



Articulation Information Packet 2011-2012

**Carmel Catholic High School
Entrance Exam and Freshmen
Course Information For:**

Junior High School Principals

Guidance Counselors

Teachers

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Carmel Catholic High School 2011-2012 Profile

Overview

Carmel Catholic High School, located in Mundelein, Illinois, is a Catholic, college preparatory, secondary school for young men and women. Founded in 1962, Carmel Catholic is jointly sponsored by the Sisters of Charity of the Blessed Virgin Mary (B.V.M.) and the Order of the Carmelites (O.Carm.) The school strives to instill in its students a lifelong commitment to learning, Christian values, and community service. Carmel Catholic's strong curriculum is a traditional set of college preparatory courses, and the school offers 18 Advanced Placement and 41 Honors Courses. Over 99% of Carmel graduates attend college. The school occupies a fifty-acre campus with extensive educational and athletic facilities. The school's newest addition is a state-of-the-art science wing. Carmel Catholic High School is a four-time recipient (1985, 1996, 2002 and 2007) of the prestigious Blue Ribbon School recognition by the U.S. Department of Education. The school operates near capacity with over 1,360 students seeking a high-quality Catholic educational experience.

| | |
|-------------------------------|---|
| President | Judith Muccheck, Ph.D. |
| Principal | Mrs. Lynne Strutzel, M.A. |
| Associate Principals | Sr. Joan Mehney, O.P., M.A.Ed. Curriculum Mrs. Jennifer Burkhalter, M.S.I. Faculty Development Mrs. Jane Hilliard, B.A. Technology Integration |
| Deans | Mr. James Nolan, B.S. Mrs. Cathy Smolka, M.A.T. |
| Student Services | Dr. Kathleen Kuhr, Ed.D. Director Mrs. Suzanne Adamson, M.A. Counselor Mrs. Christine Hartnett, M.S. Counselor Mr. Jon Listek, M.A. Counselor. Mr. John Ryan, M.Ed. Counselor Mrs. Elizabeth Carlson, M.S.W. Social Services Director Ms. Carrie Egan, M.B.A. College and Career Planning Coordinator Mrs. Maureen McBreen, MED Serna Center |
| Director of Admissions | Mr. Brian Stith, M.B.A. |
| Student Activities | Sr. Kathleen Sinclair, B.V.M., M.P.S. |
| Registrar | Sr. Mary Sattgast, B.V.M., M.S. |

Accreditation

Carmel Catholic High School is accredited by the State of Illinois, the National Catholic Education Association, and the North Central Association of Colleges and Schools.

Facilities

Fifty-seven academic classrooms, ten science labs, four computer labs, a library with a computer bank, art and music facilities, and premier athletic facilities.

Recognition

Carmel Catholic High School has been recognized four times as a Blue Ribbon School. The U.S. Department of Education honors Blue Ribbon Schools for their excellence in:

- Challenging standards and curriculum
- Excellent teaching within an environment that facilitates teacher improvement
- School, family and community partnerships
- Exceptional levels of student performance on measures of achievement

The Catholic High School Honor Roll named Carmel Catholic High School one of the "Top 50 Catholic Secondary Schools, 2004." Carmel was selected based on its high scores in the categories of: academics, Catholicity and civic instruction. Carmel also received the Catholic Schools for Tomorrow Award in 2006 for Innovations in Education.

Curriculum

The school's rigorous curriculum includes traditional college prep courses, 18 Advanced Placement and 42 Honors Courses. Carmel strongly encourages students to participate in extracurricular activities to enhance their high school experience. Each aspect of Carmel Catholic High School's academic program is geared to stimulate excellence in the pursuit of learning for all students. Carmel's primary goal is to offer high quality academic programs, integrated with religious truth and Gospel values.

Graduation Requirements for the Class of 2012

Twenty-six units of credit are required as follows:

- 4 English
- 4 Religious Education
- 3 Mathematics (Algebra and Geometry required)
- 3 Science
- 3 Social Studies (World History, U.S. History, and American Government required)
- 2 World Languages and/or Fine Arts
- 1 Physical Education
- .5 Health
- .5 Fine Arts
- 5 Electives

Freshmen, sophomores, and juniors must be enrolled in a minimum of seven classes per semester. Seniors must be enrolled in a minimum of six classes per semester.

Grading

100 - 93 = exceptional achievement

92 - 86 = above average achievement

85 - 76 = average achievement

75 - 70 = below average achievement

69 and below = failure, no credit earned

The semester grade is based on the following:

Quarter 1 grade = 2/5

Quarter 2 grade = 2/5

Semester Exam grade = 1/5

Grade Point Average (GPA)

A student's GPA is computed by using semester grades beginning with the ninth grade. All courses are included except summer school courses not taken at CCHS, and correspondence courses.

Grades are weighted according to the following system:

| | 100-93 | 92-86 | 85-76 | 75-70 |
|---------------------|---------------|--------------|--------------|--------------|
| Advanced Placement | 5.0 | 4.0 | 3.0 | 2.0 |
| Honors College Prep | 4.5 | 3.5 | 2.5 | 1.5 |
| College Prep | 4.0 | 3.0 | 2.0 | 1.0 |

ACT Scores – Class of 2011

99% of Carmel Catholic High School seniors took the ACT.

| | English | Math | Reading | Science | Composite |
|--------|----------------|-------------|----------------|----------------|------------------|
| Carmel | 26.7 | 24.9 | 25.7 | 24.8 | 25.7 |
| State | 20.6 | 20.9 | 20.8 | 20.7 | 20.9 |
| Nation | 20.6 | 21.1 | 21.3 | 20.9 | 21.1 |

Ministry Hours

Service to others is at the heart of the Catholic faith and it is part of Carmel Catholic's mission. We believe that the spiritual growth students will experience as they give of themselves through ministry to others will lead to a lifetime commitment to service. To this end, all Carmel Catholic High School students are required to participate in the school's Ministry Program. The Ministry Program seeks to awaken in each student an openness to serving others and an appreciation for one's God-given talents. The program requires each student to donate 20 hours of service to the community per semester. Upon graduation, each senior has completed a minimum of 160 hours of ministry service.

Class of 2011 Highlights

308 Graduates

5 National Merit Finalists

8 National Merit Commended Students

2 National Advanced Placement Scholars

21 Advanced Placement Scholars with Distinction

23 Advanced Placement Scholars with Honors

32 Advanced Placement Scholars

74 Illinois State Scholars

2 Daily Herald All-Area Academic Team Members

156 National Honor Society Members

77 IHSA Scholars

98 Mu Alpha Theta Mathematics Honor Society Members

21 Tri-M Music Honor Society Members

18 Summa Cum Laude Graduates (4.25 and up)

25 Magna Cum Laude Graduates (4.0-4.24)

102 Cum Laude Graduates (3.5-3.99)

99% College Bound

\$25 million Cumulative College Scholarship Money Earned

100% Performed Ministry Service (49,280 Total Hours—Each student is required to perform 40 hours of ministry service each school year)

46 Legacy Graduates—children of Carmel Catholic Alumni

Carmel Catholic High School A-B-C Rotation Schedule

70-minute classes, 5-minute passing period, 5-minute homeroom

| | "A" day | "B₅" day | "C" day |
|---------------|----------------|----------------------------|----------------|
| 8:00 – 8:05 | ADVISORY | ADVISORY | ADVISORY |
| 8:10 – 9:20 | A | B | A |
| 9:25 – 10:35 | C | C | B |
| 10:40 – 12:30 | D | E | D |
| 12:35 – 1:45 | F | F | E |
| 1:50 – 3:00 | G | SEMINAR | G |

| | D1 | D2 | D3 |
|---------------|-----------|-----------|-----------|
| 10:40 – 11:15 | LUNCH | D | D |
| 11:20 – 11:50 | D | LUNCH | D |
| 11:55 – 12:30 | D | D | LUNCH |

| | E1 | E2 | E3 |
|---------------|-----------|-----------|-----------|
| 10:40 – 11:15 | LUNCH | E | E |
| 11:20 – 11:50 | E | LUNCH | E |
| 11:55 – 12:30 | E | E | LUNCH |



Carmel Catholic High School's A-B-C Rotation Schedule

Frequently Asked Questions

Why was the schedule changed?

The schedule was changed in response to the call of our strategic plan to develop a more effective daily schedule allowing for the expansion of course offerings. The item was included in the strategic plan as a result of input collected in 2006/07 from parents, students, faculty and alum who were to identify what they saw as necessary improvements for the school.

How did the school decide on the rotation schedule?

The schedule is a product of one year of research by the Scheduling Committee, composed of a representative from each academic department. The schedule offered the possibility of increasing class periods without a significant increase in time to the school day and it was responsive to best practices in education.

Is this a block schedule?

No. Carmel Catholic has implemented a university model rotation schedule. This does not fall into the category of a block schedule for the following reasons:

- The class period is 70 minutes long and not 90 minutes or more.
- Classes meet for the full year and are not consolidated into one semester.

Why 70 minutes instead of the current 51 minutes?

Research has shown that increased instructional time results in increased depth of understanding.

How will the schedule improve the school?

- Students have the opportunity to take additional classes.
- Students no longer have to give up lunch to fit in classes.
- All students have lunch, which will encourage a healthy lifestyle.
- Fine Arts classes can be incorporated into the regular school day.
- Increased class time promotes in-depth study.

Won't my student have more homework?

The expectation is that the homework load will not increase. The new schedule limits classes to 5 (A and C) or 4 (B) each day. Instead of 6-7 classes worth of homework, students now have 4 or 5 classes worth of homework.

Since classes don't meet every day, will students be losing instructional time?

The total number of minutes that classes meet each semester is only 20 minutes less than the total number of minutes each semester on the current schedule. The research we have done supports the new schedule based on time devoted to subject matter and the fact that classes meet for the entire year. The schedule is well suited to a college-prep school because the rotation schedule is a university model, preparing students for college schedules and allowing for more in-depth learning. In addition, the

number of passing periods a day has diminished, which eliminates some of the reorganizing time at the beginning of class.

Is my student losing study time because of shortened lunchtime?

Lunchtime is meant to be a time for a break so students can socialize and be with friends. The new plan, which includes a 35-minute lunch, is 15 minutes shorter than the old schedule resulting in the loss of no more than 15 minutes if a student uses lunch for studying.

Why has open campus for lunch been eliminated?

The shortened time for lunch required the elimination of open campus for seniors. It was not a punitive decision, but a byproduct of the time demands of adding an additional class.

Will dismissal time vary from day to day?

