IV is a required course for all twelfth grade students. Based on the Common Core Standards, this course provides students with the skills and knowledge to become advanced critical readers and writers by analyzing multiple themes, interpretations and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Reinforcing and expanding the writing objectives of the junior year, this course will develop the students' writing skills by examining text types and purposes and by writing arguments to support claims in an analysis of substantive topics or texts. Students will write explanatory/informational texts to examine and convey complex ideas, and will write narratives to develop real or imagined experiences or events. Students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct sustained research projects and will participate in a range of collaborative discussions and presentations integrating multiple sources of information. This course will further advance students' knowledge of the conventions of standard English and will strengthen vocabulary acquisition and use. A major research paper done in the American Psychological Association (APA) style is required.

**Pacing of instruction, selection of appropriate pieces and assessment varies according to track placement.**

1351    **AP English Language**            1.00 cr.            AP                            Gr. 11                    2 semesters  
The AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing. At the heart of an AP English Language and Composition course is the reading of various texts. While writing represents a significant component of this course, the core skill required is the ability to read well. In reading another writer's work, students must be able to ask fundamental questions about composition and the answers to these questions inform students' own composition processes as they learn to read like writers and write like readers. This class replaces ELA III. **Students enrolled in this course MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam or receive a course failure.**  
**Pre-requisite:** Students MUST have the recommendation of their Honors ELA II teacher and successfully pass a qualifying test established by the English Department.

1451    **AP English Literature**            1.00 cr.            AP                            Gr.12                    2 semesters  
A.P. English is an intensive program for those who want to learn how to read, think, and write critically in preparation for college studies. Students enrolled in AP English must take the College Entrance Examination Board AP English exam in May which, with a successful score, can earn college credits, qualify students for their college's honors program, or qualify students for certain college course waivers. To prepare for college and for the AP exams, students write several essays and/or complete research projects, and also read several novels, plays, short stories, and poems selected by the AP English teacher. This class replaces ELA IV. **Students enrolled in this course MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam or receive a course failure.**  
**Pre-requisite:** Students MUST have the recommendation of their Honors ELA III teacher or/and successfully pass a qualifying test established by the English Department.  
**NB:** If the course meets the minimum enrollment and other requirements of Widener University, students will earn 3 college credits from Widener for a fee of \$200.

1471    **Journalism**                            1.00 cr.            Honors                    Gr. 11/12                2 semesters  
This course will examine the key editorial elements of a newspaper, focusing on news judgment, story selection, and news writing. Students will learn the importance of accuracy, attribution, balance, and verification in a news story and examine the make up of a news article. Students will also learn how news writing differs from writing a newspaper column or an editorial. In addition, students will receive an introduction to page design and see how a story's placement can influence the reader's judgment of a story's importance. Course assignments will include critiquing area newspapers and producing stories for publication. **This class does not replace the ELA III or IV requirement.**

**NOTE:** All students regardless of date of admission **MUST** fulfill the Cardinal O'Hara summer reading requirement.

## Mathematics Department

### PHILOSOPHY, GOALS AND OBJECTIVES OF THE MATHEMATICS DEPARTMENT

In accordance with the philosophy of Cardinal O'Hara High School, the Mathematics Department "professes its mission to be one of preparing students for a fullness of life" by encouraging the student "to bring to maturity his gifts and talents" with a special emphasis on the development of his reasoning capabilities.

The goals and instructional objectives of the Math Department are such that, through the math program and student's experiences in the math classroom, the student

1. will learn to value mathematics
2. will become confident in his own ability
3. will become a mathematical problem solver
4. will learn to communicate mathematically
5. will grow to appreciate, respect and value his own gifts and talents and those of others
6. will become a truth seeker and, consequently, a seeker of God Who is Ultimate Truth.

### **INTRODUCTION**

A solid four year, College Prep math program is available for all students. All students are required to take three years of math; all are encouraged to take four years of math.

Mathematics courses are taught on levels reflecting the differences in ability and learning rate of students. Ninth grade students are placed in track levels by means of a selection formula which includes seventh and eighth grade marks and standardized test scores. Eighth grade teachers review the student's placement and may recommend a change of track. O'Hara math teachers will request a track change for a student who seems to be misplaced. If a student and/or parents have requested a change to a lower track, the student and/or parents may not request placement in a higher track for the following school year.

The Mathematics Department reserves the right to deny admission to a course when the applicant has not met the published prerequisites. The department also reserves the right to cancel a course if an insufficient number of students have enrolled.

An eighth-grade student who has completed a full year of Algebra I in a Diocesan Honors Program or in a public/private school may be considered for enrollment in Course 331. Recommendation of Algebra I teacher as well as an outstanding proficiency on an Algebra Placement test are required.

Because of the sequential nature of mathematics, a student must achieve a degree of proficiency in a course before taking the next course. Teacher recommendation is the most important factor considered when placing a student in the next course. Approval by the Department Chair is required when a student requests a track that the present teacher has not recommended.

#### **Honors**

This is a challenging program meant for highly motivated students. The courses are geared to prepare students to major in mathematics and related fields.

#### **College Prep**

This is a College Preparatory program for above average and motivated students. The mathematics courses are geared to prepare students for college programs requiring the study of mathematics.

#### **Academic**

This program offers the student a fundamental high school mathematics sequence from algebra through trigonometry. Students successfully completing the program are prepared to study college algebra or a similar course.

#### **Advanced Placement**

This is an advanced placement course for superior students. It is a challenging program preparing students to be successful in an AP examination.

- Most courses require the purchase of a Mathematics Workbook.
- A graphing calculator is required for all mathematics courses. (ex. TI-84 plus)

#### **RECOMMENDED SEQUENCE OF MATHEMATICS COURSES**

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Advanced Placement (AP)</b>		AP Prep: Pre-Calculus	AP Calculus AB	AP Calculus BC AP Statistics
<b>Honors</b>	Algebra I Algebra II	Algebra II Geometry	Geometry Pre Calculus	Calculus Calculus Honors Robotics
<b>College Prep</b>	Algebra 1	Algebra II	Geometry	Honors Pre-Calc Algebra 3/Trig

Data Science  
Honors Robotics

<b>Academic</b>	Algebra 1	Algebra II	CP Geometry	CP Algebra 3/Trig CP Data Science
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**Electives**

Pre-Calculus  
Calculus  
AP Statistics, Statistics  
AP Calculus AB, AP Calculus BC  
CP Data Science  
Honors Robotics

3111	<b>Algebra 1</b>	1.00 cr.	Honors	Gr. 9	2 semesters
3121	<b>Algebra 1</b>	1.00 cr.	College Prep	Gr. 9	2 semesters
3131	<b>Algebra 1</b>	1.00 cr.	Academic	Gr. 9	2 semesters

Based on the Common Core Standards, students enrolled in Algebra 1 will examine structure in equations, and will create equations that describe numbers or relationships. Students will reason with equations and inequalities abstractly and quantitatively, will solve systems of equations and will represent and solve equations and inequalities graphically. Students will construct viable arguments for their reasoning and critique the reasoning of others.

3311	<b>Algebra 2</b>	1.00 cr.	Honors	Gr. 10	2 semesters
3321	<b>Algebra 2</b>	1.00 cr.	College Prep	Gr. 10	2 semesters
3331	<b>Algebra 2</b>	1.00 cr.	Academic	Gr. 11	2 semesters

Based on the Common Core Standards, students enrolled in Algebra II will interpret and build functions, will perform arithmetic with polynomials and rational functions, will analyze functions using various representations and will construct and compare linear and exponential models and solve problems. Students will reason abstractly and quantitatively, will construct viable arguments and critique reasoning of others and will use appropriate tools of mathematics. The pace and depth of content depend on track level.

**Prerequisite for Honors:** Successful completion of Algebra 1 with an average of 93+, recommendation of teacher, and approval of the department chair.

3211	<b>Geometry</b>	1.00 cr.	Honors	Gr. 11	2 semesters
3221	<b>Geometry</b>	1.00 cr.	College Prep	Gr. 11	2 semesters

Based on the Common core Standards, students enrolled in Geometry will experiment with transformations in the plane, will prove geometric theorems and will make geometric constructions. Students will understand similarity, right triangles and trigonometric ratios. Students will understand and apply theorems about circles, will express geometric properties with equations, and will use geometric measurement and dimension to solve problems. Students will reason abstractly and quantitatively and will construct viable arguments and critique the reasoning of others. The pace and depth of content depend on track level.

