



URSULINE ACADEMY COURSE CATALOG

Our Mission

An independent Catholic school for young women in grades 7-12, Ursuline Academy fosters respect, compassion, intellectual curiosity, and a commitment to service. Inspired by the legacy of St. Angela Merici, our students grow to be women of integrity who engage in their communities with purpose and presence.

We live with faith, courage, and joy.

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INTRODUCTION

This course catalog provides curriculum information for the current school year and is crafted to help students, parents, and counselors select courses that most suit the individual academic needs of each student. Students consult with their counselors and parents before course enrollments are made. The courses offered in any given year, especially electives, may change depending on demand.

Once made, course selections are assumed to be permanent. Occasionally changes are made to meet adjusted student need; for example, a student may be inadequately prepared to be successful in a scheduled course, and her counselor and the Dean of Academics agree she would benefit from a different placement; or a student has transferred into Ursuline from another school and there is need for realignment of her credits.

If an advanced middle school student is placed in an upper school course, she does not receive graduation credit for that course. Only students enrolled in grades 9-12 earn credits toward their diploma.

AP COURSES

Ursuline Academy offers a variety of college-level courses audited annually by the College Board. These Advanced Placement courses provide students the opportunity to engage in rigorous, college-level course work. Students accepted for enrollment in AP courses take the College Board's culminating national examinations in the spring of the year. There is a fee associated with each exam, and Ursuline students may not opt out of their AP exam. AP students are expected to engage proactively in the fast-paced learning environment of an AP course and should have strong, independent work habits to read, write, research and complete projects independently.

ACADEMIC REQUIREMENTS

ACADEMIC REQUIREMENTS FOR GRADES 9-12

The requirements for graduation for grade 9 through 12 are:

4 credits Theology

4 credits English

4 credits Mathematics

3 credits World Language (French, Spanish or Latin)

3 credits History

3 credits Science

1 credit Fine Arts

3 credits Electives

ACADEMIC REQUIREMENTS FOR GRADES 7 - 8

Students in grade 7-8 are required to take the following courses:

Theology

English

Mathematics

Science

History

World Language

Art

Music

Technology

EDUCATIONAL PHILOSOPHY

Confident learners are eager. At Ursuline, students hone basic skills while simultaneously stretching in new directions, first cementing background knowledge and then employing critical thinking skills to reach new understandings. Academic rigor stands at the center of an Ursuline education. Inspired by academic curiosity, students work closely with faculty members who have high expectations and guide students' perseverance in learning in a supportive environment.

ENGLISH

The Ursuline English department seeks to develop life-long readers, eloquent and persuasive speakers and insightful writers. Students begin with essential vocabulary, syntax and grammar skills in middle school and develop as writers through practice, analysis, conferencing and re-writing. Teachers present a variety of genres from which to investigate themes in literature. Students rely on a variety of methods for literary analysis including student-led seminars which broaden their perspectives and improve their proficiency in self-expression. Numerous opportunities exist in each course for oral presentation, dramatic interpretation and creative production. All courses are offered at the honors level, meaning that rigorous assessment; quick pacing; and skillful, analytical reading skills are expected.

ENGLISH LITERATURE 7 – GRADE 7

In this course students learn to read actively, think critically, and communicate clearly both orally and in writing. To develop these essential skills, they experience various genres of literature – poetry, drama, short stories, and novels – and examine the elements of these literary forms. Through the reading selections, students explore themes such as loyalty, love, justice, freedom, identity, and individuality. Past works have included *A Christmas Carol*, *The Outsiders*, *Anne Frank: The Diary of a Young Girl*.

ENGLISH LITERATURE - GRADE 8

Eighth grade English builds upon the 7th grade foundation: students recognize and gain appreciation for the nuances and artistry of the written word. Relying on close reading analysis, students use textual evidence to make inferences and analyze how writers use rhetorical strategies such as symbolism, tone and point of view to develop characters and theme. In the writing strand, students hone their essay composition skills and use auxiliary vocabulary and grammar studies to promote their command of scholarly writing. Along with various short stories and poems, past works have included: *Of Mice and Men*, *A Tree Grows in Brooklyn*, *To Kill a Mockingbird*, *Animal Farm*, and *Romeo and Juliet*.

ENGLISH I – GRADE 9

At the start of upper school English studies, students become more expressive, imaginative and creative readers and writers. Students write to develop their own style, language and voice and become more critical and comprehensive readers. Students are confronted with the complexity of individual movement toward the common good through literature selections that share thematic content about awakening moral consciousness. Past selections have included *Jane Eyre*, *Lord of the Flies*, *The Catcher in the Rye*, and *Rebecca*.

FRESHMAN STUDIES – GRADE 9

The Freshman Study Skills course provides each 9th grade student with a foundation in grammar, writing, public speaking, and organization that will serve her across all disciplines. Students will practice the elements of research, writing a thesis statement, identifying supporting evidence and crafting conclusions. Additional units of practice will vary with the needs of students and department input.

ENGLISH II – GRADE 10

Sophomores investigate stories of universal human experience that transcend boundaries of

language and translation. In the first semester, students read great tragedies from ancient and modern eras including those written by Sophocles, Shakespeare and Ibsen. During second semester students consider variations of journey stories, including works by Homer, Chimamanda Ngozi Adichie, and Gabriel Garcia Marquez. In addition to writing analytical essays on these texts, students also undertake a significant and independent research paper that requires them to create a multi-faceted solution to a profoundly-researched global issue.

AP ENGLISH LANGUAGE AND COMPOSITION – GRADE 11

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

ENGLISH III – GRADE 11

Juniors survey American Literature from its early foundations through the twentieth century with close reading and analysis of representative works supplemented by independent reading and research. Essential questions such as “what is the relationship between literature and place” and “how does literature both reflect and shape a society” focus students’ exploration of their rich oral and written tradition. Students develop an understanding of rhetorical conventions including argumentation, persuasion, rational and emotional appeal and parallelism as they mature as critical thinkers and strategic readers. All students will create an independent, documented literary analysis research paper. These titles are representative works: *The Crucible*, *Billy Budd*, *The Glass Menagerie*, *The Great Gatsby*.