Our school day runs from 8 a.m. until 3 p.m. every A and C day. There will be special schedules on B days, so the potential for an early dismissal exists on those days only. We use the seminar period for school liturgies, assemblies, special projects like Street Scenes, Walkathon, registration, etc. On those days dismissal time is still at 3 p.m. On days when the seminar period is used for faculty time or as an activity period, students are dismissed early. The option of the seminar period guarantees that class time is never altered. Please check the CCHS Calendar closely for "B" day activities.



Carlos J. Serna Learning Resource Center:

The Serna Center is a program designed for students with documented learning disabilities who have an active ISP or 504 plan that require specific accommodations. It is a collaborative model designed to meet the needs of ISP students within the regular education environment. The program provides the student with small group structured support and instruction. Instruction focuses on the learning style of each student and emphasizes the goals and objectives included in each student's ISP. Students are taught cognitive strategies for test taking, note taking, and active reading through the Learning Strategies Class. The center is designed to foster each student's learning and problem solving skills so that they can generalize and apply these learned skill sets to their daily classroom performance.

What does the Serna staff provide?

The Serna Staff will:

- Provide specialized instruction and support services for ISP students with identified disabilities.
- Teach learning strategies to provide students with tools they will need to succeed in the classroom.
- Satisfy legal mandates set by the state regarding identified students with disabilities in a private school.
- Work collaboratively with the mainstream teachers.
- Provide the mainstream teachers with background information regarding the needs and specific accommodations of individual students.
- Provide teachers with suggestions and strategies for accommodating students in the regular classroom.

What does the student do in the Serna Center?

The student will:

- Work on ISP benchmarks through participation in the Learning Strategies Class activities
- Generalize strategies learned to their classroom performance.
- Move toward strengthening basic academic skills in reading, math, grammar and composition.
- Move toward realizing positive self-esteem through academic success.

Process for Requesting Service from the Carlos J. Serna Learning Resource Center

All requests for learning assistance through the Serna Center will be considered after the Director of Special Services for Carmel Catholic and the Admissions Director have received and reviewed the following:

- Student's current and complete psycho-educational testing including all test scores
- Current Individual Education Plan or Individual Service Plan which must have performance goals attached and updated
- Academic performance record with teacher comments
- Outside evaluations if appropriate

Note: The presence of a learning disability or other health impairment does not automatically mean that a student will receive services through the Serna Center.

Carmel Catholic High School will carefully review all relevant information submitted and will determine if the learning disability or other health impairment is significantly impacting a student's progress.

If you have any questions please contact: Maureen McBreen, Director of Special Services, direct line with voicemail 847-388-3408 / e-mail mmcbreen@carmelhs.org.

Proficiency Test Information

***Please note: Proficiency tests in Mathematics and World Languages will be administered on Saturday, April 21, 2012. Information about specific proficiency tests can be found in the Mathematics and World Language sections.**

Incoming Freshman Admissions Procedures

Students seeking admission to the ninth grade must take the entrance exam given at Carmel Catholic on the second Saturday in January of their eighth grade year. Beginning January 2011, this test has been the EXPLORE test. Once the test is taken, the family of the test taker is mailed an application form. This along with a registration fee and a deposit toward tuition must be returned to Carmel Catholic by the last Friday in January in order to complete the application process. Those students whose process is completed by the deadline are then considered for admission. The results of the entrance exam, grade school records, and legacy are used to identify qualified students. Acceptance letters are mailed mid-February.

Transfer Students

Students seeking admission to Carmel Catholic should contact the Director of Admissions by telephone or e-mail to request placement on the waiting list, the first step in initiating the transfer process.

Carmel Catholic High School Business-Computers Department

Course Descriptions

Carmel Catholic High School offers four business and computer classes that are open to freshmen. There are no prerequisites for any of these courses.

INTRODUCTION TO BUSINESS #725

This introductory level business course is specifically for freshmen and sophomore students and aims at exploring fundamental business concepts. Topics discussed include accounting, economics, marketing, finance, management, entrepreneurship, and the impact of globalization. Students will encounter a scenario-based class that has an emphasis on solving real-world problems that are encountered in the fast paced world of business.

Prerequisites: NONE.

WEB DESIGN #753

This course will introduce the student to the design concepts and the various languages and tools used for web page construction and design. The students will use design techniques, artwork, photos, roll-over images, animations, background images, sounds and video to create dynamic and interactive web sites. Students will learn HTML (the universal language of the Web) and advanced CSS formatting techniques using Adobe Dreamweaver and Adobe Flash. The students will also render pictures for use on their pages using Adobe Photoshop. Students will be exposed to the use of digital cameras, scanners, animation software and sound files to enhance their sites.

Prerequisites: NONE.

MICROSOFT APPLICATIONS #754

Students acquire extensive skills and knowledge in the Microsoft Office Suite with the use of Word, Excel, and Power Point. Students will also be exposed to the basic concepts of Publisher. The basics of Windows Operating Systems are discussed with emphasis placed on file management and vocabulary. Students develop Internet searching skills with an emphasis on Internet safety, ethics, and cyber bullying. Students will investigate current media technologies.

ADOBE IN DESIGN CS3 #756

Adobe InDesign CS3 is desktop publishing software. Students learn the Adobe Design Premium CS3 software program and will also learn basics of Adobe Photoshop CS3 and Adobe Illustrator CS3 as it relates to print production.

Throughout the course, students will create print media such as newsletters, posters, brochures, programs and other print media.

Prerequisites: NONE.

Carmel Catholic High School

English Department

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Course Descriptions and Prerequisites

All incoming freshmen will take English 110, 111, or 112. Some freshmen will be required to take English 113 in order to build reading and study skills. The only English elective open to freshmen is English 171 - Introduction to Journalistic Writing.

English Literature and Language Honors #110

This course is offered to highly motivated and capable students. It is designed to enrich reading, writing, grammar, vocabulary, listening, and discussion skills. Elements of correct grammar, in-depth analysis of various literary types, and the writing process are developed. Literary types studied include drama, novel, short story, nonfiction, and poetry. Writing forms studied include paragraphs, expository and narrative essays, and creative writing. Composition is used as a tool for literary analysis, and library work is required.

English Literature and Language #111

This course reviews the basic elements of grammar, sentence patterns and structure, phrases, and clauses. Students will develop punctuation and vocabulary. Students are guided in improving their writing, reading, and speaking skills. Students expand their understanding of human nature by interpreting short stories, dramas, poems, novels, and nonfiction prose.

English Literature and Language #112

This course reviews the basic elements of grammar, sentence patterns and structure, and phrases. Students will develop punctuation and vocabulary. Students are guided in improving their writing, reading, and speaking skills. Students expand their understanding of human nature by interpreting short stories, dramas, poems, novels, and nonfiction prose. English #112 has the same content as English Literature and Language #111, but it progresses at a more moderate pace.

Critical Reading and Skills Enhancement #113

This skill-building course, required for freshmen who do not score at grade level in reading, is designed to increase the student's efficiency in reading and study skills. This course emphasizes comprehension at three levels (literal, interpretive, and critical) while using a variety of reading materials. Each student will learn the necessary skills that allow him/her to perform efficiently in content areas. The student must also enroll in English Literature and Language #112.

Introduction to Journalistic Writing #171

The student who enrolls in Introduction to Journalistic Writing will be reading, communicating, critically thinking, analyzing and writing throughout the course. The course covers the entire process of journalism: history, legal and Christian ethical components and the organization of a publication. Newsgathering, writing, editing, interviewing, deadlines, layout, design and current publication trends are emphasized. The student's work may be published in creation of and participation in online media is required. *This is an elective course and must be taken in addition to one credit in English.*

Freshman Year Objectives in Writing

College Prep

1. Write paragraphs with clear main ideas and supporting points;
2. Understand and write sentences of various structures.
3. Understand grammar and grammatical terms, including parts of speech and sentences, phrases, clauses, and punctuation.
4. Write for purposes of description, narration, exposition, and argumentation.

Honors College Prep

1. Write carefully organized, focused paragraphs
2. Support the main idea of a paragraph with evidence or ideas that are specific and developed
3. Use textual evidence in their writing to defend an argument or to support an interpretation of a literary work.
4. Understand and write sentences of various structures.
5. Understand grammar and grammatical terms, including parts of speech and sentences, phrases, clauses, and punctuation.
6. Use correct grammar, punctuation, and spelling in writing.
7. Write for purposes of description, narration, exposition, and argumentation.

Freshman Year Objectives in Speaking & Listening

College Prep

1. Deliver an oral presentation/speech.
2. Present an opinion/analysis on textual material.
3. Work effectively in groups.
4. Discuss academic issues comfortably.

Honors College Prep

1. Deliver an oral presentation/speech
2. Present an opinion/analysis on textual material.
3. Work effectively in groups.
4. Communicate ideas clearly and logically.
5. Discuss academic issues comfortably.

Freshman Year Objectives in Reading

College Prep

1. Read and comprehend, fiction (short stories and novels), poetry, drama, and nonfiction.
2. Take appropriate notes on literature and literary discussions.
3. Identify literary techniques.

Honors College Prep

1. Read and comprehend a variety of genres.
2. Take appropriate notes on literature and literary terms.
3. Identify and analyze the use of literary techniques.

Incoming students should exhibit and be able to:

1. Take accurate and insightful notes.
2. Exhibit preparedness for class.
3. Organize study materials.
4. Accept responsibility for work outside of class.