**Prerequisite:** Successful completion of Algebra II, recommendation of teacher, and approval of the department chair.

3411	<b>Pre-Calculus</b>	1.00 cr.	Honors	Gr. 11-12	2 semesters
3421	<b>Pre-Calculus</b>	1.00 cr.	College Prep	Gr. 12	2 semesters

Students will reason abstractly and quantitatively about the interdependence of logarithmic, exponential and trigonometric graphs and functions, and discrete mathematics and the underpinnings of calculus. Students will be able to apply said functions to real world applications, and construct viable arguments and critique the reasoning of others. The pace and depth of content depend on track level.

**Prerequisite:** CP or Honors Geometry and Algebra II with 90 or above in each, and approval of the department chair.

3441	<b>Algebra 3/Trigonometry</b>	1.00 cr.	College Prep	Gr. 12	2 semesters
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This course is designed for students who have learned the basic skills of Algebra I and II and who know the basic concepts of Geometry. This course is designed to build on this knowledge from previous courses. This course covers the following topics: relations and functions, radical expressions, linear systems, topics of analytic geometry and coordinate geometry, if possible logarithmic and exponential equations, right triangles, oblique triangles, trigonometric and circular functions, identities and equations.

3461	<b>Calculus</b>	1.00 cr.	Honors	Gr. 11-12	2 semesters
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This course includes the study of: functions, the derivative and its application, integration, applications of the definite integral, and a study of plane and analytic geometry using calculus.

Prerequisite: Approval by Department Head and Teacher.

3451 **AP Calculus AB** 1.00 cr. AP Gr. 11-12 2 semesters

This course includes the study of functions and limits, the derivative and its application, integration, applications of the definite integral, transcendental functions, methods of integration, and a study of plane and analytic geometry using calculus. Students achieving success in this course will have mastered the entire AB syllabus for advanced placement in college. **All AP Calculus AB students MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam or receive a course failure.**

Prerequisite: Qualifying test and approval by Department Head and Teacher.

3851 **AP Calculus BC** 1.00 cr. AP Gr. 12 2 semesters

This course covers: a review of limits, differentiation and applications, integration and applications, differential equations, logarithmic and exponential functions, Trigonometric and Inverse Trigonometric functions, integration techniques, infinite series, parametric and polar equations. **All AP Calculus BC students MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam or receive a course failure.**

Prerequisite: Approval by Department Head and Teacher.

3951 **AP Statistics** 1.00 cr. AP Gr. 11-12 2 semesters

The topics include: exploratory analysis, planning a study, probability, and statistical inference. **All AP Statistics students MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam or receive a course failure.**

Prerequisites: 88 in Pre-calculus and written recommendation of present Math teacher and approval by Department Chair.

OH3961 **Statistics** 1.00 cr. Honors Gr. 11-12 2 semesters

The topics include: exploratory analysis, planning a study, probability, and statistical inference. Students in this course DO NOT take the AP examination.

Prerequisites: 88 in present Math Course and written recommendation of present Math teacher and approval by Department Chair.

\*\*\*\* New Course

OH3971 **Data Science** 1.00 cr. College Prep Gr. 11-12 2 semesters

Students will learn the foundational concepts of collecting, cleaning, analyzing and visualizing various types of data in a hands-on setting using widely available and industry-standard free and open source software tools. Students will learn how to apply their curiosity in a result-oriented fashion as well as to develop critical communication skills. Concepts taught in this class will be applicable to a wide variety of post high-school fields, from the social and physical sciences to business and sports. Emphasis will be placed on learning to interpret the output of various statistical models and hypothesis tests as well as identifying which tests to use to solve real-world problems. Computer programming language exercises will be related to real use cases. Students will apply the techniques presented in hands-on labs with provided data, culminating in projects that use data of interest to them.

Prerequisite: Students taking this course must take the [Intro to Computer Science in Python 3 course](https://codehs.com/course/python3/overview) through CodeHS the summer prior - <https://codehs.com/course/python3/overview>

\*\*\*\* New Course

OH3981 **Robotics** 1.00 cr. Honors Gr. 11-12 2 semesters

This course interlaces the learning of programming, design, electronics, and robotics, allowing students to get a taste of both coding and engineering robotics. Students will experience the hands-on, engineering components: such as the electronics, sensors, data acquisition, actuators, and robotics.

Students are exposed to the exciting world of robotics while they cultivate a deep understanding of and love for math, science, and technology.

The course starts at the very beginning for the complete novice. It then builds on that foundation with hundreds of easy-to-follow, logical, and fully explained examples. But it is more than a beginner's primer. This course then takes you as deep as you want to go with sophisticated algorithms and in-depth explanations of not only how to write code, read sensors, and control actuators, but also why it works.

This course is a student-driven course, allowing students to follow a pace that suits their needs and interests. While there is no maximum speed with which you can cover the material, there is a minimum speed that must be adhered to. Students having difficulty keeping the minimum pace must come to Consultations, the Supplemental Lecture, or complete their classwork for homework. Students are

required to participate in competitions, which may be held on Saturdays.

## Physical Education and Health Department

Physical Education is one phase of schoolwork that lends itself to the development of character and fair play. Opportunities to give, to take, and to cooperate with one another are numerous. Classes provide the ideal setting for developing the Christian values of fair play and cooperation regardless of ability level.

Health education gives the students an opportunity to realize their responsibility to make their lives meaningful by respecting their mind and body as a precious gift from God.

The basic goal of Health Education is to give the student a basic knowledge of health related problems and try to equip the student with the resources to cope with these problems not only now but in their adult lives as well.

**OH8322 Physical Education/Health** 1.00 cr. College Prep Gr. 10 2 semesters

Physical Education semester: This co-ed course provides the principles and application of sport and fitness. Classes involve warm-up activities, instructional time, and practice time. Lifelong sports and activities are taught as well as team sports and individual sports with a great emphasis on personal fitness.

Health semester: Physical fitness, nutrition, emotional behavior, drugs, tobacco, alcohol, communicable and chronic disease, and human reproduction are the topics covered by lecture and discussion.

Both semesters are required for graduation.

**OH8311 Personal Fitness and Nutrition** 1.0 cr. Honors Gr. 11-12 2 semesters

Principles and Applications of Fitness and Nutrition combine the Personal Fitness and Nutrition classes into one comprehensive and effective course. This elective gives students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive callisthenic/weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Also, this course presents the major concepts in nutrition including the body's use of food nutrients and diet planning throughout the life cycle while placing special emphasis on the application of nutrition principles in everyday life by exploring the health consequences of nutrition practices.

**OH8421 Basic Biomechanics** 1.0 cr. College Prep Gr. 11-12 2 semesters

The course provides an overview of musculoskeletal anatomy, the mechanical properties and structural behavior of biological tissues, and biodynamics. Specific course topics will include structure and function relationships in tissues and organs; application of stress and strain analysis to biological tissues; analysis of forces in human function and movement; energy and power in human activity.

## Science Department

*"Where the telescope ends, the microscope begins. Which has the grander view?" V. Hugo*

### SCIENCE DEPARTMENT OVERVIEW

The Cardinal O'Hara Science Department provides a sound foundation in scientific fact and theory. An understanding of scientific concepts is encouraged through discussion of current topics in science, laboratory work and research experience. Our goal is to take the students' natural curiosity and give them the tools to understand their world.

Each student must complete three science courses during his/her four years at Cardinal O'Hara. Students are encouraged to complete four years of science. Science classes should be taken at the same level as the student's math class. Students taking CP math courses should take CP science courses, especially for Chemistry and Biology. Students taking honors math classes should take honors science but may choose to take CP science classes.

The first Science course is Intro to Physics Concepts. The second Science course taken during the sophomore year will be Biology and the third Science course is Chemistry. Qualified students are also welcome to take AP Biology during their junior year and AP Biology, AP Chemistry or AP Physics during their senior year. All qualified, serious students are encouraged to enroll in Science electives in both their junior and senior year.

The number of science electives may vary from year to year depending upon staffing assignments and availability for that particular school year. Acceptance into any science course is dependent upon previous science grades and the approval of the Department Chairperson.

The science electives are: AP Biology, AP Chemistry, AP Physics, AP Environmental, AP Computer Science Principles, Anatomy and Physiology, Physics, Environmental Science (semester) and Genetics (semester), Pathology, or Pre-Engineering.

