

# 2019-2020 Bishop Dunne Catholic School Course Descriptions

## Academic Overview

### Academic Course Load

Students in grades 6 through 10 choose a minimum of eight (8) courses each semester from the major areas of study, and students in grade 11 choose a minimum of seven (7). Any exceptions must be requested of the Dean of Academics and the Principal. Seniors may elect a minimum of six (6) courses in order to have time to research colleges and complete the college application process.

### Academic Report Card

Bishop Dunne Catholic School uses a 4.0 scale for reporting grades, class rank, and determination of Honor Rolls. The following table provides a breakdown of how numerical grades are calculated on a 4.0 scale.

	Regular	Pre-AP/H	AP
95-100	4.0	4.5	5.0
90-94	3.75	4.25	4.75
85-89	3.5	4.0	4.5
80-84	3.0	3.5	4.0
75-79	2.5	3.0	3.5
70-74	2.0	2.5	3.0

### Advanced Placement Courses

The Advanced Placement program at Bishop Dunne offers college level curriculum and testing to high school students through the College Board.

All Advanced Placement courses have been approved by the College Board through the Advanced Placement audit. Curriculum and exams are created by a panel of experts through the College Board and are graded by experts in each subject. Several Bishop Dunne teachers have been selected as readers for the Advanced Placement exams.

In Advanced Placement courses, students become acquainted with college level skills. Studies have shown that even if a student does not earn credit from the Advanced Placement exam, those who take Advanced Placement classes are more successful in college. At Bishop Dunne, we ensure students are prepared for success in college, and the availability of Advanced Placement courses is an important component in helping students understand college expectations.

Students may earn college credit based on their score on the Advanced Placement exam at the end of the year, saving on college tuition and allowing them to finish college early. They may also take more electives and add a minor or second major while in college.

Advanced Placement courses are offered in a variety of subjects including; English, History, Science, Math, Geography, Spanish, Music, and Art. Students apply to their teacher for admission to Advanced Placement classes.

### Cumulative Grade Point Average

The cumulative grade point average is determined by dividing the grade points by the attempted credits. Grade point averages are rounded at the second decimal place. The semester grade is used to determine grade points. Grades earned in any course designated as a PE equivalent are not included in the grade point average, although credit is earned.

### Curriculum

The program of studies at Bishop Dunne exceeds the state's requirements. Initial placement in classes is determined by the entrance-placement test at the time of admission to the community. Also taken into consideration is the previous academic achievement of the student. Subsequent placement in courses and opportunities for elective subjects is determined by the academic progress of each student. In addition, each year students must receive departmental approval to be accepted into AP or Pre-AP level courses.

### Dual Credit with Dallas County Community College District

The dual credit program with the Dallas County Community College District (DCCCD) allows students enrolled at Bishop Dunne to also earn college credit through a local community college. Many classes are taught by Bishop Dunne teachers who have been certified by the DCCCD as qualified to teach at the community college level. There are also several, carefully selected classes that can be taken at the Mountain View campus for elective credit outside of the regular school schedule. Both the classes offered at Bishop Dunne and the classes available at Mountain View may change from year to year and are regulated by the college. Credits awarded through community college are managed by that college.

### Typical Steps to Qualify to Earn Dual Credit

1. **Attend a Dual Credit Information Meeting at Bishop Dunne on March 5, 2019** or schedule a meeting with Ms. Kirchhoff, [akirchhoff@bdcs.org](mailto:akirchhoff@bdcs.org).
2. Students register with Mountain View and receive a Mountain View ID number. Students then complete the TSI tutorial and pre-assessment in eConnect. This is done in 9<sup>th</sup> grade Freshman Seminar class in the Spring. If a student did not have Freshman Seminar, they will need to do this on their own online or at Mountain View's dual credit office. The student will need to give their Mountain View ID number to Bishop Dunne's Guidance Department after registering.
3. Students need to prepare for the qualifying (Reading and Writing initially; Math 2<sup>nd</sup> semester of Algebra II) TSI exam. Mountain View offers a free TSI Test Prep class at their campus - <https://www.mountainviewcollege.edu/services/academic-support/tutoring/tsi-test-prep-mvc/pages/default.aspx>
4. Students take the TSI exam at any DCCCD campus. They may take the exam free twice. For Mountain View's testing center times, please visit this website: <https://www.mountainviewcollege.edu/apply-reg/testing/pages/default.aspx>
5. Complete required Mountain View enrollment paperwork by the enrollment due date and return to Mountain View's dual credit office. Paperwork is available on student and parent bdcs.org login pages.