Recommended Web Sites

Web English Teacher

<http://www.webenglishteacher.com/>

100 Most Common SAT Words

<http://www.quia.com/mc/1527.html>

Favorite Poem Project

<http://www.favoritepoem.org/>

An Awesome Library

<http://www.awesomelibrary.org/>

For Young Writers

<http://www.inkspot.com/young/>

Reading List

The Carmel Catholic English Department recommends students regularly read books of high interest. Although they are not required English assignments, these selections will provide reading experience with age-appropriate literary forms and concepts. The American Library Association also has numerous resources for readers. See especially their Young Adult Library Services Association book list page: <http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/booklistsbook.cfm>.

| | |
|---|------------------------|
| <u>Adventures of Tom Sawyer, The</u> | Mark Twain |
| <u>Alice in Wonderland</u> | Lewis Carroll |
| <u>All Creatures Great and Small</u> | James Herriot |
| <u>Among the Hidden</u> | Margaret Haddix |
| <u>Animal Farm</u> | George Orwell |
| <u>Anne Frank: The Diary of a Young Girl</u> | Anne Frank |
| <u>Black Stallion, The</u> | Walter Farley |
| <u>Call of the Wild</u> | Jack London |
| <u>Chosen, The</u> | Chaim Potok |
| <u>Cheaper by the Dozen</u> | Frank Gilbreth |
| <u>Dark is Rising Trilogy, The</u> | Susan Cooper |
| <u>Deathwatch</u> | Robb White |
| <u>Eva</u> | Peter Dickinson |
| <u>Farm Team</u> | Will Weaver |
| <u>Flowers for Algernon</u> | Daniel Keyes |
| <u>Goodbye, Mr. Chips</u> | James Hilton |
| <u>Hard Ball</u> | Will Weaver |
| <u>Harry Potter Series</u> | J. K. Rowling |
| <u>Heart Is a Lonely Hunter, The</u> | Carson McCullers |
| <u>Hobbit, The</u> | J.R.R. Tolkien |
| <u>Human Comedy, The</u> | William Saroyan |
| <u>I Am the Cheese</u> | Robert Cormier |
| <u>I Had Seen Castles</u> | Cynthia Rylant |
| <u>Jacob Have I Loved</u> | Katherine Paterson |
| <u>Killing Mr. Griffin</u> | Lois Duncan |
| <u>King of Shadows</u> | Susan Cooper |
| <u>Kit's Wilderness</u> | David Almond |
| <u>Land, The</u> | Mildred Taylor |
| <u>Lion, the Witch, and the Wardrobe, The</u> | C. S. Lewis |
| <u>Monster</u> | Walter Dean Myers |
| <u>My Name Is Asher Lev</u> | Chaim Potok |
| <u>Out of the Dust</u> | Karen Hesse |
| <u>Rules of the Road</u> | Joan Bauer |
| <u>Shabanu</u> | Suzanne Fisher Staples |
| <u>Skellig</u> | David Almond |
| <u>Slot Machine</u> | Chris Lynch |
| <u>Soldier's Heart</u> | Gary Paulsen |
| <u>Speak</u> | Laurie Halse Anderson |
| <u>Striking Out</u> | Will Weaver |
| <u>Tangerine</u> | Edward Bloor |
| <u>Treasure Island</u> | Robert Louis Stevenson |
| <u>Tree Grows in Brooklyn, A</u> | Betty Smith |
| <u>When Zachary Beaver Came to Town</u> | Kimberly Willis Holt |
| <u>White Fang</u> | Jack London |
| <u>Zlata's Diary</u> | Zlata Filipovic |

English Department Objectives

The English Department is working on developing curriculum that supports the Common Core State Standards. Information about these standards is available at <http://www.corestandards.org/>.

We have also begun using the 6+1 Traits of Writing to improve our writing curriculum. Find out more about the 6+1 Traits of Writing at Education Northwest's website: <http://educationnorthwest.org/traits>.

English Department Graduation Goals

Carmel Catholic High School graduates will...

- Read, comprehend and appreciate a variety of texts;
- Think critically and creatively;
- Develop into self-sufficient , critical researchers who can use and document a variety of resources ;
- Use language effectively to make and support a point for various audiences and purposes in both speaking and writing;
- Welcome and seek diverse perspectives and engage in civil discourse;
- Embrace Christian values;
- and become lifelong learners.

English Department Four-year Objectives

LANGUAGE OBJECTIVES

As a result of English instruction, students should be able to meet the following expectations:

1. Recognize and use the systematic grammatical patterns found in the English language.
2. Understand that English has several levels of usage and select the level appropriate to a situation.
3. Recognize that English has many dialects.
4. Identify the meaning of words from context.
5. Determine connotations of words.
6. Demonstrate an understanding of the development of the English language.

READING OBJECTIVES

As a result of English instruction, students should be able to meet the following expectations:

1. Use the table of contents, index, and other features of text and reference books to increase reading speed and level of comprehension.
2. Define unfamiliar words using decoding, context clues, and dictionary references.
3. Recall and summarize the material read.
4. Identify the purpose of the material read.
5. Generate factual and interpretive questions and predict outcomes about the material read.
6. Distinguish between fact and opinion in the material read.
7. Separate main and subordinate ideas in the material read.
8. Vary reading speed and method according to the type of material read.
9. Recognize assumptions and implications in the material read.
10. Draw a relationship between form and content.
11. Respond actively and imaginatively to the material read.
12. Judge the worth, accuracy, and reliability of the material read.

LITERATURE OBJECTIVES

As a result of English instruction, students should be able to meet the following expectations:

1. Distinguish among poetry, drama, short story, novel, epic, and essay.
2. Recognize and identify the techniques of fiction and nonfiction.
3. Identify and define the characteristics of American, British, and world literature.
4. Explain the relationship between a literary work and its historical period.
5. Analyze and interpret selected works of American, British and world literature.
6. Relate literary experiences to actual life experiences.
7. Identify uses of grammar, syntax, and diction in literary works.

WRITING OBJECTIVES

As a result of English instruction, students should be able to meet the following expectations:

1. Employ prewriting strategies to generate various topics for writing.
2. Develop and maintain a focus on a clear thesis, main idea, theme, or unifying event.
3. Support the main point with specific evidence.
4. Organize ideas clearly, coherently, and logically within the various modes of writing (description, narration, exposition, and argumentation).
5. Use the conventions of standard written English with skill and efficiency.
6. Revise, edit, and proofread.
7. Write for a variety of purposes and audiences, using appropriate language, style, and length.
8. Use writing as a method of learning, discovering, clarifying, and communicating ideas.
9. Write narratives and poetry to express emotion.

SPEAKING AND LISTENING OBJECTIVES

As a result of English instruction, students should be able to meet the following expectations:

1. Engage in discussion as both speaker and listener - interpreting, analyzing, and summarizing effectively.
2. Contribute succinct, focused observations to class discussions.
3. Present an opinion persuasively.
4. Recognize and take notes on important points in lectures and discussions.
5. Recognize a speaker's intention and techniques used to affect an audience.
6. Question inconsistency in logic and separate fact from opinion.
7. Demonstrate self-confidence through spoken communication.
8. Express thoughts and feelings easily.
9. Act on the need for honest and reliable communication.

Carmel Catholic High School

Fine Arts Department

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Course Descriptions and Prerequisites

ART I #011

This course provides a strong foundation in art, assuming students have little or no background. Drawing, composition, design, and color theory are emphasized. Paint, ink, graphite and colored pencil drawing, graphic design and an introduction to computer graphics are some of the media with which the students work. Students may take this class P/F.

Prerequisites: NONE.

HISTORY OF ROCK AND ROLL #020

This course is a survey course giving the student a view into the world of Rock and Roll including the roots, the genre, different styles of Rock, important creative centers of rock like Motown to the two waves of the British invasion. The goal is to peak students' interest into the appreciation of the influence and energy rock placed on American Pop culture and the world. The students will have time to explore their own experience of the rock and roll world and make connections to their own heritage in the past. The students will be able to identify influential events in the American experience through the rock styles. Students will also have a deeper understanding of how music can help them express their philosophy and desires in life while connecting to teenagers of the past.

Prerequisite: NONE.

BEGINNING GUITAR #022

This course is open to all students interested in learning to play guitar. The course provides opportunities for students to develop their musical potential and aesthetic understanding through playing a guitar. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, and composing songs/lyrics. Both individual playing and group/ensemble playing will be explored. Knowledge and skills will include experiences in singing, creating, playing and listening. This course can be taken on a P/F basis.

Prerequisites: Each student must own or rent a guitar. It can be either an acoustic guitar or a classical guitar with nylon strings. Even though classical is a part of the instrument's core repertoire, it is used to play all kinds of music (classical, flamenco, popular, jazz, etc.). If purchasing a guitar, an inexpensive option is the Yamaha C40.

GUITAR II #065

This course is a one semester beginning guitar class level II. This course will reinforce and expand on the skills and techniques taught in beginning guitar Level I class. The class is open to Advanced beginners and premature intermediate players. The course will build student skills as well as develop the student's desire for life-long learning. Knowledge and skills will include experience in singing, creating, playing and listening. This course can be taken on a P/F basis.

Prerequisite: Minimum grade of 76% in Beginning Guitar #022 or signature/approval of Guitar instructor.

CONCERT CHOIR #024

This is a non-audition group. Any student with a desire to sing may enroll for this course as well as any student wanting to play piano and possibly accompany the choir. This course is open to all students (male and female) who are with or without prior high school choral experience. The basic concepts of sight-reading, interval drill, breathing, style, and performance are taught throughout the year. A complete repertoire of choral music, ranging from classical to contemporary, is studied. Participation in the two final choral rehearsals before the Christmas and Spring Concerts (outside of school time) and in all choral performances (Fall Concert, Christmas Concert, and Spring Concert) is required to earn credit in this course. This course can be taken on a P/F basis.

Prerequisites: NONE.

TREBLE CHOIR #025

This course is open to all treble voice students (female) who have at least one year of high school choral experience or the equivalent. The course will be a continuation of the concepts of sight-reading, interval drill, breathing, style, and performance that are taught in Concert Choir #024.

A complete repertoire of choral music, ranging from classical to contemporary, is studied.

Participation in the two final choral rehearsals before the Christmas and Spring Concerts (outside of school time) and in all choral performances (Fall Concert, Christmas Concert, and Spring Concert) is required to earn credit in this course. This course can be taken on a P/F basis.

Prerequisites: Completion of one year of high school chorus or by audition at registration. Students interested in playing piano are also encouraged to enroll and possibly accompany the choir.

CO-CHOIR #028

This group (equal number of men and women, approximately 32 total) performs at all concerts plus tours off campus during the Christmas season and in late winter at area junior highs. The basic performance techniques learned are applied in the choreographed music (Broadway to Pop). Attendance at the three morning rehearsals (and two Saturday rehearsals per semester) and all performances are required to earn credit. Ensembles chosen from this group include: Men's Quintet and Women's Quintet. This course can be taken on a P/F basis.

Prerequisite: Members are selected by audition in the fall. There is no sign-up for this course prior to auditions. Instrumental students interested in playing piano, guitar (both rhythm and bass), and drums should see instructor.

PARKWAY SINGERS #030

In this course, students will develop vocal jazz techniques and sing three and four part vocal jazz music selections; be able to sing a cappella vocal jazz selections; and perform vocal jazz selections accompanied by a rhythm section. This course can be taken on a P/F basis. This course is also available for honors credit.

Prerequisite: This group is selected by audition in the fall during auditions for Co-choir. There is no sign-up for this course prior to auditions. Instrumental students interested in playing piano, guitar (both rhythm and bass), and drums should see instructor.