The Science Department emphasizes a sound, sequential approach to science education. Any student wishing to take a science elective must have successfully completed previous required science courses. If a student changes tracks, this could affect the sequence of courses.

A.P. Biology, A.P. Physics, A.P. Chemistry, AP Environmental, and AP Computer Science Principles are highly selective college-level, fast-paced courses and are taught in such a way as to prepare students to successfully take the Advanced Placement Examination. Because of the advanced nature of these courses both students and parents should be prepared for grades reflective of increased academic rigor with college-level material, pacing and college-level academic rigor.

Acceptance into any science course at any level is dependent upon previous science grades and the approval of the science chair. Lower than average academic performance or irresponsible behavior in basic science courses will adversely affect a student's acceptance into any science course beyond the current year.

Tracking into science courses follows criteria, which are explained to students each year at course selection time. Past performance does affect a student's selection into his or her next science course.

Any student who does not attain a minimum grade of 75 in his or her current science course is liable to be moved into a lower track in the following academic year. Students with grades above 95 may be considered for a move to a higher track. The department chair must approve any track change. Because achievement in science is dependent upon the skill level in math, the Science Department recommends that the math track be at the same level or a higher level than the science track, especially during the junior and senior year

<b>RECOMMENDED SEQUENCE OF SCIENCE COURSES</b>				
	<b>9th Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>AP</b>			AP Biology AP Computer Sci. Princ. AP Environmental Sci.	AP Biology AP Physics AP Chemistry AP Computer Sci Prin AP Environmental Sci.
<b>Honors</b>	Physics 9 Or Biology/Algebra II	Biology	Chemistry	Pre-Engineering Anatomy/Physiology Physics
<b>College Prep</b>	Physics 9	Biology	Chemistry	Physics Environmental Sci/Genetics Pathology
<b>Academic</b>	Physics 9	Biology	Chemistry	Pathology Environmental Sci/Genetics

**Science Course Descriptions**

OH4111 <b>Physics 9</b>	1.00 cr.	Honors	Gr. 9	2 semesters
OH4121 <b>Physics 9</b>	1.00 cr.	College Prep	Gr. 9	2 semesters
OH4131 <b>Physics 9</b>	1.00 cr.	Academic	Gr. 9	2 semesters

Introduction to Physics Concepts or Freshman Physics (Physics 9) establishes a conceptual understanding of the nature of matter and energy. The course will also introduce students to lab experiences that will help to act as the foundation for the study of science. Students will learn to apply some mathematical tools that scientists use in the laboratory including equations, graphical analysis, and computers. The goal of Intro to Physics Concepts is to enable students to practice critical thinking and logic. Topics will include Conservation Principles, Newton's Laws of Motion, Energy Transfers and Storage, and Forces, Energy, and Fields as outlined in the National Science Standards. This course is an introduction and does not take the place of the full Physics course offered to upperclassmen.

OH4211 <b>Biology</b>	1.00 cr.	Honors	Gr. 10	2 semesters
OH4221 <b>Biology</b>	1.00 cr.	College Prep	Gr. 10	2 semesters

This general biology course investigates life from a cellular and molecular point of view. The biological themes include: evolution, diversity, genetics, organisms and their interaction with the environment, behavior, structure and function, regulation, science as inquiry, historical concepts, science and society. Fundamental principles and concepts of the life sciences are presented. Laboratory work is an integral part of this course.

**Prerequisites:** Physics 9 or completion of Algebra I

OH4311 <b>Chemistry I</b>	1.00 cr.	Honors	Gr. 11	2 semesters
OH4321 <b>Chemistry I</b>	1.00 cr.	College Prep	Gr. 11	2 semesters

This is an introductory course in theories and concepts of modern chemistry. Topics will be presented to increase awareness and understanding of the role of chemistry in everyday life and environmental issues. The course emphasizes the atomic and molecular structure, changes and properties of matter, trends in the periodic table, chemical bonding, stoichiometry, properties of gases, solutions, reaction rates and equilibrium, acid-base reactions, and chemical thermodynamics. The laboratory work will develop students reasoning power, the ability to apply chemical principles, as well as acquaint students with chemical laboratory techniques.

**Prerequisite:** Biology

OH4652 <b>Environmental Sci./Genetics</b>	1.00 cr.	College Prep	Gr. 11 -12	2 semesters
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This course involves a semester of Environmental Science and a semester of Genetics. The Environmental Science semester explores the interactions and relationships between humans and their environment, the Earth; both its living and nonliving aspects. The goal of this course is to develop an understanding of the impact humans have on our planet and all its creatures as well as they on us. Knowledge in the fields of earth science, biology, chemistry, and ecology are integrated to provide an overall depth in understanding. Topics include the dynamics of the earth, ecosystems, biomes, impact of human population growth on natural resources, biodiversity, climate change, and renewable and non-renewable energy resources.

The **Genetics** semester provides an introduction to classical and modern genetics. Upon completion, students will have a broader understanding of Mendelian genetics, gene linkage, quantitative, population and evolutionary genetics and genetic diversity, disorders and diseases. The course will explore current concepts in genetics and molecular biology and their relationship to our lives.

**Prerequisites:** Biology and Chemistry

OH4621 <b>Pathology</b>	1.00 cr.	College Prep	Gr. 11-12	2 semesters
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This course is intended for students interested in studying diseases. Introduction to pathology will give an overview of many diseases, conditions and disorders facing society today. Topics include but are not limited to cancer, cardiovascular, infectious, congenital, and autoimmune disease.

**Prerequisites:** Biology and Chemistry

OH4411 <b>Physics</b>	1.00 cr.	Honors	Gr. 11-12	2 semesters
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This program presents an in-depth first course in physics for the science and math oriented superior student. It is a process-oriented and a laboratory intensive course. It is of particular interest to those who are planning careers in medicine, engineering, architecture, technology and earth sciences as well as the natural sciences. This course is algebra-based. The concepts include: Newtonian mechanics, dynamics, fluid mechanics, waves, electricity, and light. Laboratory work is an important part of this course.

**Prerequisites:** Biology

**Prerequisite or co-requisite:** Pre-calculus and Chemistry plus math & science GPA of 85 or above

OH4811 <b>Anatomy and Physiology</b>	1.00 cr.	Honors	Gr. 11-12	2 semesters
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Anatomy and Physiology is a course designed for accomplished students, especially to those intended to major in nursing, pre-med programs, or another biological science in college. It will present an overview of the structure and function of human body systems and the intricacies of the interdependency of these systems at an advanced pace. Dissection is a requirement of the lab for the course.

**Prerequisites:** Biology

**Prerequisite or co-requisite:** Chemistry and science GPA of 85 or above

OH4911 **Pre-Engineering** 1.00 Honors Gr. 12 2 semesters

This course will be a predominantly project-based course (5 projects per semester) that will cover the branch of science and technology concerned with the design, building, and use of engines, machines, and structures. The projects will involve defining problems, background research, specifying requirements, brainstorming solutions, development of ideas, building of prototypes, testing and re-designing prototypes and communicating results via presentation, report, analysis and suggestions on improvements to processes and products. The course will cover topics in computer engineering/computer science/software engineering, civil engineering, mechanical engineering, and electrical engineering as well as a multidisciplinary approach to projects. Students interested in this course should be self-motivated, creative students who are capable of creating without step-by-step instruction.

**Prerequisites:** Biology and Chemistry

OH4751 **AP Biology** 1.00 cr. AP Gr. 11 or 12 2 semesters

This course is intended for the seriously motivated students who intend to major in a science discipline in college. The course outline may be found in the Advanced Placement Biology Guide as published by the College Entrance Examination Board. Topics include: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students taking AP Biology are required to take lab two days per week during their lunch or study hall. Students enrolled in this course MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam.

**Prerequisite:** Honors Biology and Honors Chemistry; If not Honors, Science GPA of 90 and request from the Science Chair

OH4351 **AP Chemistry** 1.00 cr. AP Gr. 12 2 semesters

**This course will not be offered for the 2021-2022 school year.** AP Chemistry is designed to build upon and extend the foundation already established in the first year of chemistry. The topics covered will include: matter and measurement, atoms, molecules and ions, stoichiometry, aqueous reactions and solution stoichiometry, thermochemistry, electronic structure of atoms, basic concepts of bonding, molecular geometry, gases, intermolecular forces, properties of solutions, chemical kinetics, chemical equilibrium, acid-base equilibria, entropy, and introduction to organic chemistry. Laboratory experiments are incorporated into the course as required by the College Board. Students enrolled in this course MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam.

