

Mount Saint Joseph Academy  
617 Cambridge Street  
Boston, MA 02134-2460

Dear Students and Parents of Mount Saint Joseph Academy,

Mount Saint Joseph Academy's mission to promote the development of the whole person, to encourage young women to pursue a challenging and engaging secondary education in a Christian community and to empower them to recognize and share their gifts provides the inspiration for our curriculum. Teachers, counselors and administrators here are convinced that we exercise a very special partnership with our parents on behalf of our students. Therefore, we provide this course catalog for your consideration.

The course selection process is one of the most important opportunities in a student's high school career for shared thoughtful discussion, goal setting, analysis and effective decision-making. We encourage each student to select courses which will allow her to develop her talents, challenge her intellectually, maximize her potential, and facilitate her smooth transition to the next steps in her educational development. Such serious goals require time and planning. They also demand that students make deliberate choices and live with those decisions as responsible persons. As you select courses for next year please consider how those classes fit into the entire sequence of courses you anticipate for your four years at the Mount.

All students will have occasion within the next several weeks to consult with guidance counselors, current teachers, department chairpersons and administrators so that they will be able to make informed, responsible decisions. We call on you as parents to take the time to discuss educational goals with your daughter and assist her in making appropriate choices. Please be attentive to the policies and procedures outlined in this catalog.

Please note that your daughter is not only requesting specific courses for next year, she is also registering for the next academic year. Therefore, please submit the required registration form and fee of \$200.00 at the time of her enrollment.

With you, we are proud to carry on a rich tradition of educating young women in the Archdiocese of Boston. Our mission, in its third century, continues to inspire us all to pursue academic and personal excellence in this Catholic Christian community founded and sponsored by the Sisters of Saint Joseph. Know that you can depend upon our prayer and support throughout this process of course selection.

Sincerely,  
*Kathleen Fraser*  
Kathleen Fraser '67  
Principal

Sincerely,  
*Jeanne Smith*  
Jeanne Smith, Ed. D.  
Assistant Principal

## **MISSION OF MOUNT SAINT JOSEPH ACADEMY**

Mount Saint Joseph Academy, a Catholic High School for young women, provides a college preparatory education in a community of lived Christian values. Founded and sponsored by the Sisters of Saint Joseph of Boston, Mount Saint Joseph Academy promotes academic excellence, cultivates respect for all people, fosters unity and reconciliation, and educates young women for compassionate leadership and service.

## **PHILOSOPHY AND OBJECTIVES**

Mount Saint Joseph Academy is an all women's Catholic High School sponsored by the Congregation of the Sisters of Saint Joseph of Boston. It provides students the opportunity to pursue a sound secondary education in a Christian community where each member is encouraged to develop a sense of personal dignity, independence and service. The Academy promotes the development of the whole person by instilling spiritual values, inspiring love of learning, sharing knowledge, and practicing skills. Mount Saint Joseph Academy encourages young women to assume leadership in fostering reconciliation and community in family, neighborhood, Church, country, and world.

Based on this Philosophy, the Objectives of Mount Saint Joseph Academy are:

To offer a rigorous and responsive academic program which includes the mastery and application of basic skills, the assimilation of higher knowledge, and the cultivation of critical and independent thinking.

To build a curriculum and promote a climate which will inspire students to practice Christian values in a pluralistic society.

To encourage each young woman to identify and celebrate the presence of God in her personal life and in community with others.

To empower each young woman to recognize and share her gifts, assume leadership, and actively participate in creating a just society.

## **COURSE SELECTION PROCEDURES AND POLICIES**

The Course Selection Process consists of several steps:

- Grade level meetings will be conducted with Administrators, Guidance Counselors and Department Chairpersons to explain course information relative to the grade level and the process of course selection.
- During the following week(s), students will have an opportunity to discuss options with their current teachers and consult with their guidance counselors. Teachers will make recommendations to counselors about courses and phase levels, and provide written approval of selected courses. They give careful consideration in their recommendations for the selection of courses, noting that grades and class rank are weighted according to phases: phase 2 – basic college preparatory; phase 3 – average college preparatory; phase 4 – honors college preparatory; and phase 5 – advanced placement. Students who wish to select a course in a department in which they are not currently enrolled, must obtain written approval of the appropriate Coordinating Department Chairperson.
- Simultaneously, students and parents should discuss educational goals and choices relative to course selection. Selections should offer appropriate challenges to students so that they learn and grow in all aspects of life. The more thoughtful and deliberative families are in selecting courses now, the greater the long-range benefit for the student. Parents with questions or concerns should raise them with their daughter's guidance counselor by phone or by making an appointment.
- Should there be any disagreement about course or phase placement, the parent and/or student should consult the teacher who recommended the placement. The Assistant Principal makes the final decision relative to the level of a course into which a student is placed.
- In March, each student will meet with her guidance counselor to discuss and finalize her course requests. Once all students have completed this process, each student will receive a preliminary list of her course requests (Preliminary Course Verification Form) as she completes the registration process. To complete the registration process, each student must return a signed Preliminary Course Verification Form, a completed and signed registration form, and submit the registration fee of \$200.00 on the day of registration. **This fee is not a part of the tuition for the following year and is non-refundable.\***
- The Preliminary Course Verification Form given to each student is for parental review, approval and signature and must be returned to the student's homeroom teacher. This form does not provide an absolute guarantee of selections, as there are many variables in creating a final schedule for each student. Every effort will be made, however, to schedule selected courses.
- It is not possible to make changes in selected courses or phases beyond the course selection process except for extraordinary circumstances. Such changes will require Administrative approval in writing.
- Incoming Grade Nine students are able to test into accelerated language and math programs.

\*A student's return to Mount Saint Joseph Academy for the following academic year is not guaranteed by school personnel's accepting the registration fee. Academic and citizenship requirements must be met for a student to be eligible to return.

## **PROMOTION / GRADUATION POLICY**

**To be eligible for promotion to the next grade level, students must earn passing grades in every course taken at MSJA and successfully complete the Service Program each year. Students failing a course must earn the appropriate credit in an approved summer school program. In order to be eligible for a Mount Saint Joseph Academy diploma, seniors must successfully complete the senior curriculum including the Senior Project and the Service Program. Further, seniors must attend and participate in the Seniors' Day of Reflection and attend and participate in all graduation practices.**

*Essential to the teaching and learning process at Mount Saint Joseph Academy is our commitment to the integration of technology and to the use of the writing process in all disciplines.*

**Required Course of Studies for Graduation from  
Mount Saint Joseph Academy**

Religion.....	4 credits
English.....	4 credits
Mathematics.....	3 credits* (4 credits are recommended)
Social Studies.....	3 credits
World Language.....	2 credits (3 or 4 credits are recommended)
Science.....	3 credits (4 credits are recommended)
Art: Theory and Practice.....	1/4 credit
Health and Wellness.....	1/4 credit
Technology I .....	1/4 credit
Music Appreciation.....	1/4 credit
Physical Education.....	3/4 credit
Careers/SAT Prep.....	1/4 credit
Electives.....	5 credits

\*All students must complete the Math Curriculum up to and including Algebra 2.