ENGLISH IV – GRADE 12

As Seniors think about the world, they develop empathy by reading the hallmarks of the British canon. Through analysis of these texts and personal reflection, students consider the world as it is presented, share complex and often conflicting reflections on those observations, and learn to consider multiple perspectives as they balance conflicting worldviews. Student writing includes the personal essay and the academic essay. Texts read vary, but these authors are representative: E.M. Foster, Evelyn Waugh, Oscar Wilde, Jane Austen, William Shakespeare.

AP ENGLISH LITERATURE AND COMPOSITION – G R A D E 1 2

AP Literature is a college-level course approved by the College Board that provides qualified seniors opportunities to develop interpretive literary skills through examination of a variety of literary genres. Writing assignments include formal, timed, analytical and creative essays, and encourage the close reading of texts, assessing structural devices and thematic language in order to develop insight into the human experience. Through independent and class activities, students will prepare for the College Board Advanced Placement examination in the spring.

FINE ARTS

Visual Arts

The Visual Arts department faculty helps each student express herself artistically and creatively by developing her technical skills and imaginative ideation. Students hone their observational learning and explore a variety of art media through hands-on projects that include training in and use of Ursuline's advanced technology.

ART 7 – GRADE 7

Beginning students learn techniques and the basics on which all future instruction rests: the color wheel, contour drawing, tempera paint, chalk pastels, introduction to drawing from a grid, and basic animation using the Animation Creator HD iPad app. They produce book cover illustrations and an animated movie.

ART 8 – GRADE 8

Art 8 builds on and develops students' skills learned in Art 7. Students learn about complementary and analogous color palettes, work on shading, and begin drawing using classical perspective. They benefit from technology through the printmaking unit, which introduces textile design, such as repeating patterns and coordinated palettes. In fashion design, students choose a theme for a series of garments and illustrate a fashion board in watercolor and colored pencil. For a culminating project, they work in three dimensions by drawing, planning, measuring, and constructing architectural models.

VISUAL ART AND DESIGN I – GRADES 10/11/12

Through drawing, digital photography, Adobe Photoshop, painting, hand lettering, Adobe Illustrator and Adobe InDesign, students explore realism, abstraction, introduction to Graphic Design, and elaboration on a theme. Understanding visual composition, color theory, and typography, students can proceed into upper level art classes.

VISUAL ART AND DESIGN II – GRADES 11/12

Prerequisite: Visual Art and Design I

Students in this course explore more complex concepts in visual art and design including color theory, Modernism, Wabi-Sabi, positive and negative space, composition, and the development of ideas from sketch to final. Students continue to manipulate Adobe Photoshop, Illustrator, and InDesign and also work in traditional media such as painting, sculpture, and drawing.

VISUAL ART AND DESIGN III – GRADES 11/12

Prerequisite: Visual Art and Design II

This class, comprised of both Advanced Placement and non-AP students, emphasizes developing a body of work and an artistic voice. Students work in a variety of media before working, with instructor guidance, on independently-designed projects.

AP STUDIO ART – GRADE 12 (11 with teacher permission)

Prerequisite: Visual Art and Design II (Visual Art and Design I with permission)

Taking Visual Art for AP credit is a serious commitment to the study of art and reflects three major concerns: 1) Quality, 2) Concentration and 3) Breadth. Students will submit a portfolio to the AP Board at the end of the year with pieces that demonstrate the student's understanding, exploration and design of the three major concerns. Students are expected to complete independent summer work and arrive with three completed projects on the first day of class.

WEBSITE DESIGN – GRADE 10/11/12

Combining art and coding, students use graphic design and programming to connect left and right brain thinking in a practical, real world application. Students learn how to use principles of design to create a website and will gain the tools needed to implement their designs through code. They master HTML and CSS (and some Javascript), both of which languages provide a superior knowledge base in the web design field.

Performing Arts

At Ursuline, being a well-rounded, educated woman includes learning the fundamentals of artistic expression. Participation in the performing arts is a positive, whole-person endeavor that provides the student opportunities to take risks in a supportive environment. Performing arts provide an opportunity for students to develop and foster their communication skills, self-discipline, problem solving, teamwork, leadership, collaboration, creativity, and to heighten their sense of self and the world around them.

MUSIC 7 – GRADE 7

7th grade students learn to be participants and listeners through this introduction to music; they play percussion instruments, learn to read music and sing. They study music from the Baroque and Classical eras as well as the modern age, and learn to analyze and critique the selections. Through the use of an online program called Incredibox, student learning includes the technology of musical arrangement.

MUSIC 8 – GRADE 8

Eighth grade music reinforces and extends seventh grade learning, as students progress through music composition. Performance opportunities include the ukulele as well as singing. In collaborative groups, students will produce a music video of their ukulele performance, and they will learn the process of evaluating musical performance. Continuing to utilize technology, student will use Garageband to create their own Hip Hop arrangement after studying 20th century music history.

MUSIC THEORY I – GRADES 10/11/12

While music is universally embraced as a human language, Ursuline student learn how to interpret that language through understanding. Students focus on time signatures, rhythm, understanding intervals, key signatures - major and minor, and harmony; ear-training, which includes interval recognition, rhythmic and melodic dictation, chord progressions and cadences. Students' culminating activities include two original compositions.