**Prerequisite:** Chemistry

\*\*\*\*\* New Course

OH4761 **AP Computer Science Principles** 1.00 cr. AP Gr. 12 2 semesters

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. AP Computer Science Principles is equivalent to a first-semester, college-level breadth course in computer science. Students enrolled in this course MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam.

**Prerequisite:** Students taking this course must take the [Intro to Computer Science in Python 3 course](https://codehs.com/course/python3/overview) through CodeHS the summer prior - <https://codehs.com/course/python3/overview>

\*\*\*\*\* New Course

OH4771 **AP Environmental Science** 1.00 cr. AP Gr. 12 2 semesters

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Students enrolled in this course MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam.

OH4851 **AP Physics 1: Algebra-Based** 1.00 cr. AP Gr. 12 2 semesters

**This course will not be offered for the 2021-2023 school year.** AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. Students enrolled in this course MUST take the Advanced Placement Examination in May and pay the College Board fee for the exam.

## Social Studies Department

"Know thyself. . ." "Virtue is its own reward . . ."  
 "We the People . . ." "A new nation conceived in Liberty . . ."  
 "An iron curtain has descended . . ." "I have a dream . . ."

The Social Studies Department offers a curriculum involving the study of World History, one year of US Government, and one year of American History. An additional year of Comparative Government/Economics is required, if a student does not take a fourth year of Math or Science or a third consecutive year of a foreign language. The curriculum fulfills the requirements of the Pennsylvania Department of Education and those of the Office of Catholic Education of the Archdiocese of Philadelphia; it is also a requirement for graduation. Additional elective courses are offered to augment these basic studies. As a Catholic educational institution we have noted the words of the Second Vatican Council which teach that:

*Different styles of life and multiple scales of values arise from the diverse manner of using things, of laboring, of expressing oneself, of practicing religion, of forming customs, of establishing laws and juridical institutions, of cultivating the sciences, the arts and beauty. Thus the customs handed down to us form the patrimony proper to each human community. It is also in this way that there is formed the definite historical milieu which enfolds the man of every nation and age and from which he draws the values which permit him to promote civilization.*

- Decree on the Church and the Modern World

It is therefore the hope of this department to confront our students, through a two year study of Western civilization, with their cultural roots and, by the simultaneous examination of non-Western societies, to give them an appreciation of the richness existing in diversity. Through their study of American History and government, it is hoped that our students are encouraged to become enlightened, responsible and articulate Christian citizens of this Republic.

### RECOMMENDED SEQUENCE OF SOCIAL STUDIES COURSES

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Advanced Placement</b>		AP Gov.	AP US Hist.	AP Psych
<b>Honors</b>	World His.	Gov/Const. Hist	Amer. Hist.	Psych/Soc Cultural Studies
<b>College Prep</b>	World His.	Gov/Const. Hist	Amer. Hist.	Psych/Soc Criminal Justice Cultural Studies

**World History:** Required of all freshmen

**Government & Constitutional History:** Required of all sophomores

**United States History:** Required of all juniors

**Elective Courses:** Students entering senior year who have not completed the above requirements **must** select a course from the uncompleted required area(s). Seniors are required to take either Comparative Government if not taking a fourth year of Math or Science or a third consecutive year of a World Language.

**Advanced Placement:** AP courses in Government and Politics, United States History, and Psychology are available for students who demonstrate exceptional ability. This must be approved by the department chairperson/teacher if necessary. Students in the AP program take the test provided by *Educational Testing Service* and can receive college credit and/or advanced status depending on the grade achieved. Students in the AP program are required to take the AP Exam in May or he/she will receive a failure for the year unless he/she has the approval of the department chairperson.

### TRACK PLACEMENT

The Social Studies Department's prerequisites for track change:

- 1) If a teacher requests that a student be placed in a lower track, he/she will be placed if there is room.

If a teacher requests that a student be placed in a higher track, he/she will be placed if there is room in the course. Students will be considered only with an average of 90 or higher.

- 2) If a student and/or parent requests a higher track, he/she must have at least a 90 average to qualify. If there is room in a course, then he/she will be placed. The student and/or parents may not request to go to a lower track in succeeding school years.
- 3) If a student and/or parent requests a lower track and it is approved by the department chairperson, then the student may not go up in track in succeeding years.

OH2111 **World History** 1.00 cr. Honors Gr. 9 2 semesters  
 OH2121 **World History** 1.00 cr. College Prep Gr. 9 2 semesters

This course will be a global approach to world history which examines key themes in human history in greater depth instead of focusing on a list of factual events which must be covered. Themes such as human interaction, power, movement, state building, cultural development and sharing, creation and maintaining of political and economic systems and conflict will be examined, as they unfold in specific periods of time listed below. The specific content will be chosen that best supports a deepened understanding of each theme. Essential learning will be the focus of content included in the curriculum and teachers will be encouraged to make strong connections between thematic ideas throughout the entire year.

**Overview of Periods:**

1. Technological & Environmental Transformations (Prehistory-600BC)
2. Organization & Reorganization of Human Societies (600BC-600BE)
3. Regional & Trans regional Interactions (600BE-1450)
4. Global Interactions (1450-1750)
5. Industrialization & Global Integration (1750-1900)
6. Accelerating Global Change & Realignment (1900-present)

OH2211 **Government and Constitutional History** 1.00 cr. Honors Gr. 10 2 semesters  
 OH2221 **Government and Constitutional History** 1.00 cr. College Prep Gr. 10 2 semesters

This course will lay the foundations of the American government system while also examining major historical events in U.S. history that were shaped by the three branches of our federated American system.

**Overview of topics:**

1. Foundations of American Government
2. The Six Basic Principles Found in the Constitution
3. American Democracy and Citizenship
4. Branches of the National Government
5. Pennsylvania Government and Citizenship

OH2251 **AP Government and Politics** 1.00 cr. AP Gr. 10 2 semesters

Students successfully completing this course will:

1. know important facts, concepts, and theories pertaining to US government and politics
2. understand typical patterns of political processes and behavior and their consequences
3. be able to analyze and interpret basic data relevant to US government and politics
4. be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum

**N.B: Any student who takes the AP Government and Politics course must take the exam in May and pay the College Board fee for the exam or receive a course failure.**

**Prerequisites:** Students must have at least a 93 average for the year in Honors Thematic World History (2111), must have the recommendation of their current Honors Thematic World History teacher.

OH2351 **AP United States History** 1.00 cr. AP Gr. 11 2 semesters

This course offers the student an introductory college level survey of American History with particular emphasis on lectures, class discussion, essay writing and independent study and research. Due to the volume of information covered in this course, this course begins in June. The students will cover the first 5 chapters of the textbook using workbook pages. They will be assigned a book to read. The book changes from year to year. There will be a take-home test covering Chapters 1-5. It is mandatory for all students in this course to take the AP American History Exam in May. Failure to take the AP Exam in May will result in a failure for the year unless the student has the approval of the department chairperson.

**N.B: Any student who takes the AP History course must take the exam in May and pay the College Board fee for the exam or receive a course failure.**

**Prerequisites:** Students must have at least a 93 average for the year in Honors Government and Constitutional History (2211), must have the recommendation of their current Honors Government and Constitutional History teacher, and successfully complete an essay that will be established by the Social Studies Department. Students who are in AP Government must have at least an 85 average for the year in AP Government, must have the recommendation of their current AP Government teacher and successfully complete an essay that will be established by the Social Studies Department.

**OH2311 American History** 1.00 cr. Honors Gr. 11 2 semesters  
This course will focus on the emerging modern American nation from post-Civil War industrialization to the present time. It offers a survey of major constitutional, political, economic and social developments from a historical perspective. Topics covered will include the Industrial Revolution, Capitalism, Big Business, Reform Activities, Depression, Civil Rights, Government Institutions, and Foreign Policy. Critical thinking and writing skills will be developed based on in-class work, outside readings, and an examination of current issues.

**OH2321 American History** 1.00 cr. College Prep Gr. 11 2 semesters  
This course is essentially the same as course #231 with a lesser emphasis in selected areas and an appropriate adjustment in the nature of assignments, evaluation procedures, etc.

**OH2451 AP Psychology** 1.00 cr. AP Gr. 12 2 semesters  
An introductory college level course in psychology. The course is designed to assess understanding of the fundamentals of psychology within the following areas: methods, approaches and history of psychology; the biological basis of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; personality; testing and individual differences; abnormal psychology; the treatment of psychological disorders; and social psychology. Students take the AP College Board Exam in May. Failure to take the AP Exam in May will result in a failure for the year unless the student has the approval of the department chairperson.