**Course of Studies Required by the Commonwealth of Massachusetts  
for Admission to Four (4) Year Colleges**

English.....	4 credits
Mathematics.....	3 credits
Social Studies.....	3 credits
World Language.....	2 credits (3 credits are recommended)
Science.....	3 credits

**GRADUATION POLICY:** In order to be eligible for a Mount Saint Joseph Academy diploma, seniors must successfully complete the senior curriculum including the Senior Project and the Service Program. Further, seniors must attend and participate in the Seniors' Day of Reflection and attend and participate in all graduation practices.

## COURSE OFFERINGS

### REQUIRED COURSES

#### Grade 9

Mathematics\*  
 English I  
 Introductory Science or Honors Biology\*\*  
 Language I  
 Reading Skills  
 Religion  
 World History  
 Service Program  
 Art: Theory and Practice  
 Physical Education  
 Reading Reinforcement  
 Technology I

**Total: 6 and 3/4 credits**

#### Grade 10

Biology or Honors Chemistry\*\*  
 English II  
 Mathematics\*  
 Language II  
 Religion  
 U. S. History  
 Service Program  
  
 Health and Wellness  
 Music Appreciation  
 Physical Education

**Total: 6 and 3/4 credits**

#### Grade 11

Mathematics\*  
 Chemistry or Honors Physics\*\*  
 English III  
 Religion  
 Service Program  
 Careers/SAT  
 Physical Education

Electives - choose 2

**Total: 6 and 1/2 credits**

#### Grade 12

English IV  
 Global Studies or AP U.S. History  
 Religion  
 Mathematics\*, if appropriate  
 Physical Education (4<sup>th</sup> yr. requirement pending)  
 Senior Project  
 Service Program

Electives - choose 3

**Total: 6 credits**

\* See Page 15 for Accelerated / Honors Math Offerings.

\*\* See Page 18 for Accelerated / Honors Science Offerings.

### ELECTIVE COURSES

**Offered to Grade 11 and Grade 12 Students**

Accounting I  
 Advanced Art  
 AP Biology\*\*  
 Advanced Mathematics  
 Advanced Placement English  
 Advanced Placement U. S. History  
 Art II: Color and Design  
 Art III: Drawing and Painting  
 Assistant Programs (Art, Computer, Library,  
     Physical Education, Science)  
 Calculus Honors  
 College Prep Math IV  
 Computer Applications  
 Desktop / Multi-Media Presentation / Basic  
     Web Design

Environmental Science  
 Introduction to Psychology  
 Irish History  
 Music II  
 Physics Honors  
 Physiology  
 Pre-Calculus  
 Pre-Calculus Honors  
 Senior SAT Math  
 Senior SAT Verbal  
 U. S. Government/Basic Law  
 World Language I, II, III, IV, V (Spanish only)  
 Virtual High School  
 (Courses offered on-line. See VHS catalog)

## Reading “Riting”, Researching and Reporting Across the Curriculum

### Writing Across the Curriculum: Overview and Expectations

The faculty of Mount Saint Joseph Academy has a commitment to each student to assist her in developing her writing skills in all classes. A person’s ability to present clearly and effectively her thoughts, ideas, and the results of her research is a skill necessary in school and in life. In a concerted effort, all teachers use the Writing Process in their classes as a vehicle of discovery, a demonstration of understanding, and an invitation for further discussion.

All students will benefit from learning and using this process, as they become more proficient thinkers and writers. The College Board requires all students taking the SATs to compose a persuasive essay in 25 minutes. The teachers’ work and the students’ practice will ensure that students are prepared to do this effectively and well.

Writing is a carefully designed process. Effective writers are those who pre-plan, write, revise, rewrite, revise, prepare to publish, and publish their best work in a polished piece of writing. Therefore, students are required to complete seven key steps in the writing process:

- Goal setting from previous writing
- Pre Writing (brainstorming) using an exciting piece of software called *Inspiration* for this process. Outlining is another form of preplanning and organizing writing.
- Creating a first draft
- Revising: Personal Editing, Peer editing, Editing for publication
- Publishing: sharing the polished piece of writing
- Reviewing the assessments of your writing and goal setting for the next assignment

Teachers will facilitate this process and assist students in their practice. Every teacher is a teacher of writing whose goal is to help the students to become strong and effective writers.

English teachers will assign the first formal essay each year. Other departments then follow, according to an established calendar. Thus, by the end of the year students will have written formal essays in English, Social Studies, Language, Science, Religion and Art. By the end of each year, students will become proficient in this writing process.

Throughout the academic year students will maintain all their essays in a writing portfolio. At the end of each year, they will select two essays for their four-year writing portfolio. Students’ portfolios contain what they deem their very best writing. Ninth graders write formal multi-paragraph essays. Sophomores choose a position in their formal contrast and compare essays; juniors write persuasive essays and college application essays. During the senior year, students will write both imaginative and analytical essays in a variety of styles. Finally, all seniors research, write and present in front of an audience a Senior Summative Project on a topic of their choice.

Essential to the teaching and learning process at Mount Saint Joseph Academy is the commitment to the integration of technology and to the use of the writing process in all disciplines.

### **Drop Everything and Read Program**

In order to support and further the Academy's Four Rs Across the Curriculum (Reading, "Riting," Researching and Reporting) initiative, we have instituted the Drop Everything and Read (DEAR) program. One class cycle each quarter is devoted to DEAR. Students and faculty bring a book to read for pleasure during one designated period of each day of the cycle. DEAR provides our students with the opportunity to develop a love of reading and to improve their vocabulary, grammar, spelling, comprehension and reading rate, thereby developing their overall thinking and writing skills. This program also encourages students to become life-long readers, supplements the reading required in the curriculum and contributes to preparing our students for taking standardized tests.

### **"Reading Rocks" Incentive Program**

The Writing Across the Curriculum Committee has instituted an additional reading incentive program to promote reading for pleasure. Reading and writing are necessarily linked. If students are encouraged to read more often, they will correspondingly improve their vocabulary and writing skills. To participate in the "Reading Rocks" program, students select titles from a varied book list created by the MSJA librarian, read books from all genres and submit "Reading Rocks" review forms for each book. Once a student has read and reviewed six books, she receives a bookstore gift certificate.

### **Summer Reading Program**

**Statement of Mission:** A student's ability to read thoughtfully and analytically is critical to her success as a learner. Her ability to read for ideas, for information and for enrichment will contribute to her development as a whole person. The goals of the summer reading program are both immediate and long-range. It provides students with opportunities to sharpen their reading and thinking skills over the summer months by exposing them to significant texts. In addition, the program provides a smooth transition into the fall term as teachers integrate summer reading into the curriculum. Specific required readings, expectations and assessments, as well as a list of recommended reading for each level is published each spring for students and their parents.

### **Technology Across the Curriculum: Overview and Expectations**

Mount Saint Joseph Academy is committed to the integration of technology across the curriculum. Formal teaching in technology begins in Grade 9 at which time all students take a required Introduction to Technology course. Instruction continues throughout the four years with in-depth instruction in Windows, Word, Excel, PowerPoint, Inspiration Publisher, Access, and PageMaker 6.0. Each teacher integrates technology into his/her instruction and expects that students will use computers and peripherals, including SmartBoards, as well as the Internet in their research, reporting, and presentation of information. Mount Saint Joseph Academy provides ample access to technological resources for instructional uses.

### **Grade Connect**

Mount Saint Joseph Academy faculty members use a grading software program and service designed specifically for Mount Saint Joseph Academy. This software and service permits parents/guardians to go online and access their daughters' grades, assignments, etc. on a secure website.