CONCERT BAND #054

This band is made up of grades 9-12 with various levels of experience. The main focus of the band is the development of musicianship skills through popular music. Students will also develop good technique in intonation, finger dexterity, sight-reading and musical interpretation.

This band will perform at various school-related events. Members of this band join with Wind Ensemble during the fall sports season to create Marching Band. Members attend Marching Band Camp, which begins in the first week of August, and runs for approximately 7 or 8 consecutive weekdays. This course may be taken as a grade or P/F basis. Percussion members must attend summer Drumline Camp which is offered in the summer school program. The camp runs for the two weeks before the 4th of July.

Prerequisite: This is a non-audition group.

WIND ENSEMBLE #055

This band is an upper-level ensemble whose members display a high level of understanding on a given instrument. This band is the main instrumental performance group at Carmel Catholic High School and will perform at various school-related events. Members of this band join with Concert Band during the fall sports season to create Marching Band. Members must attend Marching Band Camp, which begins the first week of August and runs for approximately 7 or 8 consecutive weekdays.

This course may be taken as a regular grade, honors grade or on a P /F basis. Percussion members must attend summer Drumline Camp which is offered in the summer school program. The camp runs for the two weeks before 4th of July.

Prerequisite: Membership is by audition only. Students must have good musician skills; display proficiency in scales; sight-reading, and intonation; and have at least four years of experience in a previous band or the equivalent in private lessons.

JAZZ BAND #056

Students must demonstrate good musicianship skills; be proficient in scales, sight-reading, intonation, and improvisation; and must have at least three years of prior band experience or the equivalent in private lessons. This band is designed to develop the student's understanding of jazz styles and technique. The ensemble performs at various school-related events and some jazz festivals throughout the region. Students in this course will contract to be graded either with letter grades or on a P/F basis.

Prerequisite: Membership is by audition only in August, on the afternoon of freshman orientation. Wind and percussion players must be members of Wind Ensemble #055 or Concert Band #054. String and piano players must be members of at least one other performing ensemble.

STRING ENSEMBLE #057

This group is designed to further develop technique and musical interpretation in string genre. This group performs three concerts a year and at some liturgies. Students in this course will contract to be graded either with letter grades or on a P/F basis.

Prerequisite: This group is a non-audition group. Students must provide their own instruments.

JAZZ COMBO #058

This course is designed to develop the student's understanding of Jazz Be-Bop style and technique. Students will learn how to decipher lead sheets by using a melodic line and chord symbols only. The ensemble will perform at various school-related events and some jazz festivals throughout the region. This course is also available for honors credit.

Prerequisite: Membership is by audition only in August on the afternoon of freshman orientation. Wind and percussion players must be members of Wind Ensemble #055 or Concert Band #054. String and piano players must be members of one other performing music group at Carmel Catholic High School.

MUSIC AND WORLD CULTURES #059

This course will be offered every other year. This course is available for 2011-2012 but not 2012-2013.

This course is the first of a two-year sequence. The course is divided into two semesters.

The first semester deals with music on a global view. The class explores the different cultures and how music is used to express their beliefs. This course concentrates on how cultures from the world define musical styles and genres. This class also views music through the lens of all the core subjects: Math, Science, Psychology, Sociology, Literature, Composition, Language, History, Political Science and Religion.

The second semester introduces students to the rudimentary elements of music: acoustics, four properties of sound, time and rhythmic development, scale structures, key signatures and musical notation. This semester promotes a student's skill level in deciphering and performing music.

Prerequisite: NONE.

MUSIC AND WORLD CULTURES #060

This course will be offered every other year. This course is available for 2011-2012 but not 2012-2013.

This course is the same as Music and World Cultures #059 but for students who can only fit in one semester of Music and World Cultures.

Prerequisite: Teacher signature required.

PERCUSSION ENSEMBLE #062

This ensemble develops the student's understanding of the percussion world whether it is traditional or non-traditional (Blue Man or Stomp). Students are required to be a member of Concert Band or Wind Ensemble. This group performs at various school events and Solo and Ensemble contests. Students may take this class on a P/F basis.

Prerequisite: Concurrent enrollment in either Wind Ensemble #055 or Concert Band #054

BASIC DRAMA TECH #070

Beginning acting is an Arts Participation course designed to teach the basic skills, concepts and methods of modern acting techniques while using various theatre games, exercises and warm ups. The class will provide the students the opportunity to actively participate and strengthen those skills of concentration, focus, and creativity. Students will develop self confidence which is critical to performance and other life skills. Students will work on the elements of acting, how to create and analyze characters through monologues, scenes, pantomime and improvisation exercises. Study includes movement and voice techniques

Prerequisite: NONE.

THEATER TECH #072

This class is designed for the student who wants to learn "behind the scenes" work for theatre production. It is one semester and will include teaching basic skills of set design, painting, set construction and use of power tools. It will include lectures on technique, safety, use and care of all lighting and sound equipment. It will cover maintenance and safety of rigging, battens and curtains. There will be some lecture and brief coverage of the business side of production, props and costume design.

Prerequisite: NONE.

What other ways can a student participate in the Fine Arts?

Thespian Honor Society

It is an internationally recognized honorary society that recognizes the dramatic arts. This is open to any student interested in theatrical performance and the technical side of theatre as well. There are meetings and presentations that give opportunities to any student who is interested in dramatic arts.

Fall Play

Tryouts for the fall play are held early in the school year. Any student may tryout for this show and needs to sign up for an open audition held in late August. There are also opportunities for students interested in the technical side of theatre. Open sign up and workshop to educate students in sound, lighting, props, set, costumes, make up and hair.

Street Scenes

Tryouts are held in late spring for upper class students in singing and dancing. Any student educated in pit orchestra and crews will be welcome to join us.

Spring Musical Cast, Crew, and Orchestra

Tryouts are held in December for any student interested in being in the cast and there is an open audition which requires all to sing, act and dance. We also take students interested in playing in the pit and any technical crew.

Art Club

The Art Club provides students with an opportunity to draw, paint and make crafts in an informal setting. Students may work with various media such as colored pencil, scratchboard and craypas. There is a \$10.00 fee. Membership is limited to the first 25 students who pay their fee.

Carmel Catholic High School

Math Department

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Course Descriptions and Prerequisites

Advanced Algebra Honors #210

This course contains a brief review of Algebra I and progresses to the advanced topics needed for college mathematics. Logical thinking is reinforced through problem solving. Students are introduced to conics through the Cartesian coordinate system. The topics investigated are real and complex numbers, systems of equations and inequalities, determinants, matrices, polynomial functions, and exponential and logarithmic functions. Some basic properties of trigonometry are covered. A TI-83 or TI-84 graphing calculator is required for this course.

Prerequisite: Grade school certification of successful completion of one full year of algebra; successful completion of math proficiency test; parental permission; approval of the department chairperson; 75th percentile or above in math scores on high school entrance exam

Algebra I Honors #220

The purpose of the course is to develop the algebraic skills required of honors students. The course content includes the solution of linear and quadratic equations, systems of linear equations, polynomial expressions, and axiomatic proofs. The structure of algebra is presented as a logical system of deductive and inductive problem solving. A TI-83 or TI-84 graphing calculator is required for this course. The graphing calculator is required during class and is used for evaluating expressions, equations, solving systems, solving and graphing matrix operations, and data analysis.

Prerequisite: 75th percentile or above in math scores on high school entrance exam

Algebra I #222

The course treats the essential topics associated with a first-year Algebra course. The student is exposed to the fundamentals of problem solving with an emphasis placed on methods and techniques. Various types of word problems are considered. The student acquires a basic understanding of algebraic principles and concepts. Equations, inequalities, polynomials, factoring, functions, systems of linear equations and their graphs, rational and irrational numbers, and quadratic equations are introduced. Problem-solving techniques include the translation of the written statement into mathematical terminology. The cognitive skills of analysis and cause and effect are stressed. A TI-83 or TI-84 graphing calculator is required for this course and is used during the class.

Prerequisite: 40th-74th percentile in math scores on high school entrance exam

Algebra I #224

The course treats the essential topics associated with a first-year Algebra course. The student is exposed to the fundamentals of problem solving with an emphasis on methods and techniques. The student acquires a basic understanding of algebraic principles and concepts. Equations, inequalities, polynomials, factoring, functions, systems of linear equations and their graphs, rational and irrational numbers, and quadratic equations are introduced. Problem-solving techniques include the translation of the written statement into mathematical terminology. A TI-83 or TI-84 graphing calculator is required for this course and is used during the class.

Prerequisite: Math score not above the 39th percentile on the high school entrance exam, indicating that basic skill development is needed

A student's entrance test score in math, combined with their present teacher's recommendation, determines their placement. In addition, Carmel Catholic offers an Algebra proficiency exam for students who have completed one year of Algebra.

Students can move to a class that is more or less challenging if the student's progress suggests that a change is necessary and their present teacher approves.

Our Program

Carmel Catholic High School offers a four-year mathematics course of study. The school requires three years of mathematics, however, a majority take four years. The curriculum ranges from Algebra to AP Calculus. Three levels of instruction are provided. The basic program stresses the practical applications of mathematics. The general course of study provides the students with the necessary background to successfully complete a college requirement in mathematics. The advanced placement program provides the gifted student with an in-depth study of Calculus. A major focus of the course is the theoretical structure, through which the practical aspects of mathematics are addressed. The mathematics curriculum provides the student with the necessary mathematical skills used in science and other academic applications.

The mathematics department at Carmel Catholic believes that the subject provides a background in problem solving which is extended to the real world in which the student lives. Through Mu Alpha Theta, a national mathematics honor society, the student is offered an opportunity to see real life applications of the subject matter.

Technology in Mathematics

Carmel Catholic High School's Mathematics Department is committed to using the latest technology in mathematics classes. The department uses the SmartView software to teach graphing calculator skills. Most of the textbooks in the department incorporate technology into the lesson. Each Math teacher uses a Tablet P.C. for lesson presentations. The wireless tablet allows the teacher to provide engaging, diverse and academically challenging lessons in Mathematics.

In addition, teachers and students have access to the computer labs which are equipped with the latest in computers. Each computer has software installed which can be used by mathematics classes. We are also continuing to research new software for future purchases.