**N.B: Any student who takes the AP Psychology course must take the exam in May and pay the College Board fee for the exam or receive a course failure.**

**Prerequisites:** Students must have at least a 93 average for the year in Honors American History (2311), must have the recommendation of their current Honors American History teacher, and successfully complete an essay that will be established by the Social Studies Department. Students who are in AP US History must have at least an 85 average for the year, must have the recommendation of their current AP US History teacher, and successfully complete an essay that will be established by the Social Studies Department.

**OH2402 Psychology/Sociology** 1.00 cr. Honors Gr. 12 2 semesters total

**OH2422 Psychology/Sociology** 1.00 cr. College Prep Gr. 12 2 semesters total

This elective consists of one semester course in Psychology and one semester course in Sociology. Each semester is graded separately but both semesters must be taken. The main focus of this course is a study of human behavior and how individuals are affected by the society in which they live. Included are explanations of emotional and personality development, as well as the interactions, adjustments, and restrictions of humans as they function in society.

Students who are in Honors in junior year will be given priority. If any students in College Prep wish to sign up for this course, he/she must make the request of the current teacher and the department chairperson within one week of the course assembly. Students will be accepted based on their grades on the 1<sup>st</sup> semester and 3<sup>rd</sup> quarter report card. *Grade 11 students must be approved by the Department Chair and must also take US History concurrently.*

**OH2512 Criminal Justice** 1 cr. College Prep Gr. 11-12 2 semesters total

This course will be designed to prepare students to assume a productive role in modern society and for the field of criminal justice. Topics include an introduction to law, the legal system, criminal justice crimes, courts, the history of forensics, topics in current society, professional roles, observational skills, crime scene investigation techniques, evidence collection, chain of evidence/custody preservation, and courtroom presentation.

*Grade 11 students must be approved by the Department Chair and must also take US History concurrently. Preference is given to seniors when scheduling.*

\*\*\*\*\* New Course

**OH2911 Cultural Studies** 1.00 cr. Honors Gr. 10-12 2 semesters

This course will address the critical need to explore how traditional and non-traditional forms of culture impact and shape our learning and lives. Cultural studies will expand and broaden student concepts of what culture is and what it means. The course will address the many facets of culture, how it is formed, and the impact it has on our learning and how we perceive the world. We will delve deeper into the aspects of various cultures exploring traditions, political and religious beliefs, music, literature, and more. The critical issues of bias, prejudice, racism, sexism and classism will also be investigated, focusing on how we as a society can equitably integrate and appreciate a variety of cultures.



# World Language Department

## INTRODUCTION

The World Language Department of Cardinal O'Hara High School recognizes that the primary function of modern language learning is to communicate, first through listening and speaking, and then through writing and reading.

A concomitant objective of language instruction is to develop in the students an understanding and appreciation of other cultures and their people. It is important to note that learning a World Language is a cumulative effort. Consistent attendance and performance are necessary throughout the school year.

## PROGRAMS

Four Year Programs: Spanish, Latin  
Two Year Program: Italian

## GRADUATION REQUIREMENTS

The World Language Department requires that all students taking a world language take two consecutive years of the same language. It is essential for students to study at least two years of any one language to become minimally proficient in that language.

## COLLEGE ENTRANCE

The World Language Department strongly encourages all students who intend to pursue further education to prepare to meet college requirements by continuing their study of world languages beyond the second year. Many competitive colleges require three years of a world language and highly recommend, if not require, four years.

Course	SEQUENCE OF LANGUAGE COURSES			
	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Previous language experience:	Spanish II Latin Alive	Spanish III Latin Alive	Spanish IV Latin Alive	AP Spanish Latin Alive
No/limited language experience	Spanish I Latin Alive Italian I	Spanish II Latin Alive Italian II	Spanish III Latin Alive	AP Spanish Latin Alive

**OH5171 Spanish I** 1.00 cr. Honors Gr. 9-12 2 semesters

This introductory course for the gifted, college-bound student emphasizes the four skills of listening, speaking, reading and writing at an accelerated pace. With the aid of listening exercises by native speakers, students are challenged in both listening and written comprehension. Students are expected to initiate complete thoughts on their own, both orally and in writing, within a limited vocabulary.

**OH5181 Spanish I** 1.00 cr. College Prep Gr. 9-12 2 semesters

This introductory course for the average student is similar to that of track one, although the challenge and intensity are somewhat modified. Practice in pronunciation drills, speech patterns, and simple grammatical sentences is stressed, with the use of a basic vocabulary. Listening exercises that accompany the text are employed to supplement each lesson. Glimpses into the life and customs of Spanish-speaking peoples are gained principally through the text and audio-visual materials.

**OH5271 Spanish II** 1.00 cr. Honors Gr. 10-12 2 semesters

This is a second level course designed for the student who has demonstrated superior ability in the first year course. While continuing to develop reading and writing skills more emphasis is placed on listening and speaking skills at this level. This quick paced course encourages the conversational use of the target language including correct idiomatic usage and also expands the student's knowledge of grammar and culture.

**Prerequisite:** 88 in Spanish 5171 and with recommendation of first level teacher.

**OH5281 Spanish II** 1.00 cr. College Prep Gr. 10-12 2 semesters

This intermediate Spanish course is for the average student. It further develops the four basic skills which were initiated during the first year of Spanish study. The scope of vocabulary is enlarged and more complicated structural patterns are introduced. Students are exposed to the Spanish culture through special projects.

**OH5371 Spanish III** 1.00 cr. Honors Gr. 11 2 semesters

This course is for students who have demonstrated superior ability in Spanish I and II. It is also a preparation for any student who will take the AP course in the future. Taught completely in Spanish, this intensified course aims at refining and strengthening the communication skills. Extensive exposure to authentic Spanish materials helps the students to better understand the Spanish people and their culture.

**Prerequisite:** 85 cumulative average in Spanish II.

OH5381 **Spanish III** 1.00 cr. College Prep Gr.10-12 2 semesters

This course is designed for the average student. All classes are taught in Spanish with an emphasis on the development of listening and speaking skills. Grammatical structures are supplemented and reinforced by exercises leading to a gradual expansion of creative writing skills. Selected readings expose the student to authentic Hispanic culture.

**Prerequisite:** 85 cumulative average in Spanish II.

OH5851 **AP Spanish Language and Culture** 1.00 cr. AP Gr. 12 2 semesters

The AP Spanish Language and Culture class revolves around the development of six overarching course themes: global challenges; beauty and aesthetics; science and technology; contemporary life; families and communities; personal and public identities. These themes are analyzed through the lens of the Spanish-speaking world. Students are introduced to the perspectives, practices, and products of Spanish speakers throughout the world, and use these as a point of comparison to the perspectives, practices, and products of their communities. The course stresses critical thinking, analysis, and real-world communication skills using the Spanish language. AP Spanish Language and Culture seeks to expand and refine students' language skills through the study of culture. Students further develop the interpersonal, presentational, interpretive modes of communication. The course culminates in students taking the AP Spanish Language and Culture exam in May. Summer work is required. **Any student who takes this course must take the exam in May and pay the College Board fee for the exam or receive a failure.**

**Prerequisite:** Three years of Honors Spanish, an average of 90 in each year, and the approval of the Spanish III teacher.

OH5911 **Latin Alive!** 1.00 cr. Honors Gr. 9-12 2 semesters

Latin Alive! Level 1 presents students with a comprehensive introductory study of the Latin language, grammar, and Roman culture. This course covers clear, concise, and complete grammatical instruction making it a strong beginner and intermediate program for new and continuing students in the language. Students are invited to enter into the study of Latin and Roman culture in a dynamic way as they learn pronunciation, vocabulary, grammar, translation, and the historical context of the Roman people. Each week the students are invited to learn the Latin lesson vocabulary and the Roman historical context through readings in Latin. These readings build upon one another in order to present the larger picture of language and culture together. Students prepare for and take the National Latin Exam each year in the spring semester as a part of this course as well.