Parents/guardians have read-only access to their own daughter's account. This allows each parent/guardian to see grades, indications of missing work and current assignments for their daughter. Teachers can post absences, calendars, syllabi, textbook information and long-term assignments to students' accounts. In addition, guidance counselors and administrators have read-only access to each student account. The teacher is the only person who can input data for the students. By integrating this technology Mount Saint Joseph Academy provides students and parents/guardians adequate and timely information about each student's progress.

The website is: [msja.gradeconnect.com](http://msja.gradeconnect.com) (please note: no www precedes this address). To create an account, parents must use their daughter's username and password and have a valid e-mail address. Parents/Guardians are encouraged to utilize this service to monitor regularly their daughter's academic progress. Together we hope to ensure her academic success. More specific details are provided to parents/guardians at the beginning of each academic year.

## **CAMPUS MINISTRY MISSION STATEMENT**

In response to God's active and inclusive love and rooted in the Gospel of Jesus Christ, Campus Ministry strives to create at Mount Saint Joseph Academy, a Catholic school for young women, a community of unity and reconciliation through worship, prayer, service and the support of a faith that does justice. Attentive to the needs of the 'dear neighbor,' we work to empower all members of the Mount community to recognize and to share their many gifts and to aspire to become compassionate participants and leaders in our Church and our world.

### **Campus Ministry**

Mount Saint Joseph Academy is a faith community that strives to 'cultivate the intellect and make a special training of the heart.' The Academy entrusts to Campus Ministry the central role in realizing this mission of nurturing the heart. Campus Ministry deepens spirituality, encourages leadership and witness among students, and invites students, faculty and staff to identify and celebrate the presence of God in their lives. All students are encouraged to integrate this faith development and its responsibilities within the life of the school as well as participate in the programs organized and supported by Campus Ministry.

The Campus Ministry Student Team helps to lead, plan and organize opportunities for prayer, worship and reflection. There are retreats required for students on all levels. The freshmen retreat focuses on "Service"; the sophomore retreat has "Choices" as its theme. Juniors are called to leadership. All seniors participate in a daylong retreat in the spring and a Senior Day of Reflection just prior to graduation. It is our hope that through these retreats the students grow closer to God and to each other, creating a sense of unity and community within our school.

Campus Ministry coordinates liturgical and Para-liturgical experiences to mark important moments in the school year and in the church year. All students are encouraged to be trained through Campus Ministry's formation program to exercise ministerial responsibilities as lectors, Eucharistic Ministers, and greeters. In addition, all members of the school community are encouraged to join the liturgical choir.

### **Service to the 'Dear Neighbor'**

Integral to the mission of Mount Saint Joseph Academy and the Sisters of Saint Joseph is service to the 'dear neighbor.' Every student is required to complete twenty hours (ten for freshmen) of community service each academic year. Campus Ministry and the faculty members of the Religion Department facilitate the service program. Each year school personnel publish and distribute to all a Community Service Handbook that describes in detail the expectations of the program, the individual student's responsibilities, the academic component, and the required calendar. Graduation, promotion and eligibility for Religion exams are dependent upon the completion of this service.

Supporting a *faith that does justice*, Campus Ministry offers a variety of service opportunities throughout the City of Boston at various homeless shelters, after-school programs, and elderly residences. In addition to serving our community, we provide our students with time and structure to reflect upon this service which transforms both the student and the people whom they serve.



**#6484**

**Honors Life Transitions - B**

**1 Credit**

This course will provide an intensive introduction to the teachings of the Catholic Church in the area of biomedical ethics. Topics include birth technologies, behavior modification, human experimentation, patient's rights and end of life issues. Students learn how to make decisions out of a consistent, personal, relational ethical stance. During the second semester this course will explore Women, God and the Church as our journey of faith continues. Students will be challenged to continue to grow and develop as persons of faith, to become more aware of their own spirituality, and to examine their role as members of the Church. Students will explore scriptural and historical role models, examine the meaning of justice, and study the examples of those who have struggled to make justice a reality. In this final semester at the Mount, students will be asked to retrace the journey of faith they began as first year students and to define themselves as Christian women in relationship with God and as members of the Church.

**Prerequisite: B average in Religion and departmental approval.**

Please see description of the Interdisciplinary Program, Virtual High School, which appears later in this catalog, for additional course electives beyond the school program.

## ENGLISH

The English Department seeks to develop the student's ability to express her ideas effectively in writing and speaking. One overarching goal is to enable the student to construct meaning from her analysis of text. The student is encouraged to understand texts and express that understanding through drama, visual representations, creative writing and other forms of creative expression. The Department strives to assist the student's growth as a critical and imaginative thinker as she broadens her worldview through the study of the literature from a variety of cultures.

### Grade 9

**#0103      English I      Survey of Literary Form      1 Credit**

The goals of this course are two-fold: to emphasize the mechanical and structural aspects of good writing and to provide a solid introduction to literature. The writing component of this course focuses on writing as process, with an emphasis on the development and practice of vocabulary and grammar skills. The literature component of the course highlights the following basic literary genres: poetry, drama, the short story and the novel. This study of literature serves as a starting point for developing higher level thinking skills, including comparison, analysis, and application.

**#0104      Honors English I      Survey of Literary Form      1 Credit**

This course challenges students to integrate mastery of reading, writing, grammar and vocabulary skills into a comprehensive examination of the fundamentals of the basic literary genres: the short story, novel, drama, poetry and the essay. Writing is emphasized as a process of discovery, structure, logical thinking and clear expression. Independent work is encouraged. Students are recommended for this course based on previous grades and the results of the entrance examination.

### Grade 10

**#0203      English II      American Literature      1 Credit**

This course is designed to expose students to the major works of significant American writers. The exploration of these works is aimed at developing a sense of self-definition for students, as well as fostering an understanding of their cultural identity. Students continue to study and practice vocabulary and grammar skills. Student writing focuses on discovery, analysis and interpretation of literary works with an emphasis on the comparison/contrast essays.

**#0204      Honors English II      American Literature      1 Credit**

This course exposes students to a comprehensive study of the great works of American Literature. Significant attention is paid to analyzing, interpreting and evaluating these works through written responses. Vocabulary and grammar skills are also further developed. Student writing will focus on discovery, analysis and interpretation of literary works with an emphasis on the comparison/contrast essays. Discussion and independent work are emphasized, with the aim of strengthening critical thinking skills.

**Prerequisite: B+ average in English and/or departmental approval.**

### Grade 11

**#0303      English III      British Literature      1 Credit**

This course offers a comprehensive study of the British literary tradition. Emphasis is placed on the application of themes found in this literature to the students' own lives and to the world around them. Further study and practice in grammar, vocabulary and writing continue to be emphasized. Student writing will focus on timed writing and persuasive essays. Significant attention is paid to developing and applying the skills related to producing a required research paper.

**#0304      Honors English III      British Literature      1 Credit**

Focusing on works representative of each major literary era, students explore the traditions of British literature. Students examine the works comprehensively, developing and applying analytical and interpretive skills. This course emphasizes discussion, vocabulary, grammar, writing and research. Student writing will focus on timed writing and persuasive essays. Independent work is essential. A research paper is required.