Expectations for Incoming Freshmen

The student should:

1. Be able to perform arithmetic operations with fractions. The student needs an understanding of the concept behind the steps in the operations. They must be able to show the step-by-step procedure in adding fractions, e.g.
2. Be able to translate words to mathematical expressions.
3. Understand ratios and proportions

4. Be proficient with a number line as a pictorial representation of signed/negative numbers, fractions, and decimals. Be able to graph points and simple numbers on a number line.
5. Know the multiplication facts through 12x12.
6. Be able to order fractions.
7. Be able to convert between fractions, decimals, and percents.
8. Be able to solve percent problems.
9. Write a composite number as a product of prime factors. Be able to find the lowest common multiple or greatest common factor of a group of counting numbers.
10. Be able to read and interpret bar graphs, pie charts, line graphs, and tables.
11. Be able to solve an equation with one transformation.
12. Differentiate between an algebraic expression and an algebraic equation.
13. Evaluate algebraic formulas.
14. Be able to solve word problems using arithmetic.
15. Know what an exponent means and be able to simplify an exponential expression.
16. Know what absolute value means and be able to simplify basic absolute value expressions.
17. Be familiar with fundamental set theory, including intersection and union.
18. Know the vocabulary of sets of numbers: natural numbers, whole numbers, integers, rational numbers, and real numbers.
19. Be able to use the order of operations.
20. Take square roots of perfect squares.
21. Be familiar with commutative, associative, and distributive properties with numbers.
22. Round numbers to the indicated place.
23. Know what the inequality symbols mean.
24. Know the characteristics of geometric figures.
25. Be able to find the area of circles, rectangles, and triangles.
26. Be able to measure angles with a protractor.
27. Be able to find circumference of a circle or perimeters of polygons.
28. Be able to find the volume of a rectangular solid.
29. Be able to classify triangles by sides or angles.
30. Expect to do daily homework including step-by-step procedures.

The student should be able to use a scientific calculator to:

1. Perform basic operations with integers and fractions.
2. Be able to convert from decimal form to fraction form, and vice-versa.
3. Be able to use the exponent key.

For the **Algebra I Honors** course the student should be able to do the same as above with the additional requirement that a student should have a functional knowledge of **Pre-Algebra**.

Proficiency Test Information

College Prep

1. Be proficient with a number as a pictorial representation of signed numbers, fractions, and decimals; be able to graph points and simple numbers on a number line; arithmetic operations with fractions without a calculator; understand the concept behind the steps of the operations; be able to show the step-by-step procedure in adding fractions, etc.
2. Be able to read and interpret bar graphs and pie charts.
3. Be able to solve an equation with one transformation.
4. Know the difference between an algebraic expression and an algebraic equation.
5. Be able to translate words to mathematical expressions.
6. Be able to convert between fractions, decimal, and percents.
7. Know what an exponent means and what absolute value of a number means.
8. Know the identity of geometric figures including how to find perimeter, area, and volume.
9. Be familiar with fundamental set theory including intersection and union.
10. Understand ratios and proportions.
11. Be familiar with the commutative, associative, and distributive properties with numbers.

Honors College Prep

Same as above, with the additional requirement that a student should have a functional knowledge of pre-algebra.

Math Study Guide

Studying mathematics requires a different approach from many other subjects because it is a linear process. In other words, the material learned on one day is build upon material learned previously. It is necessary to keep up with coursework day by day -- there are no shortcuts.

Making a Plan

Make your own course plan right now! Determine the number of hours per week you need to spend on math. A good guideline is to study one hour for every class hour in class. After your first major test you will know if your efforts were sufficient. If you did not make the grade you wanted, then you should increase your study time, improve your study efficiency, or both.

Learn to Plan/Plan to Learn

1. Make a learning plan each day.
 - Block out your study time so that you can fill it in as you receive daily assignments.
2. Do your most challenging tasks when you are rested.
 - Your best work is done when you are fresh and productive.
3. Use school time.
 - Get into the habit of using some of your free time in school for studying and completing assignments.
4. Allow yourself enough time to complete each assignment.
 - Don't try to cram all of your work into a short period of time.
5. Create study segments of about thirty minutes each.
 - Any interval between 20 and 40 minutes is fine. Take a short break after each segment. Walk around the room. Breathe deeply. Stretch.
6. Schedule some free time.
 - Your assignments will be of better quality and you will be more productive if you schedule some time to relax and exercise.
7. Stick to your learning plan.
 - Don't let your actual learning time be interrupted by phone calls or TV shows. If there is a show you really want to see, plan around it.
8. Be flexible.
 - If one assignment is taking longer than expected, change your learning plan. If you finish an assignment early, do something else on your "To Do" list.

Preparing for Class

Before attending class, read the portion of the text that is to be covered, paying special attention to the definitions and rules. This practice takes a lot of self-discipline, but it pays off. If time does not permit, then you should at least review your previous day's notes. Going to class prepared will enable you to benefit much more from your instructor's presentation.

Attending Class

Arrive on time with your text, a pen or pencil, paper for notes, and your calculator. If you have to miss a class, get the notes from another student, get help from your tutor, or view the appropriate mathematics videotape. You must learn the information that was taught in the missed class before attending the next class.

Participating in Class

As you read the text before class, write down any questions that you have about the material. Ask your instructor these questions during class to save yourself time and frustration with your homework.

Taking Notes

Take notes in class, especially on definitions, examples, concepts, and rules. Focus on the instructor's cues to indicate important material. Then, as soon after class as possible, read through your notes, adding any explanations that are necessary to make your notes understandable to you.

Much of what you are expected to learn in school is presented in your textbook reading assignments and in class presentations. You need, therefore, to learn how to **take notes** in both textbook reading assignments and class presentations.

Taking notes provides you with a record of the information you need to know for quizzes, tests, and other assessments. Don't simply jot things down randomly.

Impose order on the information that you read or hear by choosing a clear method for organizing your notes. Use either the **outlining method** or the **clustering method**.

Make your notes neat and clear. Remember that your notes are useful only if you can make sense out of them later. Write the date, subject, and specific topic at the top of each page. Leave spaces in the margins and between notes and examples so that you can add related information at a later time.

Note what is *important*. You can't record everything that is said in a class presentation or discussion, and you certainly don't want to copy everything that you read. Consequently, pick out the main points and important examples.

Paraphrase what you hear and read. Rephrase what you hear or read so that you can understand the information later when you review for a quiz or test. Develop a personal shorthand system. Abbreviate long names and complex terms. Make up symbols for frequently used words.

Use your notes to learn. Whenever you have time, read over your notes at the end of class, right after class, or as soon as you can. Make sure that you understand both the key concepts and the examples.

Doing the Homework

Learning math is like learning to play the piano or learning to play basketball. You cannot become skilled just by watching someone else do it. You must also do it yourself. Doing the homework increases the chances of retaining the information in long-term memory.

Finding a Study Partner

When you get stuck on a problem, it may help to try to work with someone else. Even if you feel you are giving more help than you are getting, you will find that teaching others is also an excellent way to learn.

Keeping Up With the Work

Don't let yourself fall behind in the course. If you think that you are having trouble, seek help immediately. Ask your instructor, talk with your study partner -- do something. If you are having trouble with the material in one chapter of your math text, there is a good chance that you will also have trouble with later chapters.

Getting Stuck

Everyone who has ever taken a math course has had this experience: you are working on a problem and cannot solve it, or you have solved it but your answer does not agree with the answer given at the end of the book. People have different approaches to this problem. You might ask for help, take a break to clear your thoughts, sleep on it, rework the problem, or reread the section in the text. Don't get frustrated or spend too much time on a single problem.

Carmel Catholic High School

Physical Education Department

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Fall Physical Education #815 (Men), #816 (Women)

SEMESTER ONE includes a unit on physical fitness that gives a general indication of the student's present aerobic capacity as well as other components of fitness. Sports and activities provide the student with active participation plus knowledge of concepts, rules, and strategies in a variety of experiences with a view towards pursuing some of these activities as part of a healthy lifestyle.

Spring Physical Education #824 (Men), #825 (Women)

SEMESTER TWO course units include a variety of movement activities as well as team sports. The emphasis is on active participation now and as a future lifetime pursuit.

Health #830

Health is a semester course that focuses on personal health, with emphasis on health related topics. Health presents a broad range of topics including: Safety Education, Drug Alcohol, and Tobacco use and abuse, Human Sexuality, Mental Health and Stress, Nutrition, Healthy Relationships, Preventing and Control of Diseases, CPR and First Aid.

Intro to Fitness #831 (COED)

Physical Fitness is a semester course intended for students and athletes who are interested in improving their overall fitness level. The student will have a Physical Fitness Assessment (pre and post). The student will develop a personal fitness program. This course deals with target heart rate training, cardiovascular endurance, muscular endurance, flexibility, aerobics, plyometrics, jump rope, circuit training and core. Three days a week will be strength training and two days a week aerobics, flexibility and core. Heart rate monitor is required. This is a semester of conditioning and daily running.

* If you are lifting with an outside source/team/personal trainer, you are still required to do daily conditioning in class.

Physical Fitness #832 (COED)

Physical Fitness is a semester course. This class is for ATHLETES only who have taken Physical Fitness I #831. This course may be taken more than once.

Prerequisite: Physical Fitness I #831 and fitness teacher signature.

Physical Fitness #833 (MEN) and #834 (COED)

Physical Fitness is a semester course intended for STUDENTS who are not involved in a sport who are interested in improving their overall fitness level. The student will have a Physical Fitness Assessment (pre and post). The student will develop a physical fitness program. This course follows the Bigger, Faster, and Stronger Program. Physical Fitness includes heart rate training, cardiovascular endurance, muscular endurance, flexibility, aerobics, plyometrics, jump rope, circuit training, speed training and core. Three days a week will be strength training and two days a week aerobics, flexibility and core. This is a semester of conditioning and running daily. This course may be taken more than once.

Areas of Physical Education

The following is a compilation of some ideal experiences a student should have in the following five areas of physical education. It is important that those experiences instill a joy in movement.

At the grade school level we encourage:

1. The use of a variety of sizes of balls, of textures and softness of balls.
2. That nets and baskets are lowered to nurture both proper technique and success.
3. That courts and fields be made smaller in size.
4. That numbers of players on teams are decreased to allow maximum participation.
5. That all equipment is modified to insure success.
6. That many hands-on and numerous repetitions be allowed.
7. That all rules and games, whether low organized, high organized or a team sport are modified to insure each student unlimited opportunities to develop their physical talents before they reach junior and senior high school.

1. Fundamental Movement Skills

The student should have:

- Experienced and mastered all locomotor skills: hop, skip, gallop, slide, etc.
- A spatial awareness of their body in relationship to others and to other objects.
- Used locomotor skills in more intricate patterns such a running and catching, jumping and landing, dodging objects and others.

2. Rhythms

The student should have:

- Experienced movement to a beat and tempo.
- Executed basic steps to music.
- Experienced some basic folk dances, line dances, square dances or other forms of dance, or exercises to music.
- Experienced the rhythm of the body in various activities: shooting a basket, kicking a goal, etc.