**Prerequisite:** A 90 or above in ELA.

OH5921 **Latin Alive!** 1.00 cr. Honors Gr. 10-12 2 semesters

Latin Alive! Level 2 continues with a comprehensive study of the Latin language, grammar, and Roman culture reviewing key concepts from Latin Alive! Book 1 and building upon them. The grammar instruction in Latin Alive! 2 is more complex providing students with the opportunity to go deeper and engage in translations from a variety of Roman authors. Each week the students are invited to learn the Latin lesson vocabulary and the Roman historical context through readings in Latin. These readings build upon one another in order to present the larger picture of language and culture together. Students prepare for and take the National Latin Exam each year in the spring semester as a part of this course as well.

**Prerequisites:** A 90 or above in ELA; Successful completion of Latin 1 with a passing grade or testing out of Latin 1 with a score of 90 or above on the placement test (upon request)

OH5931 **Latin Alive!** 1.00 cr. Honors Gr. 10-12 2 semesters

Latin Alive! Level 3 continues the relevant, rigorous, and incremental Latin instruction begun in Level 2. The Latin Alive! series features original Latin writings, giving students access to the works of great Latin authors. Latin 3 is an entry point to advanced grammatical studies and includes lessons on Roman culture, myths, and history, as well as Latin readings and exercises that will prepare students for the National Latin Exam and an Advanced Placement Latin course. It also features original Latin writings. Students prepare for and take the National Latin Exam each year in the spring semester as a part of this course as well.

**Prerequisites:** A 90 or above in ELA; Successful completion of Latin 1 and 2 with a passing grade or testing out of Latin 2 with a score of 90 or above on the placement test (upon request)

OH5941 **Latin Alive!** 1.00 cr. Honors Gr. 11-12 2 semesters

Latin Alive! Level 4 utilizes the Latin Alive! Reader text in this yearlong course that serves as Latin 4 as well as a pre-AP Latin course. Students work with reading selections by authors from the days of Cicero to Newton, varying in length and complexity as well as style and content. They discover more literary genres including poetry, science, philosophy, theology, biography, myth, and fable. The grammatical notes and a variety of reading comprehension questions and writing prompts enable a deeper study and discussion of the literature. All throughout these readings, the students are

presented with a thorough review of the most common uses of grammar and syntax in Latin, as well as an appendix that lists all grammar paradigms.

**Prerequisites:** A 90 or above in ELA; Successful completion of Latin 1, 2, and 3 with a passing grade or testing out of Latin 3 with a score of 90 or above on the placement test (upon request)

**OH5571 Italian I** 1.00 cr. Honors Gr. 9-12 2 semesters  
This class is designed for gifted, college bound students. It exposes them to the fundamentals of the Italian language and to the history, art, music, and contemporary life of the Italian people. The emphasis of the course is on enabling students to acquire the necessary skills to speak, write, read proficiently and understand the Italian language at its basic level. Lessons, assessments, homework assignments, and projects are designed to adequately challenge an Honors-level class.

**OH5671 Italian II** 1.00 cr. Honors Gr. 10-12 2 semesters  
The second year of Italian focuses on the review and expansion of Italian grammar and vocabulary as well as written and oral proficiency of the language. Emphasis is placed also on exposing the students to Italian art, history, literature, and culture. Moreover, this course is designed for pupils who have demonstrated superior ability in the first year course.  
**Prerequisite:** 85 in Italian 557 and with the recommendation of the first level teacher.

## Business Computer Information Technology Department

The ultimate goal of the Business Computer Information Technology Department is to assist the student in attaining the marketable skills and knowledge needed to function in a technological society, and to achieve a solid foundation for those interested in majoring in business in college and eventually entering the business world.

Emphasis is placed on developing positive attitudes and values resulting in Christian men and women who will be capable of making ethical decisions and becoming responsible members of society.

**OH6121 Computer Science Discoveries** 0.50 cr. College Prep Gr. 9 1 semester  
This semester course is an introduction to the school's one-to-one technology initiative. Its goal is to develop efficient and safe use of devices to increase communication skills for all students so they be better prepared for success in a high technological society. The use of Google Apps for Education (GAFE) including but not limited to Classroom, Gmail, Calendar, Drive, Docs, Sheets, Slides, Forms, Add-ons and Sites will be used to produce and share information. Students will develop efficient research skills, practice responsible internet safety, format documents in MLA and come to an understanding of digital citizenship. Students will utilize their laptops and/or have access to a desktop and printer every day and will be permitted to print with permission. (This course must be taken with Related Arts/Seminar.)

**OH6421 Entrepreneurship and Marketing** 1.00 cr. College Prep Gr. 11-12 2 semesters  
This semester course will focus successfully on the skills it takes to run a business. Topics like operating cost, needs vs. wants, branding and marketing, persuasive & public speaking would be emphasized. Google would be used to facilitate a collaborative approach to building a marketing plan.

**OH6311 Accounting** 1.00 cr. Honors Gr. 11 - 12 2 semesters  
This **accelerated** course will provide students with the opportunity to learn the role of accounting in today's business environment, and realize the value of the proper accounting practices and ethics. In addition, the course will prepare them for an introductory accounting class in college. Instruction will focus on the accounting cycle for both a sole proprietorship and a partnership culminating with the students keeping a set of books for a complete accounting period. This course is designed to prepare students who plan to major in Business or Accounting.

**OH6321 Accounting** 1.00 cr. College Prep Gr. 11-12 2 semesters  
This introductory course will provide students with the opportunity to learn the role of accounting in today's business environment, and realize the value of proper accounting in today's business environment, realize the value of proper accounting practices and ethics, and to prepare them for an introductory accounting class in college. Instruction will focus on the accounting cycle for both a sole proprietorship and a partnership culminating with the students keeping a set of books for a complete accounting period.

**OH6611 Finance** 1.00 cr. Honors Gr. 12 2 semesters  
This advanced course is designed for students to acquire the knowledge, skills and processes required to make sound financial decisions and manage their own personal finances. Students will engage in critical thinking, problem solving and decision-making in topics including but not limited to budgeting, credit, saving and investing, risk protection, banking, taxes, and financial planning. Throughout the course students will use the internet for access to the latest information on personal finance topics and financial products. Students will gain an understanding and appreciation for the economic environment in which they live, by introducing them to business concepts, as well. The forms of business

ownership and operations of a business plus the impact of financial literacy on their daily life will be discussed. Honors Finance will prepare students for work and life through career planning, money management, and independent living techniques. This course is designed for students interested in majoring in finance in college and interested in career; such as financial analysts, tax consultants and controllers.

**OH6512 Intro to Business/Sports Management** 1.00 cr. College Prep Gr. 11 and 12 2 semesters  
 This course is broken into two semesters. One semester is Introduction to Business, which introduces students to the world of business and prepares them for the economic roles of consumer, worker, and citizen. Students will gain valuable information and skills that will help prepare them for their future careers. The other semester is Sports Management. The goal of this course is for students to acquire the knowledge and skills to understand the basic management functions of planning, organizing, implementing and controlling, their interrelationships and the organization's competitive niche in the field of sports management.

## Fine Arts Department

The Fine Arts Department offers courses in art, music, and vocal music. It includes theory, application, and performance in all levels of art, instrumental music and vocal music. Theory and AP courses are included in these extensive programs. The goal is to help develop and understanding and appreciation for the cultural areas, while developing discipline in a concentrated area of study. Students will learn how to creatively solve problems, think critically and conceptually, and develop strong skills in their chosen discipline. The Fine Arts are where all subject areas intersect and offer a complete, well-rounded education.

**OH7421 Seminar (Related Arts)** .50 cr. College Prep Gr. 9 1 Semester  
 This basic course is designed to develop a positive attitude toward the fine arts - arenas of self-expression. Students are taught to observe, listen, think critically, and form valid opinions. Lectures, films, and recordings are the tools used to foster an appreciation for music, art, drama, and/or dance. (This course must be taken with Computer Science Discoveries.)

**OH7111 Studio Art I** 1.00 cr. Honors Gr. 9 -11 2 Semesters  
 Students learn foundations in drawing, design, and composition. Various artists and cultures that demonstrate the elements are studied. A variety of media and techniques will be explored. Projects will include basic drawing, design, color theory, basic painting, illustration, collage, and assemblage. Grades are based on class and home projects, class performance, participation, skill development, and semester assessments.  
**Prerequisite:** Art samples/portfolio, and permission of the Art Department; *9<sup>th</sup> graders by receipt of O'Hara scholarship only.*

**OH7311 Studio Art II** 1.00 cr. Honors Gr. 11-12 2 semesters  
 The students will develop techniques through practical applications, lectures, demonstrations and group critiques. Focus will be on developing sound skills in drawing, painting, and design. Major areas of study will be in observational drawing, color theory, painting, mixed media, and graphic design. Conceptual art and 3-D design will also be introduced. Students will work on a variety of projects with different materials throughout the course. Projects will be influenced by notable artists, cultures, and real-world applications.