AP MUSIC THEORY – GRADES 11/12

Prerequisite: Music Theory I

Open to students in grades 11 and 12, AP Music Theory will build on the foundations learned in Music Theory 1, such as pitch, rhythm, meter, scales, keys, intervals and chords and is designed for students who have basic performance skills in voice or instrument and can read and write music. Students develop their musicianship skills in sight-reading, aural dictation, both melodic and rhythmic, realization of a figured bass and realization of a Roman numeral chord progression. Aurally and through score-reading, students will learn to analyze and identify harmony, melody, texture and form from a repertoire that includes works from the Western European Common Practice, Jazz, 20th century works and world music.

MUSICAL THEATER – GRADES 10/11/12

This course engages students in all areas of musical theater and includes the history and cultural significance of musical theater from “Dafne” by Jacopo Peri to “Hamilton” by Lin-Manuel Miranda. Students explore acting, singing, directing, dancing, rehearsal, performance, and design skills which will culminate in the presentation of specific musical theater scenes.

DRAMA I – GRADES 10/11/12

This course introduces students to Theater Arts through the study of beginning acting techniques and practical application of theater skills such as acting, movement, voice, relaxation, concentration, performance, improvisation, character analysis, scene study, monologues, audition skills, stagecraft (lighting, set, sound and costume design), playwriting, and directing.

COMMUNICATION ARTS – GRADE 10/11/12

The three objectives of Communication Arts are to enhance and improve public speaking technique, to become a savvy media analyst and consumer and to produce purposeful video content using a variety of creative approaches and editing.

Since effective public speaking is key to several areas of academic and professional success, students will continue to develop skills, no matter what level, with the intention of using these skills throughout their lives by analyzing and practicing specific speech techniques and by developing strong presentation skills.

Communication Arts students explore various media influences in a variety of industries including journalism, advertising, music, film, TV and social media exploring important concepts such as branding and demographic analysis. Communication Arts students collaborate with classmates to produce content for the school community learning lighting, audio, editing technique, voice overs and special effects including the use of green screen. Students use a variety of equipment independently, including video cameras, tripods and microphones and utilize the iHub and editing software.

MATHEMATICS

Perhaps more than any other subject, mathematics is sequential; students layer new concepts onto previous knowledge. The pace of moving forward with curriculum, therefore, is less important than students' genuine mastery of foundational material. Teachers design learning experiences that make math intriguing, not fearsome, and provide students with the increasing opportunity to synthesize their learning. At Ursuline, students develop a robust problem-solving ability, with the emphasis on showing their thinking pattern rather than merely arriving at answers. In this rigorous curriculum, students progress from arithmetic to working with abstract number concepts in courses that challenge and encourage them to take risks while yielding the satisfaction that comes from successful engagement. Working with data in real-world applications, students become proficient at adapting multiple approaches to solutions.

PRE - ALGEBRA AB – GRADE 7

Intended for students with a strong preparatory background in arithmetic and problem solving, this one-year pre-algebra course includes all standard topics of middle school mathematics and introduces students to operations with rational and irrational numbers. It includes evaluating expressions, solving equations and inequalities, writing equations and inequalities to solve problems, measurement and conversions, linear graphs, surface area and volume, and data analysis and probability. Teachers emphasize developing excellent mathematical habits, such as reading mathematics, writing about solutions, and doing neat, complete work.

PRE - ALGEBRA A - GRADE 7

Students in this course master approximately half of the material of the PRE-ALGEBRA AB course in the full year. Upon successful completion, students are ready to complete the second half of the course in the 8th grade.

PRE - ALGEBRA B – GRADE 8

Beginning with a review of material from the PRE-ALGEBRA A course, students continue to complete the second half of the PRE-ALGEBRA AB course. Upon successful completion of this course, students are ready for ALGEBRA I in the 9th grade.

ALGEBRA I - GRADES 8/9

Students enrolled in algebra 1 acquire facility in applying algebraic concepts and skills to operations with polynomials, fractions, and exponents, and learn to solve equations and inequalities. Teachers introduce graphing solution sets of open sentences in two variables, particularly linear equations and inequalities, exponents, exponential, quadratic, rational equations and functions. As with all courses, students rely on problem solving techniques and critical thinking in this fast-paced course.

GEOMETRY – GRADES 9/10

In this course students master the basic structure of plane and coordinate Geometry. Teachers develop students' deductive reasoning powers as students visualize relationships among geometric elements. Students must use their algebraic skills throughout the course and see that the two areas of math are complementary. The course aims to help students acquire precision in their use of mathematical language and increase their critical, creative problem-solving.

GEOMETRY HONORS – GRADES 9/10

Students in Geometry Honors reason using postulates and theorems in paragraph, indirect, and formal proofs. Students interact in groups discussing, writing, and communicating ideas towards solution of real-world problems. They look for patterns and write mathematical models. Throughout the course, the

teacher presents coordinate geometry, with an emphasis on algebraic concepts. The course contributes to the development of the student's habits of detail, precise mathematical language and logic.

ALGEBRA II - GRADES 10/11

Algebra II students study functions, their graphs, their inverse functions, operations domain and range of functions. Types of functions studied include quadratic, exponential, logarithmic, higher order polynomial, radical, and rational functions. Students also benefit from an introduction to trigonometric ratios, trig functions, and data analysis.

ALGEBRA II HONORS – GRADES 10/11

Algebra II honors is primarily a fast-paced study of functions; defining functions and inverse functions, operations with functions and domain and range of functions. Students learn about quadratic, exponential, logarithmic, higher order polynomial, radical, rational and trigonometric functions and also work on other topics including data analysis and probability and conic sections.

PRE- CALCULUS – GRADES 11/12 Teacher recommendation required

Prerequisite: Algebra II

Through pre-calculus, students prepare for their continued study of mathematics in either high school or college, beginning with a thorough review of Algebra through the study of linear and quadratic functions, exponential and logarithmic functions, trigonometric functions and their applications. Students also encounter polar coordinates and vectors and study number theory, probability and related topics. Students learn to integrate a TI-83 or TI-84 calculator in their problem-solving.