**Prerequisite: B+ average in English and/or departmental approval.**

**Grade 12**

**#0403                      English IV                      World Literature                      1 Credit**

Students examine significant works of world literature to broaden their awareness of the world beyond their personal environments. While focusing on the shared human experiences that transcend differences in language, culture and nationality, students analyze literature to recognize and discuss patterns of structure and expression. Students then will use these structures and ideas in their own writing. Students continue to develop vocabulary skills and writing skills. Students will complete and present a senior research project.

**#0404                      Honors English IV                      World Literature                      1 Credit**

In this course students explore universal themes in several important works of world literature. In addition, students examine each author's style and method of depicting the world and consider how these styles and methods might enrich the student's own writing. Students respond to the literature in journals, class discussion and other forms of expression. Students will not only read literary criticism, but they will also produce critical essays. Independent work is essential. Students will complete and present a senior research project.

**Prerequisite: B average in English and departmental approval.**

**#0405                      Advanced Placement English                      1 Credit**

This course serves students who wish to pursue college level studies in high school. All students must take the Advanced Placement Examination in Literature in May. Students with qualifying scores on the examination may receive college credit and/or advanced standing in college. The course is an intensive study of several significant pieces of world literature presented in a seminar format. Discussion, critical technique and writing are emphasized. Students will complete and present a senior research project.

**Prerequisite: B+ average in English and departmental approval.**

**READING COURSES**

**#0112                      Reading Skills                      1 Credit**

This course focuses attention on review, practice and extension of skills fundamental to reading comprehension: developing vocabulary, identifying main ideas, making inferences and implications, interpreting and deducting, evaluating and appreciating. Intensive exercises at home and in class provide students with considerable opportunity to improve reading rate and comprehension level.

**#0212                      Reading Reinforcement                      ¼ Credit**

Through individualized and small group instruction, students will practice strategic reading skills to improve their comprehension in the content areas. Topics include: main idea, details, inference, sequence, comparison, cause and effect, author's purpose. Vocabulary strategies, referencing skills, and organizational skills will be practiced.

Please see description of the Interdisciplinary Program, Virtual High School, which appears later in this catalog, for additional course electives beyond the school program.

## SOCIAL STUDIES

The Social Studies department of Mount Saint Joseph Academy affirms the Massachusetts Social Studies Curriculum Frameworks belief that the purpose of social studies education is “to promote inquiry and independent thinking, and to empower students to become socially responsible participants in a diverse and democratic society.” Such responsible citizens and students make connections among historical events, themes, and issues. They recognize the role of the past in shaping the present; understand how people work within political, social, economic, cultural, and geographic contexts; see themselves as part of the world community; recognize what they have in common with people, past and present, around the world; respect differences; and develop a sense of community.

### Grade 9

#### **#1103 World History 1 Credit**

This course provides a broad survey of world history. Students will examine important historical events as well as the social, economic, political and cultural institutions of selected civilizations from various time periods. The course opens with the study of the Classical civilizations and concludes with an analysis of the major world events of the Twentieth and Twenty-First Centuries. Special emphasis is placed upon skills development: writing, organization, geography, comprehension, analysis, creative and critical thinking. Emphasis will also be placed upon interpreting current event issues as they relate to the historical topics discussed in class.

#### **#1104 Honors World History 1 Credit**

This course covers the same material and information as World History 1103. However, the class moves at a faster pace; the analysis of material is more in depth; and expectations for the quality of student work are more rigorous. Students are expected to take greater responsibility for their own learning by generating questions, engaging in debate, analyzing primary sources, and conducting some independent research.

### Grade 10

#### **#1203 United States History 1 Credit**

This course traces the history of the United States from the first European settlements in the Americas to present times. Students will learn the historic roots of the United States, understand geography, recognize the contributions of men and women, appreciate the origins and development of our nation’s government, make global connections, be aware of their civic rights and responsibilities, analyze primary sources, and develop critical thinking skills.

#### **#1204 Honors United States History 1 Credit**

This course covers the same material and information as United States History 1203. However, the class moves at a faster pace. Students focus on the American tradition of perseverance and progress, explore and appreciate the fundamental American tenets of individual rights, government by consent of the governed, equality, diversity and opportunity. Students will be required, through independent work, to take greater responsibility for their learning. The students are expected to complete independent research which integrates the use of technology. Analysis of primary sources will be stressed and critical thinking and research skills developed.

**Prerequisite: B+ average in World History and departmental approval.**

### Grade 12

#### **# 1753 Global Studies 1 Credit**

This course enables students to have a better understanding of the world with an appreciation of its pluralistic nature. Using a variety of strategies students learn about the political, social, cultural, and economic developments of seven specific areas around the world. Students interpret maps, graphs and primary sources, identify global concerns, and explore possible solutions to global problems, so that they may exercise informed and responsible decision-making as citizens of the world. Special emphasis is placed on current events. Students are expected to conduct independent research and to demonstrate their ability to use and integrate technology in their work.

## ELECTIVES

**#1483                    United States Government / Basic Law                    1 Credit**

This elective, United States Government, examines the everyday working of the Federal government by analyzing in detail the United States Constitution and applying its principles to current public policy issues. By studying the democratic process, students begin to appreciate their role as decision-makers, learning that democracy works only when people participate in it. The focus of Basic Law is to enable students to understand the derivation of the American legal system and the relationship of law to the needs of society. To enhance insights and understanding of legal issues the course includes case studies of citizens' rights under the Constitution, torts, property, contracts, family law, wills, juvenile protection, civil and criminal procedure, and women's rights.

**#1453                    Introduction to Psychology                    1 Credit**

This elective course aims to enable the student to grasp the general principles of psychology and their applications. The academic understanding of facts and theories is balanced by a new comprehension of the student's own behavior and that of others, a new understanding of people's attitudes and motivation, a deep conviction of the value of all human beings, and a real desire to apply this knowledge to a betterment of the human condition.

**#1433                    Irish History                    1 Credit**

This course traces the history of Ireland from 1840 to the present day. The course will focus on the social, political, cultural and economic history of Ireland. Other topics of special interest would include; colonialism, emigration / diaspora, nationalism, sectarianism, civil rights and the effects of Irish immigration upon the United States.

**#1405                    Advanced Placement U. S. History                    1 Credit**

This course is an intensive survey of American History from the age of exploration and discovery to the present. Students will be prepared to meet the challenging demands of college level history study by continuing to develop their critical thinking and writing skills. They will analyze and interpret primary sources, and respond to document based questions. All students must take the Advanced Placement Examination in May. Students with qualifying scores on that examination may receive college credit and/or advanced standing in college.