**OH7511 Concert Band** 1.00 cr. Honors Gr. 9-12 2 semesters  
 This course is for the advanced music student. It will refine instrumental technique, music reading skills, and musical interpretation through continued weekly lessons, advanced concert literature, and daily concert/marching band rehearsals. Participation in all rehearsals, concerts, and Band Camp is required. Each student in this course is required to audition for All-Catholic Band. A research paper on a specified composer or performer is also required. **Students are admitted to this course solely upon recommendation by the Director of Bands.**

**OH7611 Vocal Music I** 1.00 cr. Honors Gr. 10-12 2 semesters  
 Intro to Vocal Music is a course that gives students the opportunity to begin the study of proper vocal technique and vocal singing. Students will also receive basic music theory training including the understanding of the staff, rhythms, tempos and dynamics. Each student will be evaluated weekly on his/her own daily participation and attendance at all designated performances. Student assessments will include music-based projects, quizzes, and summative assessments on course content. **Pre-registration is required.** Students interested in taking the course must get approval from the fine arts department.

**OH7621 Vocal Music II** 1.00 cr. Honors Gr. 10 2 semesters  
 Vocal Music II is a continuation of Introduction to Vocal Music

**Pre-registration is required.** Pre-requisite: Vocal Music I and teacher recommendation.

OH7631 **Vocal Music III** 1.00 cr. Honors Gr. 11 2 semesters

This course is designed to develop the vocal abilities of the student. The course encompasses proper singing technique, solo singing, ensemble singing, music theory and composition, four-part writing, and the study of different vocal styles. The student will be evaluated through formative, summative and performance assessments. The formative assessments will inform individual instruction for the students and assist individual progress. Summative assessments will be administered on theory, writing, and knowledge of various performance styles and will determine student mastery and understanding. Performance evaluations will include solo voice performance and ensemble work. Students in this course will be required to perform at designated events.

**Pre-registration is required. Pre-requisite:** Vocal Music II and teacher recommendation.

OH7641 **Vocal Music IV** 1.00 cr. Honors Gr. 12 2 semesters

This course is a continuation of Vocal Music III.

**Pre-registration is required. Pre-requisite:** Vocal Music III and teacher recommendation.

## Chesteron Scholars Program

The goal of the Chesteron Scholars Program at Cardinal O'Hara is to provide students an advanced honors educational opportunity through a rigorous classical curriculum. True to the mission of Cardinal O'Hara, the Chesteron Scholars Program aims to create an environment where students encounter Christ and experience his love, so they can, in turn, share His love with others. Students have the opportunity to experience an integrated life, a life of faith lived out in community. The Chesteron Scholars Program approaches education in a particular way to meet this aim:

**An Incarnational Environment.** The central truth of our faith is the central truth of the Chesteron education. From history to theology to math and science, the Incarnation is the central mystery we explore across the entire curriculum.

**A Focus on Truth, Beauty, and Goodness.** Classical education can be described as the cultivation of wisdom and virtue through meditation on the good, the true, and the beautiful. Our classical curriculum combines a broad, liberal arts education with a strong emphasis on the development of Christian virtues and an appreciation of beauty.

**A Joyful Learning Environment.** We seek to create environments where students experience the joy of community, the joy of the discovery process, and the joy of learning. We work to provide students with an opportunity to live out their spiritual life and grow in holiness in an atmosphere of joy and fun. We hope to inspire lifelong learners, committed to building up joyful communities of faith as they mature into adulthood.

**Rediscovering the Lost Tools of Learning.** Education should be about becoming a more fluent reader, a more eloquent writer, a better communicator. Our curriculum is centered on skills seemingly forgotten in our modern society - reading, writing, oral presentations, and the development of critical reasoning skills through the study of logic and philosophy.

**The Socratic Seminar.** Learning happens in the shared discovery of ideas. The Socratic seminar is perhaps the oldest educational tool and the most highly regarded educational format. Through this method, a teacher imparts knowledge through directed questions and guided dialogue, bringing ideas and knowledge to life.

The Chesteron Scholars Program is designed as a four-year, sequential program which follows the outline of history. Each year a specific theme is explored: Freshmen year focuses on Antiquity and explores humanity's **anticipation** for the promised Messiah. Sophomore year studies the period of Early Medieval history and the impact of the **Incarnation** on the church, culture, and the individual. The High Middle Ages and the Renaissance are discussed Junior year with a focus on the **culmination** of the integration of faith and reason. Finally, Senior year, we examine the fracture between faith and reason in the modern era. This is a time where the students explore the **application** of what they have learned into their daily lives.

The Chesteron Scholars Program allows O'Hara students to experience a fully integrated, classical curriculum. This advanced honors program offers the opportunity to explore and learn by reading primary texts, engage in seminar discussion, and participate in rigorous writing and critical thinking exercises. Students in the program take the CSP designated course in English and Theology for that academic year. At any point students can opt in or out of the program or elect to replace a CSP course with an AP course. Students in the program are expected to take Latin as their World Language option.

### CSP Literature

OH1171 **CSP Literature - Ancient** 1.00 cr. Track 5 Gr. 9 2 semesters

The literature of ancient Greece and Rome has so captivated and formed the minds of Western man that it is impossible to imagine Western Civilization without it. In this course, students are introduced to the perennial questions of the human condition through the works of Homer, Virgil, and the Greek dramatists. Questions of honor, virtue, love, longing, and happiness are put forward as students are challenged to enter the conversation in the search for truth. In this Socratic method style course, students learn how to interact with ideas different from their own, distinguish between opinion and proof, and analyze texts according to sound logical principles. In this year where we explore the theme of "anticipation", students are discovering the universal longing for Christ in the pagan literature as well as in their own hearts. This course is weighted at the Track 5/AP level.

**OH1271 CSP Literature – Early Medieval** 1.00 cr. Track 5 Gr. 10 2 semesters  
Often forgotten by many other curricula, this course dives deep into Early Medieval literature, which illustrates the great Christian synthesis between Mediterranean and Northern European culture. In this course, students are exposed to the progression of Christian culture through provoking narratives. In this Socratic Method style course, students dive into *Beowulf*, *The Confessions of St. Augustine*, *King Arthur*, *The Canterbury Tales*, and *Macbeth*, which lead to discussions about our human frailty, the path towards conversion and redemption, and our place in this world. Whether battling against seemingly insurmountable obstacles or exploring the deepest depths of the human heart, this course is sure to thrill as it provides fresh insights into the condition of man and the nature of God. This course is weighted at the Track 5/AP level.

**OH1371 CSP Literature – Renaissance** 1.00 cr. Track 5 Gr. 11 2 semesters  
Renaissance and early modern literature include some of the richest and most illuminating works of Western civilization. These writings take their rightful place in the organic development of Western literature and represent a period in human history where faith and daily life were beautifully integrated. Beginning with Dante's *Divine Comedy*, which has been described as a cathedral in words, students are led through the beautifully intricate and insightful works of William Shakespeare, Robert Bolt, and Miguel de Cervantes in this Socratic method style course. Great masterpieces in themselves, these works explore countless themes such as: the realization of sin, the nature of God's mercy, and mankind's longing for the Truth and union with God. These great works have an enduring value as reflective of man's pursuit for God. This course is weighted at the Track 5/AP level.

**OH1491 CSP Literature – Modern** 1.00 cr. Track 5 Gr. 12 2 semesters  
Modern literature chronicles the emergence of a post-Christian world. This world was born in the humanism and skepticism that emerged during the Renaissance and grew through periods of revolution and turmoil. Therefore, it is not surprising that the works studied in this course wrestle with themes of dystopia, science and religion, class structure, and the disharmony of faith and reason. Literature in this period portrays a culture in turmoil, but it also witnesses to man's longing for something greater than himself. The works studied in this course are a testament to the fact that regardless of how far we stray or how convoluted our ideas about the world become, we cannot escape something deep within us that yearns for what is True, Good, and Beautiful. The RCA Literature sequence ends by returning to the beauty and harmony of the Christian worldview for humanity as described in *The Everlasting Man*, G.K. Chesterton's response to the errors of the modern world. This course is weighted at the Track 5/AP level.