PRE- CALCULUS HONORS – GRADES 11/12 Teacher recommendation required

Through pre-calculus, students prepare for their continued study of mathematics in either high school or college. It includes a thorough review of Algebra through the study of linear and quadratic functions, exponential and logarithmic functions, trigonometric functions and their applications. Students also encounter polar coordinates and vectors and study number theory, probability and related topics and conclude the year by learning about limits. Students rely on their problem-solving skills to engage real-world situations with the utilization of technology. Students learn to integrate a TI-83 or TI-84 calculator in their problem-solving.

CALCULUS – GRADE 12

Prerequisite: Precalculus

Students begin this course by studying limits and continuity and progress through derivatives, derivative rules and applications of the derivative, including optimization, curve sketching and related rates. Students study Riemann sums and integrals and use the graphing calculator to explore concepts and verify and facilitate solutions. Students regularly communicate mathematics orally and in sentence format to explain problem solutions.

AP CALCULUS – GRADE 12

This college-level course follows the program required for Calculus AB in the Advanced Placement course description including limits, differentiation and integration. Students work rigorously to achieve a high level of understanding of underlying concepts of calculus, concepts which are not necessarily developed explicitly in class. Students use the graphing calculator extensively to explore concepts, verify calculations, and support many problems with visual representation.

STATISTICS – GRADES 11/12

Prerequisite: Enrollment in, or completion of pre-calculus

This course, offered to juniors and seniors, may be taken concurrently with AP Calculus, Calculus or Precalculus. Through real-world case analysis, students explore and develop their statistical thinking and understanding of data concepts such as frequency distribution and graphs, measures of central tendency, variation and position, counting techniques, probability, normal distribution, confidence intervals and hypothesis testing.

SCIENCE

Intellectual curiosity is a hallmark of an Ursuline student. Asking “why” is at the heart of the study of science, and at Ursuline, students engage in the major scientific disciplines as well as the opportunity to explore other areas of science through an array of electives. Teachers rely on a variety of teaching methods to engage scientific inquiry, utilizing Ursuline’s well-equipped laboratory spaces to encourage exploration. Technology such as virtual reality is seamlessly incorporated to yield additional experiences that transcend the physical space, and students work together to develop collaborative strategies for design and problem-solving. Students graduate from Ursuline with a firm base of knowledge, in addition to critical thinking skills and analytical skills deepened through experimentation.

LIFE SCIENCE – GRADE 7

7th grade students study living organisms and how they survive, building a strong foundation in fundamental principles and concepts of the natural world. Students work with a variety of topics they will engage in depth in upper school, including cells, human anatomy and physiology, genetics, and ecology.

PHYSICAL SCIENCE – GRADE 8

In Physical Science, students learn the fundamental principles of chemistry and physics including the properties and classification of matter, atomic structure, elements and compounds, chemical bonding and reactions, motion, force, simple machines, and energy. Through inquiry-based learning principles and active design, students have a variety of opportunities to demonstrate their mastery of these concepts.

BIOLOGY – GRADE 9

This course, designed to provide students with active laboratory-based challenges, develops their understanding of the natural world through critical thinking skills and problem solving. Students learn about cell structure and function, biochemistry, metabolism, cell reproduction, animal and plant physiology, evolution, and genetics. At the end of the course students are able to synthesize the details of each topic into the larger conceptual framework of the biological world.

CHEMISTRY – GRADE 10

“What if?” is an essential question in chemistry, and this course gives students the opportunity to investigate fundamental concepts in the discipline. Topics include atomic structure, periodic law, chemical bonding and reactions, molecular geometry, stoichiometry, gas behavior, solutions, equilibrium, acids and bases, redox reactions, thermodynamics, and organic chemistry. In their weekly labs, students rely on analytical thinking strategies to take on the challenge of translating theoretical concepts into real world applications.

ANATOMY AND PHYSIOLOGY – GRADE 11/12

In this hands-on course, students study the anatomy and physiology of the human body comprehensively, learning anatomical terminology, biochemistry, nutrition, cells and tissues, homeostasis, the integumentary system and body membranes, and select systems. Through topics in this course, students recognize common human diseases and learn about the many career opportunities in the healthcare industry. Using microscopy and dissections of preserved specimens, students study physiological concepts through active experimentation, culminating in the dissection of a fetal pig so that students can synthesize their knowledge of all the various systems to show how they interact within an organism.

ENVIRONMENTAL SCIENCE – GRADE 11/12

Focusing on the interaction between humans and the environment, students engage with topics such as overfishing, coral bleaching, biodiversity, global climate change, human population growth, tropical deforestation, renewable vs nonrenewable energy, and environmental disasters such as damage from oil spills and hurricanes. Students conduct field research on the Ursuline Campus and participate in citizen science projects assisting scientists in their data collection.

PHYSICS – GRADE 11/12

Critical thinking, mathematical problem solving, and laboratory investigation form foundational experiences in physics. Students develop a profound analytical and quantitative skill set as they gain a deeper understanding of how the natural world works. Physics includes the study of the universe from the largest galaxies to the smallest subatomic particles and includes motion, force, energy, and waves. Students apply their theoretical knowledge through demonstrations, experimentation and laboratory work.

AP BIOLOGY – GRADE 11/12

This college-board approved course is equivalent to a two-semester college introductory biology course and as such moves at a rigorous pace. Lecture and laboratory work supplement the student's significant independent learning about molecules and cells, heredity and evolution, and organisms and populations. The laboratory component of the course challenges students to think analytically and to develop their ability to interpret data. Students enrolled in this course are well-prepared to succeed on the AP biology examination.