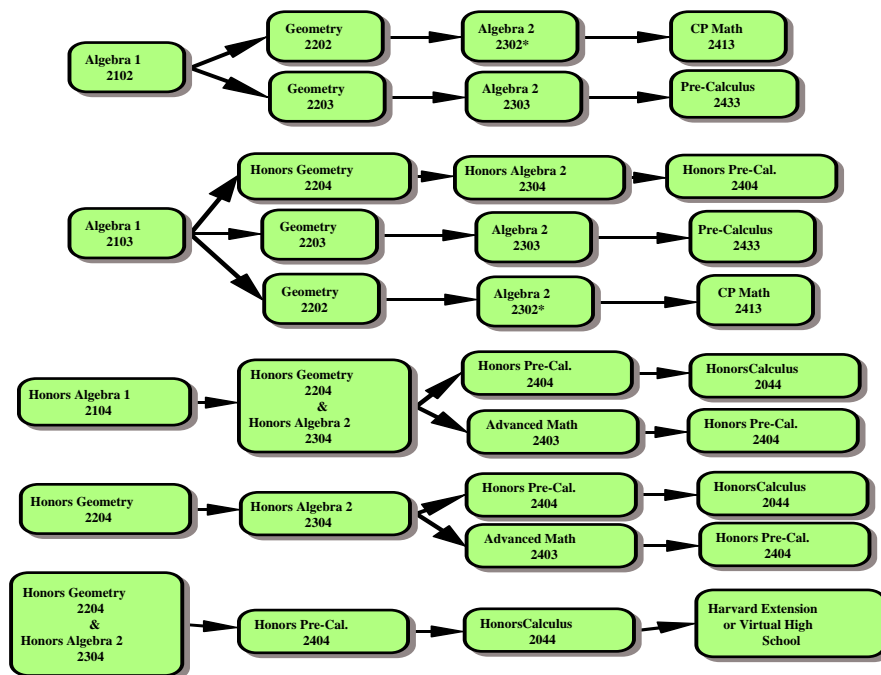
**Prerequisite: B+ average in Honors U. S. History and departmental approval.**

Please see description of the Interdisciplinary Program, Virtual High School, which appears later in this catalog, for additional course electives beyond the school program.

## MATHEMATICS

The Mathematics program offers a strong core curriculum that provides for the building of mathematical skills, the improvement of critical thinking and the development of problem solving techniques. Through the process of developing their mathematical abilities, the students are able to experience a pattern of success that builds self-confidence. As the students become more aware of the world around them, they are able to apply mathematics to real-life situations.

### Sequences of Mathematics Courses and options within each sequence:



**NOTE:** It is possible for students to move from one level/phase to another upon the recommendations of teachers and guidance counselors.

\*Students taking Algebra 2, phase 2, in the Junior Year must take a fourth year of Mathematics.

### #2102 Algebra 1 1 Credit

This course is designed for those students who require more time on each of the fundamental concepts in Algebra 1. Practice and reinforcement of skills are incorporated in order to strengthen the students' understanding of the course content. Problem solving strategies, critical thinking, communication, and real world application skills are emphasized.

**TI 84 Plus graphing calculator is required.**

### #2103 Algebra 1 1 Credit

This course focuses on solving linear equations, using proportional reasoning, analyzing and graphing linear functions and inequalities, solving systems of equations, exploring polynomials and using factoring. Integrated topics related to geometry, trigonometry and statistics are also introduced. Problem solving strategies, critical thinking, reasoning and real life applications are stressed. School personnel place students into this program.

**TI 84 Plus graphing calculator is required.**

### #2104 Honors Algebra 1 1 Credit

This course is intended for the student who masters concepts quickly and retain skills well. It includes all of the content of course #2103 Algebra 1 but explores these topics at a deeper level. It also introduces the student to quadratic functions, as well as, rational and radical expressions and equations.

**TI 84 Plus graphing calculator is required.**



**#2404 Honors Pre-Calculus 1 Credit**

This course is designed for the students who have already taken Honors Algebra 2 and who are planning to take Honors Calculus. Topics include an in-depth study of conic sections, trigonometry, exponential and logarithmic functions. The behavior of functions and inverse of functions with respect to vertical and horizontal asymptotes are examined. Remainder theorem and rational root theorem are utilized for finding roots of higher degree equations. Limits and derivatives are introduced.

**TI 84 Plus graphing calculator is required. Prerequisite: Honors Algebra 2 and departmental approval.**

**#2413 College Prep Math IV 1 Credit**

This course continues to develop, through the use of word problems, skills, critical thinking and strategies begun in Algebra 2. The exploration of polynomial functions and trigonometric functions will be beneficial in preparing students for college mathematics courses. An overview of statistics will introduce vocabulary, formulae and applications. Use of the graphing calculator will be emphasized.

**TI 84 Plus graphing calculator is required. Prerequisite: Algebra 2 and departmental approval.**

**#2433 Pre-Calculus 1 Credit**

This course expands and extends many of the topics of Algebra 2 (#2303). A unit on relations, functions and graphing prepares students for the study of advanced functions and graphs. The topics of exponential and logarithmic functions are covered and topics of trigonometry are completed.

**TI 84 Plus graphing calculator is required. Prerequisite: Algebra 2, B- average and departmental approval.**

**#2044 Honors Calculus 1 Credit**

This course offers an approach that highlights multiple representations of functions (graphical, numerical and algebraic.) It begins with a brief review of topics that are prerequisites for Calculus. The course then proceeds with the study of limits and continuity, derivatives, applications of derivatives and the definite integral.

**TI 84 Plus graphing calculator is required. Prerequisite: Pre-Calculus and departmental approval.**

**Robotics FIRST**

Mount Saint Joseph Academy participates in the Robotics FIRST Program which provides a co-curricular experience for interested students in designing and building a robot for competition. Students learn programming, circuitry, problem solving, design and building skills in this team-based opportunity

**REINFORCEMENT COURSES**

**#2000 Math Skills ¼ Credit**

Through individualized instruction, students learn essential mathematical concepts and practice skills in order to become more proficient in mathematics. In addition to the fundamentals of numeration and operations practice in computation, estimation, and problem solving in the curriculum areas of numbers, algebra, measurement, and graphing statistics and probability are provided.

**#2001 Algebra Skills ¼ Credit**

Through individualized instruction, the students' abilities to conceptualize and problem solve in algebra improve. Topics include graphing linear equations, one and two variable equations, inequalities, absolute values, quadratic and polynomial equations, multiplication and factoring.

Please see description of the Interdisciplinary Program, Virtual High School, which appears later in this catalog, for additional course electives, including AP Courses, beyond the school program.

## SCIENCE

Science courses are designed to actively engage students in learning and understanding physical, life, earth and space sciences. Building on these concepts and their applications, students are able to make informed decisions that impact not only their individual lives but also the global and universal communities.

### ACCELERATED / HONORS SCIENCE PROGRAMS

Honors level students may be eligible for the Accelerated / Honors Science Program. The science program for these students is:

Honors Biology                      Honors Chemistry                      Honors Physics                      AP Biology

(Additional Science Courses are also available.)

Transfer students and other eligible students may access the Science Honors Program.

### Grade 9

**#3103                      Introductory Science                      1 Credit**

This course is designed so that students understand and practice the basic skills of science by emphasizing inquiry, critical thinking, and problem-solving. Throughout this course, students are provided the opportunity to observe and apply the process of science to Earth Science. Students also gain an understanding of the nature of science from the macroscale to the microscale. Topics include the universe, the solar system, the planet Earth, the forces of nature, and the ocean. Skills such as the scientific method, lab skills and the metric system practiced in this first year course are strengthened and reinforced throughout succeeding years.