The Dual Credit Coordinator for Bishop Dunne at Mountain View is Jennifer Davila, [jdavila@dcccd.edu](mailto:jdavila@dcccd.edu). For more direct information about the dual credit program offered through Mountain View, please visit this link: <https://www.mountainviewcollege.edu/apply-reg/hsprog/dualcredit/pages/contact.aspx>

Students are required to earn their graduation requirement credits of English, mathematics, theology, science, world language, and social studies at Bishop Dunne.

### **Earning High School Credits**

Most credits toward graduation are earned in Grades 9 through 12. Bishop Dunne does recognize certain classes taught in middle school for high school credit. These classes include high school level math (Algebra I or higher), foreign language, intro to art, band, strings, speech, GIS I, and multimedia. One (1) credit is earned for the successful completion of both semesters of each year-long course. One-half (.5) credit is earned for the semesters of each year-long course. While high school math credit may be earned in middle school, students are still required to enroll and pass math each year of high school. In year-long cumulative knowledge courses such as mathematics, foreign language, chemistry, and physics, one (1) credit may be earned if a student who has failed the first semester achieves a second semester grade that, when averaged with the first semester grade, results in an average of 70% or higher.

Students must make up subjects failed during the school year through the Bishop Dunne Online Education Program (OEP). Credit will not be awarded for make-up work completed through programs outside of Bishop Dunne's program. One-half (.5) credit is awarded for the successful completion of each course. Specific exceptions to this guideline may be requested of the Dean of Academics.

In addition, any high school level courses successfully completed at an international school will count towards high school credit, but will not become part of the cumulative grade point average. Certified International Baccalaureate (IB) courses are an exception. This policy does not apply to students who entered Bishop Dunne before the 2007/2008 school year.

Students who fail required courses for graduation from Bishop Dunne Catholic School must redeem the credit through Bishop Dunne Catholic School's Online Education Program (OEP). All students entering into their senior year MUST be in good academic standing and hold NO credit deficiencies. A student may be withheld from registering for his or her senior year if the academic record shows credit deficiencies.

### **Endorsements**

The program at Bishop Dunne exceeds the state's requirements. Beginning with the class of 2018, Bishop Dunne students will graduate with a Distinguished Diploma with a Multidisciplinary Endorsement. Additional endorsements in the areas of STEM (Science, Technology, Engineering, and Mathematics) and Arts and Humanities will also be available. The courses needed to earn each endorsement are listed below:

#### **Multidisciplinary Endorsement:**

All students who have taken Algebra II, Chemistry, and Physics.

#### **Arts and Humanities Endorsement:**

3 options (each option is its own endorsement under the Arts & Humanities):

1. Social Studies: one additional credit in Social Studies (total of 5)
2. World Language: one additional credit in the chosen World Language (4 total) OR two additional credits in a different language (5 total)

3. Fine Arts: Three additional credits in Fine Arts from one or two strands (4 total):

- a. Visual Arts
- b. Music
- c. Theatre

**STEM Endorsement:**

BDCS standard graduation requirements including: Chemistry, Physics, PLUS one additional credit in Math, Science, and/or Technology

In order to receive a Bishop Dunne diploma, a senior must be in regular attendance at Bishop Dunne and must fulfill all graduation requirements before the beginning of the next academic school year. Only those students who can fulfill graduation requirements before the end of the current academic year may participate in commencement exercises. A graduating senior must participate in the graduation exercises. These exercises include the Baccalaureate Mass as well as the graduation ceremony itself. Participation in the necessary practices for these exercises is also required. All financial obligations to Bishop Dunne must be fulfilled before teachers will grade the final exams required for graduation.

The Senior Class Valedictorian and Salutatorian must have been in regular attendance at Bishop Dunne during both the junior and senior years. In addition to these honors, only seniors who have been in regular attendance for the entire senior year will be considered for academic and extracurricular awards at graduation. Participants in the Baccalaureate Mass and graduation exercises will be decided by the students, faculty, and administration, with the President's approval.

**GRADUATION CREDITS REQUIRED**

English	4.0	Health	.5
Speech/Theatre	.5	World Language	3.0
Mathematics	4.0	Technology	1.0
Science	4.0	Fine Arts	1.0
Social Studies	3.5	Theology	4.0
Additional Elective	1.0	ACT/SAT Prep	.5
Economics	.5	Total	28.5
Physical Education	1.0		

**Note:**

- 1. The required credits for Physical Education and Fine Arts can be substituted for 2 consecutive credits of Band.
- 2. These requirements for graduation only specify minimum standards. Some colleges may require more units of credit in specific subject areas. Checking specific college entrance requirements is the responsibility of the student. It is essential for the student to work closely with his or her guidance counselor in designing his or her high school graduation plan. To ensure adherence to the requirements for graduation, the guidance counselor and the Dean of Academics must approve any changes in a student's fourth year.
- 3. Students may earn up to one (1) credit towards the fulfillment of the 1.0 credit physical education requirement by virtue of completing a high school sport. Specific criteria must be met as outlined by the curriculum director in order to earn credit. Each season of a sport will be the equivalent of .5 credit. No grade will accompany this credit.
- 4. Students may earn up to one (1) credit towards the fulfillment of the 1.0 credit physical education requirement by virtue of completing an approved off campus activity. Contact the Physical Education Department Chair for specific criteria that must be met to earn credit. No grade will accompany this credit.