3. Fitness

Students should have:

- Knowledge of safe and effective warm-up and cool down activities.
- Basic knowledge of the components of physical fitness.
- Ability to take and monitor their own pulse.
- Some awareness of different levels of intensity in movement and exercises.
- An assessment of present fitness level in terms of fitness components.
- Possess a level of fitness to comfortably jog one mile at their own pace.
- Basic knowledge of how nutrition, rest, stress affect fitness.
- An idea of how to use body weight for strength training through simple calisthenics such as push-ups, crunches, lunges, wall sits, etc.

4. Individual Sports/Activities

Students should have:

- Some awareness and experiences in lifetime sports and activities.
- Understand that participation in these kinds of activities is more likely as an adult.

5. Team Sports

Students should have:

- Participated in a variety of lead-up games and team sports.
- Working knowledge of basic rules and then follows and applies those rules.
- Acquired basic technique in a variety of sports, and competency in some.
- Identified and applied simple strategies in a variety of sports and games.
- Experienced working cooperatively and effectively with partners, small groups and teams.

Additional Experiences

Students should:

1. Have experience (junior high) in taking written quizzes and tests on concepts, rules, facts, and strategies in a variety of activities.
2. Have experience in listening and following directions.
3. Know rules of safety in physical activity.
4. Have experience with skill tests for personal assessment.
5. Know what it means to be an active participant.
6. Be able to demonstrate responsibility for one's actions and behavior in groups and other kinds of movement activities.
7. Experiences in working cooperatively in a team/group.

Helpful Web Sites

www.iahperd.org/

www.pe4meonline.com

www.healthyschools.net/

www.mcrel.org/resources/links/health/

www.kidseatwell.org/

www.americanheart.org/

www.mypyramid.gov/

www.pecentral.org

Carmel Catholic High School

Religion Department

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Old Testament #914

This course examines the rich traditions of Judaism as a basis of the Christian Catholic faith by analyzing the historical figures, stories, literary forms, scripture formation, and culture of the ancient Hebrew society. This course gives the student a framework and context within which to analyze the background, environment, and culture of Jesus Christ.

Prerequisites: NONE

New Testament #915

This course focuses on the life, time frame, teachings, parables, and miracles of Jesus Christ. The student examines the tenets and teachings of Jesus as they apply to his/her life. An historical perspective is included to enable the student to appreciate the style and genre of the New Testament writers. A study of scripture text formation enables the student to analyze the context of the New Testament.

Prerequisites: NONE

Goals

The Religious Studies Department of Carmel Catholic High School, founded in the Roman Catholic Tradition, seeks to fulfill the mission mandate of Jesus Christ: "...Go into all nations and teach," by spreading the Gospel of Jesus Christ to our students.

Through academic scholarship, prayerful reflection and ministry, the Religious Studies Department promotes an integration of the Christian faith into the daily lives of our students. Aware of the cultural and religious diversity of the Carmel Catholic Community, we foster respect and dialog among all, believing that diversity is an essential ingredient of the Church's universality.

We set goals to teach our students the following:

1. To demonstrate an understanding of Catholic Christian teaching
2. To express a knowledge of Jesus and the Judeo-Christian Heritage
3. To nurture Christian leadership
4. To integrate faith into their daily lives
5. To apply Catholic social principles to contemporary social trends, mores and problems
6. To witness Church as a community of faith, manifested in care, compassion and service

Ministry Program

Because Carmel Catholic calls each student to be of service to others, each student must complete twenty hours of ministry each semester they are enrolled. These ministry hours are graduation requirements. Incoming freshmen may do their ministry only after they have had their introduction to ministry through their freshman religion class.

Carmel Catholic High School Science Department

Contents

Program
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Program:

Freshman- Physics

Many of the concepts in all science disciplines build upon the foundation of Physics. While taking “Physics First” freshman students will develop skills as a scientist, apply mathematics to science exploration and problems, and grow in understanding of physics concepts. This will provide a core set of science knowledge and skills to enhance later science study in Chemistry and Biology.

Focus in all Carmel science courses is upon acquisition of knowledge, development of skills and understanding, leading to transfer of learning to new/authentic situations.

Placement:

Placement in science will coincide with placement in mathematics.

Students registering for HONORS Math will also take HONORS Physics.

| | |
|-----------------------|---------------------|
| Algebra I Honors #220 | Physics Honors #410 |
|-----------------------|---------------------|

Students registering for regular level Math will also take regular level Physics.

| | |
|----------------|--------------|
| Algebra I #222 | Physics #411 |
| Algebra I #224 | Physics #411 |

Rationale:

The science courses are specifically being developed in coordination with the math curriculum. Therefore students in honors math will approach concepts in Algebra class & use them in science at approximately the same time. This research based strategy has been shown to increase student understanding and application of both math and science concepts.

Helpful Web Sites:

<http://www.discovery.com>
<http://www.nasa.gov/>
<http://sciencedaily.com>
<http://scinews.com>

Expectations for Incoming Freshmen:

It is critical that grammar schools prepare students for high school science by focusing on essential skills. Grammar schools can help prepare students for success at Carmel, by aiming students at these goals:

General Skills

Students should:

1. use legible writing
2. use correct spelling
3. begin all work with their name
4. implement the use of proper grammar
5. write in complete sentences
6. be able to work independently
7. be able to work in groups to achieve the goals set by the instructor
8. work collaboratively with peers to achieve group goals
9. be able to follow directions both written and verbal
10. be able to take notes from the text and classroom discussion
11. effective use of classroom time
12. have the ability to go beyond simple recall and memorization to critical thought and application

Science Skills

Students should:

1. understand proper laboratory safety and conduct
2. be able to use the metric system
3. be able to read basic technical/scientific reading
4. make observations and record data
5. perform basic mathematical functions (such as percentage, decimals, graphing)
6. graph a data set
7. be able to read graphs
8. use powers of ten
9. be able to accurately measure using the metric system
10. be able to convert metric to English and English to metric
11. practice objectivity when reading from sources: distinguish between opinion and fact
12. have strong reading comprehension skills

Skills typical for honors science students:

1. All of the above skills
2. Ability to independently solve science problems incorporating Algebra
3. Exposure to graph construction and analysis
4. Effective homework and study skills
5. Desire to rise to a challenge, seeking to find an answer rather than settling
6. Consistent, effective use of classroom time
7. Ability to read assigned material and gain an understanding
8. Individual work and independent study
9. Ability to master a topic through use of all sources: class discussion, laboratory activities, accessory articles, research, and textbook
10. Strong critical thinking and analysis skills are essential for incorporating scientific knowledge into meaningful real life situations

Carmel Catholic High School

Social Studies Department

Contents

Course Descriptions and Prerequisites

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Course Descriptions and Prerequisites

World History #511

This course surveys a variety of topics spanning the history of the world up to the year c.1945. The course is a general survey of Western and Eastern civilization. Additional projects in current events, geography, and reading may be required. Emphasis is placed on the methods used in solving historical problems and possible solutions for current world problems.

Prerequisite: NONE.

World History Honors #510

This course is for the above-average student. This course surveys the history of the world up to the year c.1945. Some general concepts that may be studied are the development of governments, laws, and economic systems, the role of religion in society, and why nations go to war. The interpretation of history, its application to the world, and the analysis of the connections between past, present, and future are among the cognitive skills taught. Emphasis is placed on the study skills of independent reading, critical thinking, note-taking, and effective essay writing.

Prerequisite: Freshmen: Percentile of 85 or above on the reading and language sections of the high school entrance exam; above average grades in elementary school

Sophomores: 85% average or above in English I Honors #110 and signature of teacher; 92% average in English I #111 and signature of teacher

Advanced Placement World History is also offered to highly qualified students during their sophomore year. Students interested in enrolling in AP World History should consider delaying enrollment in any world history class until their sophomore year.

Skill Expectations

1. Students should be skilled at both using maps and locating key places on the world map. These places would include: continents, major bodies of water, countries, mountains, deserts and states within the United States of America.
2. Students should be experienced in answering questions using a three and five paragraph format. Essays should be organized and demonstrate critical thought.
3. Students should be proficient in grammar usage and spelling.
4. Students should be skilled in interpretation of charts and graphs.
5. Students should practice objectivity when reading from sources. In doing so they should distinguish between opinion and fact.
6. Students should have strong reading comprehension skills. They should have the ability to find the main idea and determine cause and effect.
7. Students should have note-taking skills – both from class lecture/discussion and while reading class materials.

Skill Concerns

1. Some freshmen seem to lack good study skills and attention to detail in their everyday assignments.
2. Some freshmen exhibit poor writing skills, particularly in the areas of grammar, usage, and sentence structure.
3. Some freshmen seem to have some difficulty adapting to and coping with the high school workload.
4. Some freshmen seem to lack good note taking skills both during class lectures and while reading class material.
5. Some freshmen lack critical thinking skills.
6. Some freshmen have difficulty drawing conclusions from reading assignments.
7. Some freshmen have difficulty forming and explaining original opinions.

Carmel Catholic High School

World Languages Department

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Course Descriptions and Prerequisites

French 1 Standard, French 1 Honors
Latin 1 Standard, Latin 1 Honors
Spanish 1 Standard, Spanish 2 Standard, Spanish 3 Standard, Spanish 1 Honors,
Spanish 2 Honors, Spanish 3 Honors

The following classes are available for those students who pass the proficiency test:
French 2 Standard, French 2 Honors, Latin 2 Standard, Latin 2 Honors, Spanish 2 Standard,
Spanish 2 Honors

French I #315 - This course provides the students with an introduction to the French language. It promotes verbal and nonverbal communication skills in French and the use of the language in familiar settings. The students learn about cultural differences, and they learn to be more tolerant and respectful of other people's views. Note taking, listening, speaking, reading, and writing skills are developed in the French language. Emphasis is on conversational vocabulary and correct pronunciation. Simple grammatical structures are introduced.

Prerequisite: Enrollment in a standard English #111 class; composite scores of 40th-69th percentile on the high school entrance exam

French I Honors #310 - This course concentrates on promoting linguistic ability by learning vocabulary and French language structures. Emphasis is placed on culture, accurate pronunciation, vocabulary development of approximately 1300 items, and on correct grammar. Furthermore, this course promotes verbal and non-verbal communication skills when using the language in situational contexts. This course stresses vocabulary retention and application of grammar and structural forms.