**#3204                      Honors Biology                      1 Credit**

This course is designed for well-prepared, self-motivated students. The laboratory program is an integral part of the course. All levels of biological organization are considered – from the molecule through cells, tissues, organs, individuals. Topics include the cell, its structure, function, and reproduction, genetics, DNA, protein synthesis, evolution, diversity in animals and plants, and unity in the living world. Modern techniques in biotechnology are explored. **Science Fair projects are required.**

### Grade 10

**#3203                      Biology                      1 Credit**

In this laboratory course, students investigate life at various levels, from microorganisms to humans. The relationship between structure and function of organisms are stressed. Topics include: the cell, microscopic organisms, multi-cellular organisms, DNA, plants, genetics, reproduction and evolution. The course emphasizes the unity and interconnectedness of all forms of life. **Science Fair projects are required.**

**#3204                      Honors Biology                      1 Credit**

Please see course description above under Grade 9. **Science Fair projects are required.**

### Grade 11

**#3712                      Qualitative Chemistry                      1 Credit**

This course utilizes a qualitative approach to the presentation and application of the basic concepts of chemistry. Pertinent laboratory experiments involving qualitative and some quantitative measurements are undertaken. Throughout this course, applications to real life situations are explored. **Science Fair projects are required.**

**#3703                      Chemistry                      1 Credit**

This laboratory course is designed so that students understand the basic concepts of chemistry. Topics include stoichiometry, terminology, atomic structure, periodicity, chemical formulas, chemical bonds, acid-base theory, states of matter, the gas laws and inorganic chemistry. Students practice quantitative and qualitative measurements and demonstrate chemical concepts and skills through laboratory experimentation.

**Prerequisite: C average in mathematics.                      Science Fair projects are required.**

**#3704 Honors Chemistry 1 Credit**

This laboratory course is designed so that students conduct a more in depth exploration of the fundamental principles of chemistry. The topics include: atomic structure, bonding, stoichiometry, thermodynamics, acid-base theories, states of matter, the gas laws, solutions, inorganic, organic and nuclear chemistry. Students practice quantitative and qualitative measurements and demonstrate chemical concepts and skills through laboratory experimentation.

**Science Fair projects are required.**

**Prerequisite: At least a B average in mathematics and departmental approval**

**Grade 12**

**#3413 Environmental Science 1 Credit**

This elective course is designed so that students will conduct an in depth exploration of the fundamental principles that underlie the Environmental and Marine Sciences. Students learn and apply ideas about ecosystems, biomes, evolution, biodiversity, population dynamics, marine life classification, pollution, and renewable resources. Students practice the skills and processes of scientific inquiry through the use of technology and field-based activities. In this year long course, students spend one semester studying Environmental Science and a second semester studying Marine Science. **All students must prepare and participate in the Environmental Assembly.**

**Prerequisites: Biology and Chemistry**

**#3423 Physiology 1 Credit**

This elective course in advanced human biology is designed for well-prepared students with an interest in human physiology. The course deals with the structure and function of the eleven human systems and integrates some of the most recent advances in this area. The course is appropriate for students interested in the medical field or anyone interested in learning more about the human body.

**Science Fair projects are required.**

**Prerequisite: Chemistry 3703 or 3704**

**#3404 Honors Physics 1 Credit**

In this elective course students learn and apply the major topics of vectors, force and motion, acoustics, optics and electrostatics. Electrical currents and magnetism are introduced. Laboratory work and problem solving are of major importance to this course.

**Science Fair projects are required.**

**Prerequisite: At least a B average in math; Chemistry 3703 or 3704; and departmental approval.**

**#3405 Advanced Placement Biology 1 Credit**

This course will follow the approved curriculum established by the College Board. AP Biology helps students develop a conceptual framework for the study of modern biology and gain an appreciation of science as a process: scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. Additional laboratory time is required. All students must take the Advanced Placement Examination in May.

**Prerequisite: Departmental approval.**

**#3410 Science Laboratory Assistant ¼ Credit**

Students electing this course will report to the science laboratory twice per cycle, during their study periods, to assist the science teachers with various tasks. They will learn and develop science laboratory skills. Some of the assistants' responsibilities will include preparation of solutions, preparation of student laboratory experiments, and data entry and cataloging of science equipment and chemicals. Students will receive a pass/fail grade based on attendance and performance. Interested students should speak to their science teacher.

**Robotics FIRST**

Mount Saint Joseph Academy participates in the Robotics FIRST Program which provides a co-curricular experience for interested students in designing and building a robot for competition. Students learn programming, circuitry, problem solving, design and building skills in this team-based opportunity.

Please see description of the Interdisciplinary Program, Virtual High School, which appears later in this catalog, for additional course electives beyond the school program.



**#5123 Spanish I 1 Credit**  
This course gives the student the ability to communicate her needs with present-day vocabulary, introduces her to current Hispanic cultures and traditions, permits her to step into the total picture of a world language classroom and challenges her basic communication skills: listening, speaking, reading and writing. The student will be able to realize that learning a new language can be fun and educational at the same time.

**#5223 Spanish II 1 Credit**  
The student's mastery of the basic grammar, pronunciation and intonation is strengthened and her vocabulary is broadened. She continues to explore the life and customs of the Spanish-speaking world and gains an understanding of the basic differences among distinct cultures. Continued development of listening, speaking, reading and writing skills is the focus of the course.

**#5323 Spanish III 1 Credit**  
This course continues to guide the student in enhancing her world language abilities to survive in the Spanish-speaking world, to use the language for personal enjoyment and enrichment, to appreciate the Hispanic cultures in a global context, and to prepare her for use of the language in the future.

**#5324 Honors Spanish III 1 Credit**  
This course continues to guide the student in enhancing her world language abilities to survive in the Spanish-speaking world, to use the language for personal enjoyment and enrichment, to appreciate the Hispanic cultures in a global context, and to prepare her for use of the language in the future. Coursework is enhanced through such resources as reading supplements, journal writing, Internet and film as well as a final project and presentation.

**#5423 Spanish IV 1 Credit**  
This course reinforces the basic grammar learned and gives the student an understanding and working ability of more complex grammatical constructions. At the same time it builds upon vocabulary and structures that are presented and their relation to real-life situations of student experiences in education and in the workplace. Students work to improve proficiency and expand their understanding of Hispanic cultures through reading literature, journal writing, using the Internet and exposure to the arts.

**#5424 Honors Spanish IV 1 Credit**  
This course reinforces the basic grammar learned and gives the student an understanding and working ability of more complex grammatical constructions. At the same time it builds upon vocabulary and structures that are presented and their relation to real-life situations of student experiences in education and in the workplace. Students work to improve proficiency and expand their understanding of Hispanic cultures through reading literature, journal writing, using the Internet and exposure to the arts. Course work is enhanced by additional readings, literary analysis, extensive composition writing, a mid-year and final project and presentation.

**#5434 Honors Spanish V 1 Credit**  
This course focuses on developing proficiency in all four language skills: listening, reading, speaking and writing. Students will become more fluent and confident speakers, more knowledgeable about grammar, more able readers of a variety of forms of written language, and more skilled writers of Spanish. As students accomplish these skills they will gain a deeper appreciation of the Spanish language and the cultures that comprise the Spanish-speaking world. Students will participate in a variety of activities and utilize diverse learning resources.

Please see description of the Interdisciplinary Program, Virtual High School, which appears later in this catalog, for additional course electives beyond the school program.



## HEALTH AND PHYSICAL EDUCATION

The Health and Wellness program is designed to enhance each student's understanding of the importance of maintaining total health. A major focus is prevention and decision-making to promote a healthy lifestyle as students assume increasing responsibility for their own health and well-being. The Physical Education component also assists in such development. More specifically, Physical Education promotes physical, emotional, mental and social growth through a program of activities selected in response to the interests and needs of the students.