The Administration reserves the right to withdraw a course offering if a sufficient number of students do not register for the course or if unexpected staff or enrollment changes occur.

**ENGLISH DEPARTMENT**

**896 Freshman Seminar**

**Year-long Course**

Seminar is designed as a supplement to freshman classes. The course encourages students to develop excellent study skills while strengthening fundamentals. Students identify their personal learning styles; practice study techniques geared to those styles and apply those skills to all their coursework. While providing a study hall opportunity for students to complete assignments, the class also helps freshmen transition from a middle school setting, prepare for the increased academic rigor of high school, and meet the social

and emotional challenges they may encounter over the ensuing four years.

### **051 Speech**

#### **Semester Course**

This course will give the student the tools to become a more effective communicator and public speaker. Through extensive practice and self-reflection, students will develop poise and confidence through performance and presentation situations. Students will learn how to use voice, tone, eye contact and facial expressions to convey their thoughts and emotions. They will receive extensive practice with these techniques through a variety of projects that focus on specific skills, from adapting to a young audience to persuading peers. By the end of the semester students will feel more comfortable and confident in their ability to communicate a message to both small and large groups.

This class can also be completed through the Texas Tech K-12 program during the summer or holiday break.

### **024(9<sup>th</sup>), 025 (10<sup>th</sup>), 026 (11<sup>th</sup>) Expository Writing**

#### **Prerequisite: departmental approval**

The Expository Writing class is designed to prepare selected students for the rigorous writing requirements of high school in a smaller, more specialized setting. Emphasis placed on the writing process includes grammar and syntax, topic selection, thesis development, thesis support, embedding, parenthetical documentation, MLA format and citation, editing, and proofreading. Upon completion of the class, students will be expected to produce more unified, coherent, and well-developed essays and research papers that meet the requirements of the Bishop Dunne English department.

### **012 English I College Prep**

English I is a general introduction to the study of literary genre. Composition will include reviewing the writing of effective sentences, the building of these sentences into paragraphs, and the writing of essays as well as the introduction to and completion of writing a research paper. Appropriate use of grammar is stressed through writing and exercises, and development of vocabulary skills is ongoing. Summer reading assignments are required.

### **029 English I Honors**

#### **Prerequisite: departmental approval**

English I H covers the literary genres with a clear focus upon the three levels of interpretation. Various writing assignments will correlate with these works of literature, thus improving the essay composition and introducing analytic writing. A solid grasp of the essay structure, including but not limiting to strong thesis, supporting evidence, and conclusion, is expected. Grammar skills are assumed, and development of vocabulary skills is ongoing. Summer reading assignments are required.

### **022 English II College Prep**

The focus of English II is centered on important literary works, both ancient and modern, from various cultures and locations around the world. The diverse selections from a variety of genres are studied in their historical and geographic contexts. In addition to focusing on reading comprehension, students will continue to develop their writing skills through analytical writing activities and a research project. Ongoing development of grammar and vocabulary skills is also emphasized. Summer reading assignments are required.

### **030 English II Honors**

#### **Prerequisite: English I or English I Honors and departmental approval**

English II (H) is designed to aid the serious English student in the development of the analytical and writing skills necessary for further English AP coursework. The content of this class is the same as the 022 English II however more extensive reading selections will be required. Grammar skills are assumed, and the development of vocabulary skills is ongoing. Summer reading assignments are required.

### **32 English III College Prep**

English III is an American literature survey course presented in an historical perspective and context beginning with the origins of America and ending with the contemporary period. Students are introduced to the evolving themes and styles of American literature and given opportunities to read, analyze and discuss various prose selections, poetry, drama, and novels. Students will continue to develop critical thinking skills and improve writing skills with a variety of assignments. Grammar will be reviewed on a regular basis and the development of vocabulary skills will be ongoing. Students will practice these skills in a variety of writing assignments leading up to and including the research process in preparation for the required research paper. Summer reading assignments are required.

### **33 English III Language and Composition AP**

#### **Prerequisite: English II or English II Honors and departmental approval**

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing (taken from [www.collegeboard.com](http://www.collegeboard.com)).