AP CHEMISTRY – GRADE 11/12

Approved by the College Board, this course is equivalent to a two-semester college introductory chemistry course. To be successful in this fast-paced course, students should be independent learners, understand the concepts presented in sophomore chemistry and employ excellent scientific reasoning skills. The course requires a conceptual approach to problem solving. Students enrolled in this course are well- prepared to succeed on the AP exam.

FORENSIC SCIENCE – GRADE 11/12

Forensics is a fast-paced and interesting field of study in the criminal justice system and popularized by TV series such as NCIS and others, which involve cases using scientific evidence to investigate crimes. Students enrolled in this course will focus on the science of gathering and processing evidence such as hair and fiber analysis, fingerprints, DNA analysis and blood spatter/analysis to solve crimes. Students work actively in this class as investigators and augment lectures, reading, case activities, and video presentations with real-world projects

SOCIAL STUDIES

Social Studies seeks to understand the relationship between change and continuity across eras. Geographic, political, social, cultural, economic, ideological, technological and demographic factors as well as issues of gender and religion help define, shape and drive civilizations. Students will develop a sensitivity to and empathy for other viewpoints and differences that can unite or divide human beings as they grow in awareness of the historical and cultural factors and context of various world belief systems, ideologies, and customs aids in this self-awareness. As they learn how to understand individual agency, societal interactions, historical genealogy and the natural environment, students will grow in self-knowledge and in recognition of themselves as global citizens.

WORLD GEOGRAPHY – GRADE 7

Seventh grade students learn and apply the five themes of geography (location, place, movement, human- environment interaction, region) to deepen their understanding of the past, present, and future connections of our planet's peoples and lands. Students explore the physical and human characteristics of countries and regions, oceans and waterways, and climates and ecosystems around the globe. Students further their examination by identifying political systems, understanding economies, and investigating cultures and how cultural influence extends beyond borders.

FOUNDATIONS OF US HISTORY – GRADE 8

In this foundational course, students study in depth the seminal documents of the United States—the Declaration of Independence and the U.S. Constitution. They explore key principles articulated in those documents as they investigate case studies in American history, including issues related to Native Americans, African Americans, and gender. Through these studies and projects, students' examinations seek to answer the course's essential question: What does it mean to be American?

WORLD HISTORY I – GRADE 9

Taught over two years at Ursuline Academy, world history begins with the rise of humanity in Africa, and students learn what makes a civilization through their investigation of the river civilizations of Egypt, Mesopotamia, India, and China; the rise of world religions; the classical civilizations of Greece and Rome; the achievements of African and European societies in the Middle Ages; the Renaissance; and the Protestant Reformation. In addition to learning historical content, students also put their geography knowledge to use and practice their skills practice in nonfiction reading comprehension and historical writing. On a weekly basis students discuss their world through current events analysis and presentation.

WORLD HISTORY II – GRADE 10

Beginning with the events leading up to the French Revolution, students layer additional historical understanding through their investigation of the Industrial Revolution, the development of nationalism and imperialism, WWI, the Russian Revolution, WWII, important trends in Latin America, Africa and Asia, the Fall of Communism, the modern Middle East and how the nations of the world are positioned today. Students read actively from a variety of sources and use primary source documents to evaluate the times in which major events occurred. Through their work in this class, students learn about the ideology, economic and cultural foundations that propel world history. Purposely-designed reading and writing assignments promote analytical and critical thinking about the forces that have shaped and continue to shape the world.

AP EUROPEAN HISTORY – GRADES 10/12

AP European History is a college-level survey course in which students examine the political, economic, social, and cultural life of Europe from 1450 to the present day. The course is divided into topical units of one to two weeks each, and class work is built on students' analysis and evaluation of the ideas and events gleaned from the main text, primary sources, varied scholarly viewpoints, presentations, and educational videos. College-board approved assessment includes multiple choice and essay tests, homework essays, short quizzes, short research projects, and class participatory activities. Students are well-prepared for the AP European history examination in the spring.

US HISTORY – GRADE 11

In this course, students engage the span of American history - from pre-Columbian era to contemporary issues debated in the United States and particularly investigate the American Revolution, Reconstruction, both world wars, the Cold War, Vietnam, and Civil Rights. By reading and studying primary and secondary sources students gain insight into the ideologies, economics, and cultural foundations that underlay the events of U.S. History. Students use a variety of purposeful themes as lenses for their analysis, promoting critical thinking about the forces that have shaped the nation.

AP US HISTORY – GRADE 11

This College-Board approved course prepares students for the AP US History examination through their rigorous analysis of primary and secondary documents. Designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History, this AP course requires students to examine significant events and important figures in the context of the following major themes: America on a World Stage; National Identity and Citizenship; Political Change and Continuity; Pluralism and Group Identity; Free Markets and Economic Transformation. For the students, the culminating assessment of their deep-dive into US history is the AP US History exam in May.

AP PSYCHOLOGY – GRADE 12

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

PSYCHOLOGY – GRADE 12

Driven by the course's essential questions: What is psychology, and how can psychology help us answer the world we live in? students explore societal influences on individual behavior and group relationships and look for biological explanations of human behavior. Focusing on the various approaches to psychology, stages of development, and learning and cognitive processes, students also examine psychological disorders, personality traits, and careers in the field.

AP ART HISTORY – GRADE 12

This College-Board approved course covers the development of the fine arts beginning with the prehistoric era and concluding with 21st century art. The breakdown of the content is roughly 40% painting and drawing, 25% architecture, 25% sculpture, and 10% other media. Students examine both European Art and art beyond the European tradition such as Chinese and African art, analyzing each art work in terms of the elements of art such as line and color and also within the context of its historical, cultural, and social framework. The resources for this course consist of a college level text, primary and secondary source handouts. Among the forms of assessment are multiple choice quizzes, short and long essays, and short art analysis papers. Students learn through reading, presentations, numerous art videos, and hands-on projects. They are required to visit one museum over the course of the year, and the year concludes with an recommended field trip to the Metropolitan Museum of Art and Cloisters Museum. In the spring, students' final assessment is the AP Art History examination.