### Grade 10

**#9213 Health and Wellness ¼ Credit**

This course explores attitudes and practices in health and their application to wellness, responsible living, and other common health issues in general and among women. Topics include personal and mental health, physical fitness, nutrition, substance abuse, and decision making relative to one's health and well-being. Independent research projects are an integral part of the course.

### Grade 9

**#9100 Physical Education ¼ Credit**

This course provides students the opportunity to develop and refine general and specific motor skills as well as sport related skills through the various activities offered in this program. Additional focus is placed on developing an understanding and appreciation of the value and benefits of regular physical activity.

### Grade 10

**#9200 Physical Education ¼ Credit**

Students continue to work on skill development as they are challenged to excel in their performance. More focus is placed on understanding game concepts and strategies as well as in integrating and applying concepts from Health and Wellness.

### Grade 11

**#9300 Physical Education ¼ Credit**

Students continue to work on skill proficiency and a more in depth understanding of game concepts and strategies. Additional focus is placed on developing leadership skills through general participation and through problem solving activities. Continued emphasis is placed on the application of concepts from Health and Wellness.

### Grade 12

**#9400 Physical Education ¼ Credit**

Fourth year course pending.

**#9410 Physical Education Assistant ¼ Credit**

This is an elective course offered to seniors to assist the instructor in Physical Education classes. It provides an opportunity for students to develop qualities such as leadership and responsibility through application of their knowledge and understanding of sport, health and fitness. **Prerequisite: Departmental approval.**

Please see description of the Interdisciplinary Program, Virtual High School, which appears later in this catalog, for additional course electives beyond the school program.

## GUIDANCE

The Guidance Department of Mount Saint Joseph Academy endeavors to assist each student in achieving her academic, college, career, and personal goals. Guidance courses supplement individual and small group sessions in order to support student transitions, address adolescent issues, provide information about college and career choices, and give students the opportunity to prepare for taking SATs and other standardized tests.

### **Orientation Program**

**No Credit**

#### **Requirement for freshwomen**

This course provides support for ninth grade students to develop academic, social, and communication skills. Throughout the year, guidance personnel and other faculty members present classes that are designed to facilitate a successful transition to high school.

### **#6030 Careers / SAT**

**¼ Credit**

#### **Requirement for juniors**

This course is designed to assist juniors in developing education and career plans that are consistent with their talents, interests, aspirations, and achievements. Included in this program is preparation for the PSATs and SATs. Students will have the opportunity to complete online personality and career inventories and a computerized college search. In addition, this course provides a thorough preview of the college application process: interviews, tours, essays and financial aid opportunities.

### **#6050 Senior SAT Math**

**No Credit**

#### **Elective for seniors**

This course provides an opportunity for students to practice mathematical skills in preparation for the SAT. Test taking strategies are reviewed. Computer and workbook exercises are utilized. This class will meet once per cycle for the first quarter of senior year. Students who are electing this course are encouraged to order SAT Question and Answer Service when they take SATs in May of junior year.

### **#6060 Senior SAT Verbal**

**No Credit**

#### **Elective for seniors**

This course provides an opportunity for students to practice verbal skills in preparation for the SAT. Test taking strategies are reviewed. Computer and workbook exercises are utilized. This class will meet once per cycle for the first quarter of senior year. Students who are electing this course are encouraged to order SAT Question and Answer Service when they take SATs in May of junior year.

Please see description of the Interdisciplinary Program, Virtual High School, which appears later in this catalog, for additional course electives beyond the school program.

## TECHNOLOGY

Mount Saint Joseph Academy provides a strong, sequential program of Technology Across the Curriculum. Research, writing, and student presentations using the latest software applications are required in every discipline. All students must abide by Mount Saint Joseph Academy's Acceptable Use of Technology Policy as stated on page 30 of this Program of Studies.

### **#7103 Technology I**

**¼ Credit**

This semester course provides students with instruction in correct keyboarding technique for the alphabetic keyboard using a self-paced keyboarding software program. The first half of the course gives the student an opportunity to perfect her keyboarding skills and develop speed and accuracy. The second half is spent applying these skills to a variety of software applications that are used in future course work. All students are required to demonstrate proficiency in basic Microsoft Word, PowerPoint, and Publisher by completing required projects in each of these software applications.



**#4410 Library Assistant Program**

**¼ Credit**

Students electing this course will report to the Library twice per cycle during their study periods to assist the librarian with various tasks. They will learn and develop skills required in the field of library science. Some of the assistants' responsibilities will include data entry of cataloguing information, processing new acquisitions, and shelving books and magazines. Students will receive a pass/fail grade based on attendance and performance. Interested students should speak to the librarian.

Please see description of the Interdisciplinary Program, Virtual High School for additional course electives beyond the school program.

**INTERDISCIPLINARY PROGRAM**

**Honors Virtual High School**

Mount Saint Joseph Academy, as a participant in the Virtual High School Program, offers online electives to seniors and juniors, providing them with the opportunity to take innovative, student-centered, high quality courses, including Advanced Placement or specialized classes in a wide variety of subject areas from other high schools around the world. By choosing VHS as an elective in their junior and/or senior year, the students are able to learn in a new and exciting technology-rich environment. The program prepares them for college or the workplace by helping them to develop technical savvy and effective research skills and by requiring independent work, careful time management and accountability for all of their assignments. Access to the Internet outside of school is recommended. Students must complete the application process and meet certain academic criteria in order to enroll in the Virtual High School program. The ideal VSH student is self-motivated, conscientious and able to take responsibility for her learning. Students accepted into the program will be enrolled in a NetCourse of their choosing that is not offered in-house at the Academy, and will attend class via the Internet, working independently under the supervision of the Site Coordinator in the MSJA Library. Students who successfully complete their VHS course(s) will receive appropriate credit towards fulfilling diploma requirements.

**All students must elect two semesters of Virtual High School to equal a full-year course unless VHS is a seventh course in a semester.** Students should always use the course number associated with the full-year course unless they have elected VHS as a seventh course for at least one semester. The **Application Packet** is available from the VHS Site Coordinator. The VHS Course List on page 27 is subject to change.

**Junior Year Virtual High School**

**Senior Year Virtual High School**

**#4334** Full Year Course

**#4434** Full Year Course

**#4435** Full Year **Advanced Placement** Course

**Course numbers for Virtual High School as seventh course only:**

**#4314** First Semester Course

**#4414** First Semester Course

**#4324** Second Semester Course

**#4424** Second Semester Course

## Virtual High School Course List

### AP Courses

AP Art History  
AP Biology  
AP Calculus AB  
AP Calculus BC  
AP Computer Science A  
AP Economics: Micro and Macro  
AP English Language and Comp.  
AP English Literature and Comp.  
AP Environmental Science  
AP French Language  
AP Government and Politics: U.S.  
AP Physics B  
AP Physics C  
AP Psychology  
AP Spanish Language/Spanish V  
AP Statistics  
AP U.S. History

### Arts

American Popular Music  
AP Art History  
Art and the Internet  
Art History: Renaissance - Present  
Caribbean Art History  
Creating Art History  
History and Pop Music  
History of Photography  
Music Composition and Arranging  
Music Composition: Western Tonal  
Harmony  
Music Listening and Critique

### Business

Business and Personal Law  
Entrepreneurs: Business Owners...  
Entrepreneurship: Starting Your Own  
Business  
International Business  
Introduction to Statistics  
Investing in the Stock Market  
Learning to Invest in the Stock Market  
Marketing and the Internet  
Personal Finance  
Statistics and Business Quality  
Management