Prerequisite: Composite scores at or above the 70th percentile on the high school entrance exam; above average grades in elementary school; Department placement required. This course requires no prior knowledge of French. Minimum of "86%" in current Honors English course for students who have completed freshman, sophomore and junior year and signature of current English teacher and the World Languages Department Chair.

Latin I #343 - This is an introductory course stressing the basic skills necessary for reading and comprehending Latin. Vocabulary study, derivation of English vocabulary, basic grammatical structures and simple readings based on Roman and Greek mythology, Roman history, civilization, and culture are emphasized. Students become aware of the impact of Roman civilization upon American government, architecture, and art. Students are placed in classes with Latin I Honors students but have a different level of academic requirements.

Prerequisite: Enrollment in a standard English #111 class; composite scores of 40th-69th percentile on the high school entrance exam. Minimum of "75%" in English for students who have completed freshman or sophomore year.

Latin I Honors #340 - This is an introductory course stressing the basic skills necessary for reading and comprehending Latin. Vocabulary study, derivation of English vocabulary, basic grammatical structures,

and simple readings based on Roman and Greek mythology, Roman history, civilization, and culture are emphasized. Students become aware of the impact of Roman civilization upon American government, architecture, and art. The students also do independent projects, additional readings, and research. To earn Honors credit in this course a student must fulfill the criteria as developed for Honors level students.

Prerequisite: Composite scores at or above the 70th percentile on the high school entrance exam; above average grades in elementary school; Department placement required. This course requires no prior knowledge of Latin. Minimum of "86%" in current Honors English course for students who have completed freshman, sophomore and junior year and signature of current English teacher and the World Languages Department Chair.

Spanish I #354 - This course provides the students with an introduction to the Spanish language. It promotes verbal and nonverbal communication skills and the use of the language in familiar settings. The students learn about cultural differences and they learn to be more tolerant and respectful of other people's views. Note taking, listening, speaking, reading, and writing skills are developed in the Spanish language. Emphasis is on conversational vocabulary and correct pronunciation. Simple grammatical structures are introduced. This course will be taught at a slower pace and will be geared towards students that struggle in language acquisition. Students will be given more opportunities to practice and learn "at their own pace".

Prerequisites: Freshmen: Enrollment in English #112 course. Proficiency test may be required. All enrollments require signature of the department chair.

Spanish I #355 - This course provides the students with an introduction to the Spanish language. It promotes verbal and nonverbal communication skills and the use of the language in familiar settings. The students learn about cultural differences and they learn to be more tolerant and respectful of other people's views. Note taking, listening, speaking, reading, and writing skills are developed in the Spanish language. Emphasis is on conversational vocabulary and correct pronunciation. Simple grammatical structures are introduced.

Prerequisite: Freshmen: Enrollment in English #111 course; composite scores of 40th-69th percentile on the high school entrance exam. Proficiency test may be required. All enrollments require signature of the department chair.

Spanish II #356 – This course is conducted mostly in Spanish. The beginning of this course is based on intense review from the previous year. This course develops and expands the vocabulary, grammar, and pronunciation learned in Spanish I #355. Additions of approximately 700 vocabulary items are introduced. Basic skills continue to be stressed. Students learn to take notes, to exchange information, and maintain simple conversations in Spanish. Students read and comprehend short reading selections and improve basic writing skills. Cultural comparisons enable the students to appreciate and understand the uniqueness of other cultures as well as their own.

Prerequisite: **Freshmen:** Proficiency test and department placement required.

Sophomores, Juniors, Seniors: Minimum of "C" average in each category of evaluation in Spanish I #355 and signature of previous Spanish teacher. Department chair signature required if not currently enrolled in Spanish.

NB: It is expected that vocabulary and grammar from the previous language course have been retained so that there is an appropriate foundation for further study.

Spanish III #357 – This course is conducted in Spanish. This course concentrates on promoting more complex linguistic ability by learning a wide selection of vocabulary and applying progressively intricate language structures. The emphasis is on correct grammar, vocabulary development, and accurate pronunciation. It promotes verbal and non-verbal communication skills while using language in situational contexts. Writing skills are broadened. Students compare and contrast their culture with that of the Spanish-speaking people of the world.

Prerequisite: **Freshmen:** Proficiency test and department placement required.

Sophomores, Juniors, Seniors: Minimum of "76%" average in each category of evaluation in Spanish II #356 and signature of previous Spanish teacher. Department chair signature required if not currently enrolled in Spanish.

NB: It is expected that vocabulary and grammar from the previous language course have been retained so that there is an appropriate foundation for further study.

Spanish I Honors #350 – This course concentrates on promoting linguistic ability by learning vocabulary and Spanish language structures. Emphasis is placed on culture, accurate pronunciation, vocabulary development of approximately 1300 items, and on correct grammar. Furthermore, this course promotes verbal and non-verbal communication skills when using the language in situational contexts. This course stresses vocabulary retention and application of grammar and structural forms.

Prerequisite: **Freshmen:** Composite scores at or above the 70th percentile on the high school entrance exam; above average grades in elementary school. Department placement required.

This course requires no prior knowledge of Spanish.

Sophomores, Juniors: Minimum of "86%" in current Honors English course for students who have completed freshman, sophomore and junior year and signature of current English teacher and the World Languages Department Chair.

Spanish II Honors #351 – This course is conducted in Spanish. This course concentrates on promoting more complex linguistic ability by learning a wide selection of vocabulary and applying progressively intricate language structures. The emphasis is on correct grammar, vocabulary development, and accurate pronunciation. It promotes verbal and non-verbal communication skills while using language in situational contexts. Writing skills are broadened. Students compare and contrast their culture with that of the Spanish-speaking people of the world.

Prerequisite: **Freshmen:** Proficiency test and department placement required.

Sophomores, Juniors, Seniors: Minimum of "76%" average in each category of evaluation in Spanish I Honors #350 and signature of previous Spanish teacher. Department chair signature required if not currently enrolled in Spanish.

NB: It is expected that vocabulary and grammar from the previous language course have been retained so that there is an appropriate foundation for further study.

Spanish III Honors #352 – This course is conducted in Spanish. This course incorporates the four balanced-skills approach of the earlier levels: listening, speaking, reading, and writing. Vocabulary and grammar from earlier levels are reviewed, refined, and expanded. Emphasis is placed on broadening and enhancing conversation, grammar, reading, and composition skills. The students read materials based on a selection of current periodicals, portions of classic literature, and cultural readings. Students become familiar with the differences between their culture and that of the Spanish-speaking world.

Prerequisite: **Freshmen:** Proficiency test and department placement required.

Sophomores, Juniors, Seniors: Minimum of "76%" average in each category of evaluation in Spanish II Honors #351 and signature of previous Spanish teacher. Department chair signature required if not currently enrolled in Spanish.

NB: It is expected that vocabulary and grammar from the previous language course have been retained so that there is an appropriate foundation for further study.

Expectations for Incoming Freshmen

1. There are no expectations of world language skill mastery for incoming students placed in a level 1 class. These students are, however, expected to be familiar with the parts of speech and basic grammar rules in English.
2. Students placed in a level 2 standard class are expected to have a good working knowledge of the material covered on the proficiency exam.
3. Students placed in a level 2 honors or level 3 class are expected to have a high mastery level of the material covered on the proficiency exam.
4. All students are expected to possess basic word processing skills. Knowledge of how to produce foreign language special characters on the keyboard is desirable. All students should have note-taking skills; they should be able to discern when something that is being presented in class is important enough to write down in their notebooks. They should also know how to keep track of assignments in an assignment notebook and how to keep track of their grades so that they can monitor their academic progress.

World Language Placement

In April, incoming freshmen are asked to come to Carmel Catholic on a Saturday to take a proficiency test. It is designed to ensure the best possible placement in courses for freshman year. Students register for the proficiency test when they register for their freshman courses. Please make sure you register for these tests if they are appropriate for the courses you have chosen.

What:

Tests are given in French, Latin and Spanish. The tests include the material that is typically covered in the first year of language study at Carmel Catholic. Students may be placed in a level 1, 2 or 3 class, depending on the depth and breadth of their mastery as evidenced on the proficiency test. In making their recommendations, the language teachers look at what topics the student has mastered and the types of errors made on the writing sample. The student is then placed in a level appropriate to his or her competency in the language. There are two portions to the test. One is a scanned test, and students will need to bring number 2 pencils with erasers. The second portion is a writing sample, which may be completed either in pencil or blue or black ink.

Who should take the test:

If you are registering for a language with which you have experience in the home, or which you studied in 7th and 8th grade (a class every day), you must take the proficiency test. It is not optional.

Where/When:

The language proficiency tests are given at 10 a.m. on the proficiency test date. Students should enter the building through the South Office entrance, and will be directed to the proper room for their tests.

Registration:

Students register for the language proficiency tests during freshman registration. If circumstances require testing on an alternate date, arrangements should be made by contacting Carmel Catholic's Counseling Department.

Remember:

- The proficiency test is mandatory if you register for a language that you had every day in 7th and 8th grade, or with which you have had experience in the home.
- Register for the proficiency test when you register for freshman courses.
- If you cannot make the scheduled test date, call Carmel Catholic's Counseling Department to make alternative arrangements.
- The tests have a scanned portion and a writing sample. Bring number 2 pencils with erasers and a blue or black pen.

Proficiency Test Content and Criteria

French: The proficiency test in French is progressive, advancing from elementary topics to more advanced ones. The topics covered are as follows:

Vocabulary: greetings, name and identity, weather expressions, expressions of place location including **il y a, voici, voilà, en face de, près de, loin de** etc., expressions and adverbs of time, calendar, age, geography of the countries bordering France, nationalities and languages, cardinal and ordinal numbers up to 100, interrogative words and expressions, common prepositions, furniture of the classroom and the home, rooms of the house, common clothing, colors, foods and drinks, expressions found on a menu and having to do with ordering a meal, family members, common French names, professions, buildings and places in a town, idioms with **être, avoir** and **faire**, expressions such as **combien, c'est cher, bon marché** etc., **jouer à** and **jouer de**, parts of the body and expressions involving **j'ai mal à...**

Grammar: plural of nouns, agreement and position of common adjectives, possessive adjectives, demonstrative adjectives, interrogative adjectives, possession with **de**, subject pronouns, object pronouns, expressions of quantity, elision, articles (definite, indefinite, partitive and contractions), comparative and superlative of regular adjectives and adverbs plus **meilleur** and **mieux**, verbs: imperative, present indicative, passé composé and the near future tense of all regular ER, IR and RE verbs and of irregular verbs including **être, avoir, faire, aller, pouvoir, vouloir, lire, dire, écrire, voir, croire, connaître, savoir, mettre** and **prendre** and their compounds, **recevoir, venir, partir, sortir, dormir, ouvrir**; use of these tenses in affirmative, negative and interrogative constructions, verbs with spelling changes, recent past **venir de + infinitive**, inversion, basic negatives **ne...jamais, ne...rien, ne...personne**. The imperfect and future tenses may be used in listening comprehension and reading selections, but not tested as grammar items.