#### **RCA Theology/Philosophy**

**OH9161 CSP Theo/Phil I - Old Testament/Ancient Philosophy** 1.00 cr. Track 5 Gr. 9 2 semesters  
Theology: This course introduces students to Theology, "the study of God," as it is revealed to us in both Sacred Scripture and Sacred Tradition. It seeks to form a biblical worldview and introduce students to the reality of God's divine plan throughout salvation history. By studying the Old Testament, students are able to form a biblical worldview and Christian vision of reality. They see how God used the covenantal system to prepare humanity for reunification and redemption through Jesus Christ. This study strongly reinforces the theme of anticipation that runs throughout the Freshmen year. Seeing reality in this way forms the very foundation for a living, vibrant faith and expands our hearts to share God's love with those around us.

Philosophy: The other half of this course invites students to join the millennia long tradition in the search for truth. The pre-Socratic philosophers were the first to look at the world in a philosophical way — searching for the ultimate truth or cause of things. This search was continued by the greatest of the Greek philosophers – Socrates, Plato, and Aristotle. Students are asked to enter into this search, to learn not simply about philosophy but how to do it. They learn by asking these fundamental questions for themselves. Through exploring the work of these philosophers, students begin to formulate a response to the fundamental questions of human life. Ultimately, philosophy is about the "love of wisdom." This course lays the foundation for students to be not only critical thinkers, but lovers of wisdom and searchers for Truth. This course is weighted at the Track 5/AP level.

**OH9261 CSP Theo/Phil II - New Testament/Logic and Rhetoric** 1.00 cr. Track 5 Gr. 9 2 semesters  
Theology: The truth of the Incarnation is one of the central tenets of our faith and the center of our human history. Just as all of history led up to the moment of God-assuming-humanity, so also all of history since the Incarnation is impacted by this one moment. This central mystery of the faith is the theme of Sophomore year. Having studied the Old Testament scriptures, students now transition into the New Testament and the life of Jesus and His Apostles. Special emphasis is given to the four Gospels, which are the heart of all the Scriptures and the principal source for the life and teaching of Jesus Christ.

Philosophy: Philosophy challenges us to answer the ultimate questions in life. What is man? How am I to live? What does it mean to be happy? Behind any great person or world movement is a set of philosophic first principles. It is up to philosophy, by the proper ordering of one's mind, to examine these first principles. By learning to use our reasoning powers properly, we learn to critique ideas, recognize flawed arguments, and contribute to our deepening understanding of God and man. Moreover, students will learn the foundational principles of logic and rhetoric. These tools often have a powerful impact on students and their ability to critically engage with the world around them. This course is weighted at the Track 5/AP level.

**OH9361 CSP Theo/Phil III - Doctrine & Sacraments/Medieval Philosophy** 1.00 cr. Track 5 Gr. 9 2 semesters  
Theology: Pope John Paul II, in his apostolic constitution *Fidei Depositum*, exhorts the faithful to use the Catechism of the Catholic Church "assiduously in fulfilling their mission of proclaiming the Faith and calling people to the Gospel life." The study of the deposit of faith is essential to the Christian life. This faith, which is presented as an organic synthesis in the Catechism, is built upon four pillars. The Junior year course aims at a thorough understanding and internalization of the first two pillars: the Profession of Faith and the Sacraments. Building upon the solid basis of Scripture from Freshman and Sophomore year, and incorporating primary texts from some of the greatest minds in history such as St. Thomas Aquinas and Pope St. Clement of Rome, this course examines what we believe and how we worship.

Philosophy: Are faith and reason at odds? Scholastic philosophers didn't think so and it was during this age that the greatest synthesis was achieved between religion and philosophy – faith and reason. Not until later, around the birth of early modern philosophy, were the seeds planted for the contemporary divorce between faith and reason. By studying the scholastic works, especially those of Thomas Aquinas, new avenues of inquiry are opened by “faith seeking understanding” in the Church’s most successful philosophical tradition, medieval scholasticism. As students move to the early modern philosophers, they encounter the foundation of modern political theory, the beginning of scientific skepticism, and the modern philosophic project in general. This course is weighted at the Track 5/AP level.

**OH9461 CSP Theo/Phil IV - Morality & Prayer/Modern Philosophy & Government** 1.00 cr. Track 5 Gr. 9 2 semesters  
 In this capstone course, students continue their exploration of Catholic theology by studying the third and fourth pillars of the *Catechism of the Catholic Church*: Life in Christ and Christian Prayer. Students are challenged to apply their philosophical and reasoning skills to some of the most important and controversial questions of our time. The topics explored in this course have enormous impact for both the person and society as a whole, and students will explore not only what the Church teaches on these topics but also how to articulate these truths with charity. Students discover that any encounter with the truth is an encounter with God, and it is this encounter with God that leads the human person to find his vocation in the world and help foster a culture of life.

Liberty. Rights. Happiness. Democracy. These are words we hear so often that they have become part of our national consciousness. However, too often they are neither examined nor questioned. Without even thinking about it we all use the ideas and concepts developed by modern political philosophers in the 19th and 20th century. In this capstone course students are asked to muster all the powers of their intellect as they navigate the dynamic and sometimes deep waters of political thought on the European continent as it emerges after the time of the Enlightenment. Special attention is given to the political philosophy and economics of influential thinkers such as John Locke, Jean-Jacques Rousseau, Adam Smith, and Karl Marx. Just as important and relevant today is the Catholic response to these ideas. Therefore, the encyclical *Rerum Novarum* and G.K. Chesterton's idea of distributism are also studied as they relate to the revolutionary changes of the preceding centuries. This course is weighted at the Track 5/AP level.

## Vocational and Career Technical Courses

**OH8732 Vo-Tech** 3.00 cr. Academic Gr. 11-12 2 semesters  
 Students enrolled in Vo-Tech take three morning classes at O'Hara and afternoon classes at the Vo-Tech school. Bus transportation is provided by school districts. Additional information and Vo-Tech applications may be obtained from the Academic Office. Following is the list of courses available through the Delaware County Area Vocational Technical Schools located in Aston and Folcroft:

- Building Trades
- Carpentry
- Industrial and Residential Electricity
- Heating, Ventilation, Air Conditioning and Refrigeration (HVAC)
- Landscape Design and Greenhouse Operations
- Cosmetology
- Culinary Arts and Hospitality
- Early Childhood Education
- Emergency and Protective Services
- Health Occupations
- Medical Careers
- Automotive Technology
- Collision Repair Technology
- Materials and Inventory Control
- Advertising Design & Commercial Art
- Applied Engineering Technology
- Business Administration and Technical Support
- Computer Networking Systems

**OH4926 MEDICAL CAREERS** 2.00 cr. Track 5 Gr. 12 2 semesters

Medical Careers is a year-long course available to seniors who are interested in pursuing post-secondary education to prepare for a career in the health care industry. Curriculum is divided into three areas: Academics, Clinical Rotation, and Patient Care Skills. Students attend school at local hospitals and courses count for two Honors Science courses. Students were invited to the information session at O'Hara where DCTS reviewed the program and application process. Applications are available in the Academic Affairs Office and through the Delaware County Intermediate Unit. Applications were due back to OAA prior to February 26. DCTS determines who is accepted into the program and those decisions are usually released in May.

**OH0041 NEUMANN COURSES** 0 cr. (6 Potential College Credits) Gr. 11-12 2 semesters

In partnership with Neumann University, Cardinal O'Hara offers up to four courses per year taught by Neumann professors for credit through Neumann University. These courses are open to juniors and seniors who have enough O'Hara credits for graduation. The Neumann courses do not provide any O'Hara credits and cannot be used to fulfill any O'Hara or Archdiocesan graduation requirements. The costs of the courses are covered by O'Hara but the books and supplies for the courses are the responsibility of the students. All of the Neumann courses are held Mondays, Wednesdays, and Fridays and follow the Neumann calendar and attendance guidelines set forth by the professors at the beginning of the courses. Students will need to make arrangements regarding transportation and work/family/extracurricular commitments around the class schedules. O'Hara functions, such as pep rallies, assemblies, or early dismissals, do not supersede these course commitments and students will be expected to attend their Neumann classes as scheduled.

Currently Neumann will be offering the following classes for the 2021-2022 school year, although they are subject to change at the discretion of Neumann University and students choosing to take the Neumann offerings will be automatically placed in the course that Neumann offers instead.

PM Session (1:45-2:45 PM) – CJ 101 Introduction to Criminal Justice (fall) and CJ 220 Criminal Investigations (spring)