### Foreign Language

Basic Mandarin  
Latin I  
Spanish Culture and 20<sup>th</sup> Century  
Hispanic Literature  
Writing in Spanish

### Language Arts

101 Ways to Write a Short Story  
Academic Writing  
Around the World in 80 Days  
Basic Essay Writing  
Contemporary Irish Literature  
Creative Writing ...  
Cultural Identity Through Literature  
Folklore and Literature of Myth...  
Gateway Reading and Literary Analysis  
Ghoulies, Ghosties -Why we Like to be  
Scared

Hearts of Darkness: Meeting Ourselves  
in Literature  
Heroes  
Horror, Mystery and Science Fiction  
Literature  
Introduction to English Language and  
Composition  
Introduction to English Literature and  
Composition  
Literacy Skills for the 21<sup>st</sup> Century  
Mythology: Stories Around...World  
Poetry Writing  
Poetry: Contemporary Amer. Poets  
Reading and Writing the Science Fiction  
Short Story  
Screenwriting Fundamentals  
Shakespeare in Films  
To Kill a Mockingbird  
Writing and Telecommunications  
Young Adult Literature

### Life Skills/Health

Career Awareness for the New...  
Employability Skills  
Kindergarten Apprentice Teacher  
Parenting in the 21<sup>st</sup> Century  
Perspectives in Health  
Preparing for College Admissions and  
Financial Aid  
Who Do I Want to Be When I Grow Up?

### Math

Algebra 1  
Algebra 2  
Algebra 2 Honors  
AP Calculus AB  
AP Calculus BC  
AP Statistics  
Calculus for Business  
Gateway Math  
Introduction to Calculus AB  
Introduction to Statistics  
Math You Can Use in College  
Mathematical Reasoning and Logic  
Mathematics of Electricity  
Number Theory  
Statistics and Business Quality  
Management

### Science

Advanced Topics in Chemistry  
Anatomy & Physiology...  
Animal Behavior and Zoology  
AP Biology  
AP Environmental Science  
AP Physics B  
AP Physics C  
Astronomy Basics  
Astronomy: Stars and the Cosmos  
Bioethics Symposium  
Biotechnology  
Chemistry II...  
DNA Technology  
Environmental Chemistry  
Environmental Science...  
Epidemics: Ecology or Evolution

Forensic Science  
Genes and Disease  
Integrated Mechanical Physics  
Introduction to Biology  
Introduction to Chemistry  
Introduction to Environ. Science  
Introduction to Physics B  
Meteorology...  
Nuclear Physics...  
Oceanography: A Virtual Semester at  
Sea  
Physics for Enquiring Minds  
Pre-veterinary Medicine  
The Human Body

### Social Studies

American Foreign Policy  
American Multiculturalism  
AP Economics: Micro and Macro  
AP Government and Politics: U.S.  
AP Psychology  
AP U.S. History  
Community Service Learning  
Constitutional Law  
Criminology  
Current Issues in Law & Justice  
Democracy in America?  
Eastern and Western Thought  
Film and Literature...  
Gods of CNN...  
IB Economics  
IB Information Technology in a Global  
Society  
Introduction to Economics  
Introduction to Government  
Introduction to Psychology  
Introduction to U.S. History  
Lewis and Clark's Expedition...  
Peacemaking  
Pearl Harbor to the Atomic Bomb  
Philosophy I  
Psychology I  
Sociology  
Sports and American Society  
The Glory of Ancient Rome  
The Golden Age of Classical Greece  
The Holocaust  
The Vietnam War  
Western Cultural Humanities  
World Conflict: A UN Introduction  
World Religions

### Technology/Tech Ed.

Advanced Web Design  
Animation and Effects:...  
CAD  
Computational Science and Engineering  
Using Java  
Desktop Publishing...  
Engineering Principles  
IB Information Technology...  
Introduction to Computer Science  
Programming in Visual Basic  
Technology and Multimedia  
Web Design and Internet Research

## POLICY FOR ACCEPTABLE USE OF TECHNOLOGY: STUDENTS

December 7, 2006

Mount Saint Joseph Academy considers its stated mission, goals, and fundamental values in providing technological resources for students' use. In supervising students and in monitoring their online activities, the school complies with the requirements of the Children's Internet Protection Act of April 5, 2001. Mount Saint Joseph Academy expects that each student user will demonstrate high moral and ethical standards.

Mount Saint Joseph Academy makes no guarantees regarding availability of or access to its technological resources and will not be responsible for the accuracy, nature, or quality of information gathered through school-provided use of the Internet. An Internet filtering program has been installed to eliminate the access of some materials. In addition, Mount Saint Joseph Academy will not be responsible for unauthorized financial obligations resulting from school-provided access to the Internet.

Computers and Internet access are used to support learning and to enhance instruction. Use of school equipment, the school network and the Internet is a privilege, not a right. Use and access entail responsibility. Students utilizing school equipment, the school network and school-provided Internet access must first have instruction in proper use. Then, they must submit for school files the signed Acceptable Use of Technology Agreement. Parents must sign this agreement as well. Students are responsible for appropriate behavior online and/or while using any technological resources, just as they are in the classroom and in other areas of school life. The same general rules for behavior and communications apply.

Examples of unacceptable use include, but are not limited to the following:

1. Students will not use technological informational resources for anything other than school-related purposes.
2. Students will not attempt to access password protected systems or servers for which they do not have an assigned password.
3. Students will not download software, music files, and other unauthorized programs.
4. Students will not use technological informational resources for any illegal purpose, including **plagiarism, copyright violations and illegal distribution of software.**
5. Students will not access, print or distribute pornographic, obscene or **sexually explicit materials** or any material not considered to be of value in an educational setting.
6. Students will not impersonate other individuals or misrepresent themselves in any way when using the school's technological resources.
7. Students will not use technological resources for commercial purposes or political endorsements.
8. Students will not attempt to harm or destroy data or equipment of the Mount Saint Joseph Academy network, of another user, or of another agency connected through the Internet.
9. Students will not upload or disseminate unauthorized pictures, data, audio files, etc.
10. Students will not use school-owned or any other computers, computer networks, cell phones, cameras of any kind, data or other technological resources to harass, stalk, threaten, defame or otherwise cause harm or damage to another person, institution, or company within or outside of the Mount Saint Joseph Academy community.
11. Students will not post any images or statements that defame the school, its faculty, staff, administrators, or other students on any social networking site.
12. Students will not identify themselves under the school name or in such ways that are not in keeping with the mission of Mount Saint Joseph Academy.

All student files must be stored on external disks or on her personal network account. Electronic messages and files stored on school-based computers will be treated like school lockers and are subject to access and monitoring. Administrators and faculty may review files and messages in order to maintain system integrity and to ensure that users are acting responsibly and ethically. Students must seek prior permission to use any computer, peripheral, presentation material belonging to the school and are responsible for their appropriate use.

School personnel will take disciplinary action appropriate to the gravity of any infraction of the Acceptable Use of Technology Policy. Sanctions include: verbal warning, written warning, loss of privilege of school owned resources, detention, suspension and expulsion. Lack of availability of a school computer does not excuse a student from the responsibility of completing all computer-generated assignments required in classes.

As technology advances, Mount Saint Joseph Academy reserves the right to judge new uses of technology and to amend this policy in light of the Mission of the Academy.