CIVICS AND CURRENT EVENTS – GRADE 12

To be an active engaged 21st century citizen, students need a firm understanding of the government of the United States, and students in this course examine the structure and functioning of government in order to analyze the issues the country engages in the world. Later in the year they will use that analysis to present, or discuss in a round table format, topics of the day that they have gathered through various media (newspapers, websites, television, magazines, etc.). Class participation, oral presentation, effective utilization of media, and written work all form part of the course assessment.

TECHNOLOGY

The overarching goal of the technology curriculum is to provide the students with a basic understanding of technology and engineering design for educational and social usage. N.B. The grade 7 and 8 technology curricula are always evolving to remain current with technological changes and trends.

TECHNOLOGY 7 –

In Tech 7, students learn basic computer skills and Internet safety. Among the skills that students acquire are the use of Google GSuite, proper use of computers, and basic research and digital bibliography tools. Internet safety topics include the do's and don'ts of being a good digital citizen, creating a positive online presence, and dealing with cyber-bullying.

TECHNOLOGY 8 – ROBOTICS

In Tech 8, students focus on the engineering design principles of task assignment, design, trial, modification, and production. Working in groups, students program LEGO EV3 robots to perform specific tasks. Topics covered include the engineering design process, journal writing (tracking the progress of the project), programming logic (Icon based programming), team dynamics and performance, and project management.

AP COMPUTER SCIENCE PRINCIPLES

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

THEOLOGY

The Theology Department seeks to provide all students with mission-based instruction emphasizing the development of the intellectual tools that will enhance understanding of the Catholic faith. By learning about Jesus Christ and the implications of relationship with Him, by gaining in understanding of God's saving plan and their own sanctification, and by growing in knowledge about the Church and its teaching, students grow in their capacity for moral decision making, and can deepen their own personal faith.. Rooted in the Ursuline community's commitment to service, students learn to recognize the call "to do justice, and to love kindness, and to walk humbly with your God" and how to act in accordance with principles of Catholic social teaching.

THEOLOGY 7 - Grade 7

This year-long survey course, "Introduction to Jesus, Scripture, and the Church," provides seventh grade students with a foundation for understanding Catholicism and Ursuline spirituality, while also emphasizing growth in the skills of reading, writing, and conversation. The year will begin with studying the life of St. Angela Merici and the history of the Ursuline Sisters. Students will discover how the story of St. Angela intersects with their own lives as members of this school and faith community. Students will also learn the fundamentals of the Catholic faith, including the Holy Trinity, Divine revelation, scripture, faith, sin, and grace. Students will learn a common vocabulary of Christian theology that will assist them in future theology courses as they examine how God's love manifests in the world and the invitation to participate in God's love.

THEOLOGY 8 – GRADE 8

Theology 8, "Living Out the Sacraments," examines the seven sacraments that encompass the life and grace-filled foundation of the Catholic faith. This year-long survey course will help eighth grade students understand that they can encounter Christ today in a full and real way through the sacraments, especially the Eucharist. Students will study each sacrament in detail, from their biblical institutions to their role in the liturgy, as well as their role in the everyday. In this course, students learn how all seven sacraments relate to one another while remaining distinct. In addition, the doctrines of the Church concerning the seven sacraments will receive an in-depth consideration.

*The eighth grade curriculum also includes a program on sex education and Christian values. As students grow in awareness of their own sexuality, they will learn the Catholic perspective on sex via the church doctrine of *Theology of the Body*.

THEOLOGY I – GRADE 9

In this "Scripture" course, ninth grade students will encounter the Bible from various perspectives: historical, cultural, theological, and personal. In doing so, it will provide a basic understanding of practical, foundational uses of the Bible. Students will be encouraged to develop a reverent appreciation of Scripture as the source of the great heroic stories, wisdom, and revelation of the Judeo-Christian tradition. This course will also seek to develop an awareness of the integral connection and common messages of the two testaments. Finally, students will learn to apply Scripture to their daily lives and personal faith journeys.

THEOLOGY II – GRADE 10

During sophomore year, students will study the long and storied history of the Church. The year begins where the previous year ended, with Pentecost and the establishment of Christian communities described in Acts of the Apostles. The purpose of the course is to explore how the Church has worked

diligently to fulfill its mission to bring the good news of Jesus Christ to the whole world. Students will come to understand that the Church continues to be guided by the Holy Spirit even and especially through difficult times. Students will study key periods of Church history as well as councils, saints and the development of doctrine to discover how the Church discerns what it means to be faithful disciples of Jesus and to be the People of God. Students will also explore the meaning and history of the sacraments as gifts of God's grace.

THEOLOGY III – GRADE 11

In Junior year, the curriculum is split into two discrete courses. In the first semester, students come to understand the Christian vision of ethical decision-making with Jesus as the model of full humanness in a one semester course entitled "Christian Morality." Through a study of virtues, the nature of sin, human relationships, and a moral decision-making process, students arrive at a solid foundation for making moral decisions in light of Gospel values, Catholic Church teachings and contemporary understandings of human nature, legitimate authority, and conscience.

The second half of the Junior curriculum applies this learning in a wider context, as we live out our call "to do justice, and to love kindness, and to walk humbly with your God" (Micah 6:8, NRSV) in a one semester course dedicated to "Social Justice." Students will learn that Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission, which includes recognizing and analyzing some of the injustices in our midst such as poverty and homelessness, human trafficking, the environment, and women's rights. From this will emerge a deeper understanding of "life in communion with God and one another," experienced as that sacrificial love (putting others needs before our own comforts) to which Jesus calls us unconditionally.