Sound discrimination: sounds of all the letters of the alphabet, sound change with accent marks, statement versus question intonation, liaison, nasals, recognition of the sounds of all combinations of letters.

Latin: The proficiency test in Latin is based on the course material in Latin for Americans Book 1.

Vocabulary: basic vocabulary for 1st, 2nd, 3^{reg}, and 3^{istem} declension nouns, 1st, 2nd, 3^{reg}, 3^{io}, 4th conjugation. Rooms of a Roman house, Roman clothing, expression of place, questions and prefixes
Grammar: 1st, 2nd, 3^{reg} and 3^{istem} declension nouns, 1st, 2nd, 3^{reg}, 3^{io} and 4th conjugation verb formations in the indicative mood six tenses active/passive. Prepositional phrases. Case uses: subject, possession, indirect object, reference, direct object, predicate accusative, accompaniment, means, manner, agent.

There are neither listening comprehension nor oral proficiency sections.

Spanish: The proficiency test in Spanish is progressive, advancing from elementary topics to more advanced ones. The topics covered are as follows:

Vocabulary: likes and dislikes, sports, personal characteristics, age, school environment, clothing and shopping, colors, numbers to 1000, alphabet, dates, days, months, nationalities, geography of Spanish-speaking countries, greetings, family relationships, pets, school subjects, hobbies, things to do, places to go, transportation, telephone and etiquette, body parts, weather, rooms of the house, city and country, household chores, tableware, emotions, professions, food and restaurant, daily grooming, summer and winter sports and activities, health, entertainment media, hotels vocabulary.

Grammar: definite and indefinite articles, pronouns: subject, interrogative, prepositional, direct and indirect, possessive and reflexive; adjective number and gender agreement, demonstrative adjectives, adjectives of nationality, comparative and superlative adjectives, adjective position, article and noun agreement, usage of the formal versus the familiar, use of **de** with possession, compound subjects with verbs, **a** and **de** contractions, use of **tener** with expressions, object pronouns with affirmative and negative sentences with the infinitives, commands with object

pronouns, verbs: common regular verbs and irregular verbs, including **ser, estar, ir, tener, querer, hacer, poner, salir, saber, conocer, oír, ver, dar, traer**, extra uses of the infinitives, stem changing verbs (regular and irregular), reflexive verbs, use of these verbs in affirmative, negative and interrogative constructions, the present and the present progressive, the preterite, imperfect, future, conditional, and the passive voice.

Proficiency Test Scoring Criteria

1. The tests are progressive and include multiple sections of questions, with each section covering more advanced topics than the previous one. These questions are multiple choice and are machine scored for a total score per section.
2. The French and Spanish tests also include a listening comprehension section with the students listening and responding in the target language. These responses are evaluated by all the teachers of the subject language in the department for level of comprehension and appropriateness and accuracy of response.
3. The final section of the French and Spanish tests is a writing sample. This section is evaluated by all the teachers of the subject language in the department for depth of vocabulary and grammar mastery, appropriateness and accuracy of writing.

Criteria for Placement

There are two questions to consider when determining which language class to take:

1. Will the student be in Honors or Standard?
2. Will the student begin at the 1st, 2nd or 3rd year of study?

The World Language department places students in Honors or Standard based on their composite score on the Carmel Catholic High School placement exam.

At registration, all incoming students who register for a language register for 1st year of the language. If they have had prior experience with the language, they register for the proficiency test (given in April). The World Language department may move the student up to a 2nd or 3rd year class based on the results of the proficiency test.

Honors Classes:

1. The recommendation to place an incoming student in French, Latin or Spanish honors classes is based on the student's performance on the Carmel entrance exam.
2. A student who scored at or greater than 70% on the Carmel entrance exam is recommended for placement in an honors language class. If that student has not yet studied the language, he or she will be placed in the honors level 1 class. Level 1 honors classes do not require any prior experience with the language.

Level (1, 2 or 3):

Students with no prior experience in the language for which they are registering are placed in a level 1 class.

Students who have studied the language for which they are registering every day in 7th and 8th grade, or who have previous experience with the language in the home, are required to take the World Languages proficiency test in that language so the faculty can best determine proper placement. Students may be placed in a level 1, 2 or 3 class, depending on the depth and breadth of their mastery as evidenced on the proficiency test. In making their recommendations, the language teachers look at what topics the student has mastered and the types of errors made on the writing sample. The student is then placed in a level appropriate to his or her competency in the language.

Carmel Catholic High School Alumni Memorial Library

Skill Expectations for Incoming Freshmen

Students should be able to:

1. Understand the basic organization and structure of a library and know that there are different organizational schemes to access information such as the Library of Congress and Dewey Decimal System.
2. Recognize the Dewey Decimal System and its classifications.
3. Describe the difference between fiction and nonfiction (informational) materials.
4. Search a topic using general information sources, such as general and specialized encyclopedias, dictionaries, almanacs, and atlases.
5. Recognize information comes in a variety of formats such as books, periodicals, DVDs, CDs, audio and video tapes, online subscription databases, and free web resources.
6. Recognize the library catalog is an index to the library collection and can be searched by author, title, subject, call number, and keyword.
7. Locate library materials using call numbers found in a library catalog search.
8. Use the table of contents to locate information.
9. Use an index to locate information.
10. Critically evaluate print and internet sources.
11. Have basic keyboarding skills and computer knowledge.
12. Use information responsibly and ethically:
 - Avoid plagiarism.
 - Use bibliographic citations to document sources used.
 - Be aware of copyright laws.

Carmel Catholic High School Student Services Department

The Student Services Department of Carmel Catholic High School is committed to providing students with opportunities to demonstrate success in school as well as in developing skills for building positive relationships and for making appropriate decisions. Counseling is provided regarding academics, careers, college application, and social responsibility. Focus is given to developing the following skills in freshmen.

A. Study Skills

Students will develop:

1. a system for recording daily assignments and checking their completion
2. a system for monitoring long-range assignments and their completion
3. the ability to monitor their homework and meet deadlines for assignments
4. the ability to read various texts with grade level comprehension
5. the ability to take notes from teacher lectures and from other resources
6. the ability to study for tests or quizzes
7. the ability to demonstrate their understanding through essay writings as well as forced choice tests

B. Social Skills

Students will develop:

1. the ability to follow school rules and respect the rights of others
2. the ability to communicate concerns with the appropriate persons involved
3. the ability to advocate for themselves when they need assistance by seeking the appropriate personnel
4. the ability to accept others who may be different from them
5. the ability to make positive decisions regarding their academics and choice of friends
6. the ability to participate positively in school functions
7. the ability to willingly participate in community service

C. Special Needs Students

Parents should:

1. ask their current elementary school for a transition meeting in April or May of their child's 8th grade year
2. sign the appropriate release of information forms so materials can be sent to Carmel Catholic regarding the necessary academic needs and accommodations
3. meet with the team of teachers servicing their child at the beginning of every school year to inform them of the academic needs and accommodations
4. work with the school's counseling team, classroom teachers and Serna Center staff to continually provide for an appropriate education both at the secondary level and post-secondary level.

Carmel Catholic High School Athletic Program

Carmel Catholic High School has a large and successful athletic program, with full teams in 21 boys and girls sports. Carmel's athletics programs are dedicated to fostering a competitive spirit which emphasizes the need for team work, dedication, discipline, school and team pride and respect for self, teammates, coaches, opponents, and officials.

Carmel Catholic Sports

Boys' Sports: Baseball, Basketball, Cross Country, Football, Golf, Hockey, Lacrosse, Soccer, Tennis, Track and Field, Volleyball, and Wrestling

Girls' Sports: Basketball, Cheerleading, Cross Country, Golf, Gymnastics, Lacrosse, Pom Pons, Soccer, Softball, Tennis, Track and Field, and Volleyball

ATHLETICS

| SPORT | V | JV | SOPH | FR | FR/SOPH |
|---------------------|---|----|------|----|---------|
| Boys Cross Country | X | | | | X |
| Girls Cross Country | X | | | | X |
| Football | X | X | X | X | |
| Boys Golf | X | | | | X |
| Girls Golf | X | | | | X |
| Boys Soccer | X | | X | X | |
| Girls Tennis | X | X | | | X |
| Girls Volleyball | X | | X | X | |
| Cheerleading | X | X | | | |
| Pom Pons | X | | | | |
| Boys Basketball | X | | X | X | |
| Girls Basketball | X | | X | X | |
| Girls Gymnastics | X | X | | | |
| Boys Hockey | X | X | | | |
| Wrestling | X | X | | X | |
| Baseball | X | | X | X | |
| Girls Soccer | X | | X | X | |
| Softball | X | | X | X | |
| Boys Tennis | X | X | | | X |
| Boys Track | X | | | | X |
| Girls Track | X | | | | X |
| Boys Volleyball | X | | X | X | |
| Boys Lacrosse | | X | | | |
| Girls Lacrosse | | X | | | |

Clubs and Activities

Carmel Catholic students participate in a wide variety of extra-curricular activities. The school encourages all students to become involved in at least one extra-curricular activity and in fact, most students participate in several.

Clubs and Activities Include:

- Advancement Club
- Ambassadors Club
- Art Club
- Board Game Club
- Boosters II
- Bowling I, II, and III Clubs
- Chess Club/Team
- Current Events
- Diversity Club
- Environmental Conservation Society
- Frisbee Club
- Intramural Sports
- Language Clubs (French, Latin, and Spanish)
- Mu Alpha Theta
- National Business Honor Society
- National Honor Society
- Operation Snowball
- Orchesis Dance Club
- OUCH (Medical Careers)
- Scholastic Bowl/JV and Varsity
- Service Club
- SADD (Student Against Destructive Decisions)
- Social Justice Club
- Mock Trial
- Student Government
- The Harbinger Magazine
- Thespian Honor Society
- Tri-M Honor Society
- WYSE Academic Team
- Yoga Club



One Carmel Parkway, Mundelein, IL 60060
www.carmelhs.org

You can obtain additional copies of Carmel Catholic High School's Articulation Packet as well as the Curriculum Guide by logging on to Edline via the following address: www.edline.net/pages/carmelcatholichighschool.
The packet can be requested directly from Edline.