THEOLOGY IV – GRADE 12

Seniors spend the fall semester applying the learning they gained during Junior year to a wider context, as we live out our call "to do justice, and to love kindness, and to walk humbly with your God" (Micah 6:8, NRSV) in a one semester course dedicated to "Social Justice."* Students will learn that Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission, which includes recognizing and analyzing some of the injustices in our midst such as poverty and homelessness, human trafficking, the environment, and women's rights. From this will emerge a deeper understanding of "life in communion with God and one another," experienced as that sacrificial love (putting others needs before our own comforts) to which Jesus calls us unconditionally.

* Note: The course descriptions here reflect a shift in the progression of our Theology curriculum going forward. Beginning in 2019-2020, the fall semester for all Seniors will include a comparative and empathic study of World Religions.

SENIOR THEOLOGY ELECTIVES

During the second half of the year, there are three potential paths from which Seniors may choose to further their faith understanding for the remainder of the year:

Senior Theology Elective A: Peer Ministry in the Spirit of Saint Angela

Grounded in the ministerial teachings of Saint Angela Merici, students will examine what it means to be an Ursuline companion on the journey of faith development and exploration with their fellow peers. Students will learn the application of evangelization, explore various methods of prayer, meditation, and reflection, and study different types of ministry. In addition to class work during school hours, students will be required to engage in service work after school and on weekends. Additionally, students will create and implement retreats for the younger grades and are also required to commit regularly to running Ursuline service events through Campus Ministry. Note: Because class size is

limited, students interested in this option must submit an application for review by the Theology and Campus Ministry departments.

* Note: Students do NOT have to be Catholic to participate in Peer Ministry. Students of all faiths and spiritualities are welcome and encouraged to bring their own, unique practices to the class, service work, and retreat experiences. As has been the tradition with Ursuline Peer Ministry, students will be required to sign a contract upholding the Ursuline mission and serving as role models in all aspects of life during their Senior year.

Senior Theology Elective B: Challenges of Faith

In this one-semester course, students will learn to stretch their minds to think more philosophically and theologically through a critical consideration of many of the basic existential problems with which adults struggle, with particular attention given to those involving religious and spiritual faith: What is faith? How do I know I have faith? What can we say about the existence and the nature of God? Are science and faith compatible? Students will explore various perspectives on these existential questions, reflecting on them in an open and honest way in conversation with their own experience and thinking. Through this process, students will come to understand the role that formation of a strong Christian character plays in the transformation to which we are called as disciples of Christ, a life of Christian integrity.

Senior Theology Elective C: Spiritual Women: (Auto)biographies and Writings

Students will examine the lives and ministries of several outstanding, yet very different, Catholic women who have lived the Gospel message with exceptional strength, courage, sacrifice, and love. Through biography and spiritual writings, we will consider the unique contribution and the tremendous impact these generous women have had on the world, both past and present. Those studied will include Saint Teresa of Avila, St. Therese of Lisieux, Saint Hildegard of Bingen, Dorothy Day, Mother Teresa, and Sister Dorothy Kazel, among others.

WORLD LANGUAGES

Students enter Ursuline Academy with variations in their backgrounds and abilities in language skills. Through the various course levels, the department is able to meet each student where she is and provide her the content, skills and experiences that develop proficiency, fluency and cultural awareness expected at the college level. In near-immersion classroom, teachers emphasize the three modes of communication--interpersonal, interpretive and presentational-- that help instill a love of language while promoting deep appreciation of culture. Students in all three languages can move through the sequence to advance to the highest level, the college-board approved Advanced Placement course.

FRENCH 7 – GRADE 7

Grade 7 students experience an introduction to the study of the French language. Students work towards competence in conversation through lessons and exercises that place an emphasis on acquiring listening and speaking skills. Additional work in reading and writing complements and reinforces newly acquired language skills. Grade 7 students complete the first half of the French I curriculum.

FRENCH 8 – GRADE 8

Students will continue to increase their oral and aural proficiency in French. They will expand their command of topical vocabulary and their control of basic structures. Students will comprehend a variety of written sources and will be able to communicate effectively in writing. In addition they will continue to develop their appreciation of the culture of French-speaking countries. Grade 8 students complete the second half of the French I curriculum.

FRENCH I – GRADE 9

Students will develop communication skills in French through proficiency-based activities. They will learn structure and relevant vocabulary in culturally accurate contexts. Students will appreciate the wide scope and diversity of French culture through readings and discussion of authentic materials. Guided practice encourages writing ability in a variety of styles and formats.

FRENCH II – GRADE 9/10

In French II students continue to acquire aural, oral, reading and writing skills through the comprehensive listening and speaking program. Instructors place increased emphasis on structural concepts, idioms, and syntax through oral and written exercises and directed short compositions.

FRENCH III – GRADE 10/11

French III students will further develop their proficiency in narration in past, present and future tenses, including extensive practice of the subjunctive mood. They will increase aural comprehension of a variety of authentic sources. Students will comprehend written French in both fictional and nonfictional modes. They will express their ideas in written form through factual and creative writing in French. In addition they will expand their appreciation of the wide variety of geography, history, and cultures of French-speaking countries.

FRENCH IV – GRADE 11/12

French IV builds on the skills of French III and seeks to reinforce students' oral-aural proficiency with an increasing emphasis on global and detailed reading and writing skills. Students continue their intensive study of structure using a variety of classic and contemporary texts intended to reinforce the grammatical competencies acquired in previous years of study. Audio, film, and interactive resources

are used in the classroom to refine pronunciation and listening comprehension skills. Additionally students will develop their expression of ideas in written form through extensive practice in creative and factual formats.

AP FRENCH – GRADE 12

Conducted completely in French, the College-Board approved AP French Language and Culture is designed around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students enrolled in this fast-paced course practice advanced grammar topics, narrative and expository writing, reading comprehension, listening comprehension, and extemporaneous speaking. Students analyze, reflect on, and discuss contemporary issues and explore a wide range of topics. Through their reading of Francophone literature through the centuries, they study Francophone culture and history and write essays and reviews. Students are well-prepared to take the AP French Language and Culture examination in the spring.

LATIN 7 – GRADE 7

Latin 7 introduces students to the fundamentals of the Latin language by emphasizing elementary Latin morphology, syntax, and vocabulary. To contextualize the language and lay the groundwork for subsequent study, the course introduces students to classical geography, mythology, and daily life. For texts, students use Jenney's *First Year Latin* and Roach's *Libellus Fabularum Latinarum*.

LATIN 8 – GRADE 8

Latin 8 students continue to master morphology, syntax, and vocabulary, while translating increasingly complex sentences and stories about Roman history and mythology. Students continue their studies of Roman culture, with a focus on Roman values, mythology, daily life, and basic Roman history. Latin 7 and 8 comprises the year-long Latin I course so that, as 9th graders, students may enter Latin II.

LATIN I – GRADE 9

Latin I introduces high school students to the fundamentals of the Latin language through morphology, syntax, and vocabulary. As students progress through grammar topics, they read increasingly complex sentences and stories. To contextualize their language experience, Latin I students also learn about classical mythology, the city of Rome, and daily life. Students use Jenney's *First Year Latin* course and Roach's *Libellus Fabularum Latinarum*.

LATIN II – GRADE 9/10

Latin II students finish their study of Latin grammar and basic vocabulary, with a focus on translating difficult syntax. After students complete Jenney's *First Year Latin*, they translate from intermediate level readers about Roman history and Greek mythology, supplemented by a study of epigraphy and Roman graffiti. By the end of the year, students transition to translate authentic Latin prose authors such as Petronius, Eutropius, or Caesar. Cultural topics studied include famous men of ancient Rome, Roman education, warfare, and heroes of mythology and poetry.

LATIN III – GRADE 10/11

In their first complete literature course, Latin III students use their language skills to translate a survey of Latin literature. Their exploration of Roman genres will include both prose and poetry and authors such as Cicero, Caesar, Eutropius, Ovid, and Catullus. Students will consider historical, political, and social contexts of their texts, especially focusing on the Late Republic and pay special attention to rhetorical devices and meter (hendecasyllables and dactylic hexameter).

LATIN IV – GRADE 11/12

Students continue their survey of Latin literature and genre and focus further on literary criticism. Through close reading of various genres, students evaluate how authors engage form and technique, intertextuality, views of women, and methods of persuasion. Students will consider the forms and techne of the Latin genres of commentary, oratory, epic poetry, and love elegy by studying Caesar, Cicero, Sallust, Ovid, Vergil, and Horace.

AP LATIN – GRADE 12

Advanced Placement Latin follows the College Board's syllabus of Vergil's *Aeneid* and Caesar's *Gallic War*. In addition to creating precise literal translations, students will investigate Latin grammar and syntax, the Roman army, and literary analysis. Students will discuss the impact of the following themes: Roman values, warfare, history and memory, human beings and the gods, views of non-Romans, and literary style.

SPANISH 7 – GRADE 7

Grade 7 students experience an introduction to the study of the Spanish language. Students work towards competence in conversation through lessons and exercises that place an emphasis on acquiring listening and speaking skills. Additional work in reading and writing complements and reinforces newly acquired language skills.

SPANISH 8 – GRADE 8

In grade 8 students continue to increase their oral and aural proficiency in Spanish. They expand their command of topical vocabulary and their control of basic structures. Students will comprehend a variety of written sources and will be able to communicate effectively in written form while developing their appreciation of the culture of Hispanic countries. Spanish students completing grades 7 and 8 are usually prepared for Spanish II in grade 9.

SPANISH I – GRADE 9/10

Students new to the language develop communicative skills in Spanish through proficiency-based activities. They learn structure and relevant vocabulary in culturally accurate contexts while appreciating the wide scope and diversity of Spanish culture through readings and discussion of authentic material. Students develop their writing ability through guided practice in a variety of styles and formats.

SPANISH II – GRADE 9/10

In Spanish II students continue to acquire aural, oral, reading and writing skills through a comprehensive listening and speaking program that places increased emphasis on structural concepts, idioms, and syntax. Students build their competency through oral and written exercises and directed short compositions.

SPANISH III – GRADE 10/11

Spanish III students further develop their proficiency in narration in past, present and future tenses, including extensive practice of the subjunctive mood. They increase audio comprehension of a variety of authentic sources and can comprehend written Spanish in both fictional and nonfictional modes. They express their ideas in written form through factual and creative writing in Spanish, while expanding their appreciation of the wide variety of geography, history, and cultures of Spanish-speaking countries.

SPANISH IV – GRADE 11/12

Spanish IV builds on the skills of Spanish III and seeks to reinforce students' oral-aural proficiency with an increasing emphasis on global and detailed reading and writing skills. Students continue their intensive study of structure using a variety of classic and contemporary texts intended to reinforce the grammatical competencies acquired in previous years of study. Instructors use technology, audio, film, and interactive resources in the classroom to refine students' pronunciation and listening comprehension skills. Students develop their expression of ideas in written form through extensive practice.

AP SPANISH LANGUAGE AND CULTURE – GRADE 12

The College Board-approved AP Spanish Language and Culture course is rigorous and taught exclusively in Spanish. Students sign a pledge to communicate only in Spanish at all times during the class. The objectives of the course are to enable the students to communicate effectively in spoken and written Spanish, and to comprehend authentic audio and written sources--essays, magazine articles, and newspaper articles-- related to the six themes around which the course is organized. Using these various sources, students discuss, compare and contrast topics about Family and Community, Science and Technology, Beauty and Aesthetics, Contemporary Life, World Challenges, Personal and Public Identities. Students are well-prepared to take the AP Spanish Language and Culture examination in the Spring.