As this is a college-level course, expectations are appropriately high, and the workload is challenging. Often, work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose. Summer reading assignments are required.

#### **42 English IV College Prep**

A survey course presented in a historical perspective and context, British Literature begins with the Anglo-Saxon period and ends with study of post-modern texts. Students explore the evolving themes and styles of British literature as well as Britain's effects on colonial literature through the analysis of poetry, prose, and drama. Students will continue to develop critical thinking skills and improve writing skills with a variety of assignments which include the acquisition of vocabulary. Students will review grammar through application, thereby refining writing skills learned in previous courses to produce original writing that is beautiful, cohesive, and concise. Students will also develop logic in argumentative essays and review the research process in preparation for the required research paper. In order to ensure that students enter the classroom fully prepared for the course's rigor, summer reading assignments are required.

#### **43 English IV AP**

##### **Prerequisite: English III or English III AP and departmental approval**

While providing excellent preparation for any college English course, AP English IV more specifically prepares the student for the English Literature Advanced Placement exam by engaging in both close reading and critical analysis of world literature in fiction and poetry. Through careful study, students will consider a number of literary elements of a particular work, including, but not limited to, structure, style, imagery, and theme. Required of the student are intensive reading, writing, tutorial participation, and other studies, however class time consists mostly of analysis and discussion. The Advanced Placement test in Literature and Composition is recommended but not required. There will be a practice test in the spring which will help students make this decision. In order to ensure that students enter the classroom fully prepared for the course's rigor, summer reading assignments are required.

### **MATHEMATICS DEPARTMENT**

#### **112 Algebra I College Prep**

Algebra I is designed to develop the student's proficiency with mathematical skills using the real number system. The course will enlarge mathematical vocabulary and enable the student to acquire the facility to apply algebraic concepts and skills and to use them in deductive reasoning and problem solving.

#### **120 Algebra I Honors**

##### **Prerequisite: departmental approval**

Algebra I is designed to develop the student's proficiency with mathematical skills using the real number system. The course will enlarge mathematical vocabulary and enable the student to acquire the facility to apply algebraic concepts and skills and to use them in deductive reasoning and problem solving. As an honors course, each area will be covered in greater detail than in Algebra I.

#### **122 Algebra II College Prep**

##### **Prerequisite: Algebra I and Geometry (prerequisite or concurrent enrollment)**

Algebra II covers the structure of the real number system and the complex number system. The concepts of functions are further developed including linear, quadratic, exponential, and logarithmic functions. Stress is placed on developing deductive reasoning abilities and precision of language in communications. Students will be given a foundation for future studies in mathematical, scientific, business, and technical fields. Summer math enrichment assignment required.

#### **126 Algebra II Honors**

##### **Prerequisite: Algebra I, Geometry (prerequisite or concurrent enrollment), and department approval**

The Algebra II H course is basically the same course content as the Algebra II course; however, it is a course for the student who is gifted mathematically. Therefore, the subject areas that are covered will provide greater depth and greater challenge. Summer math enrichment assignment required.

#### **132 Geometry College Prep**

##### **Prerequisite: Algebra I**

Geometry is designed to provide each student with knowledge of the basic principles, postulates, and theorems of Euclidean Geometry. Each student will learn to write a proof, read figures, draw three-dimensional shapes and apply algebraic concepts to geometric problems. Students will also apply the concepts learned to real life applications and problems. Summer math enrichment assignment required.

### **131 Geometry Honors**

#### **Prerequisite: Algebra I and department approval**

Geometry H is the study of the postulates and theorems set down by Euclid. Applications of these principles are shown by the student's ability to read figures and to write proofs. The course provides an in-depth study of the deductive method of reasoning and abstract thinking. The course includes plane, solid, and coordinate geometry. Summer math enrichment assignment required.

With special approval, course can be taken the summer between 9th and 10th grade through the Online Education Program. See the Dean of Academics or math teacher for more information.

### **141 Pre-Calculus College Prep**

#### **Prerequisite: Algebra II and Geometry**

The Pre-Calculus course is a study of functions, which includes periodic, composite, and inverse functions, as well as polynomial, exponential, and logarithmic functions. Trigonometry is an integral part of the course. Sequences and series, matrices, and probability are studied in the fourth quarter. Summer math enrichment assignment required.

### **137 Pre-Calculus Honors**

#### **Prerequisite: Algebra II, Geometry and department approval**

The Pre-Calculus H course is designed for the advanced mathematics student. The study of functions is extended, and more attention is given to analytic geometry. Trigonometry is an integral part of this course, which will also contain material on limits and continuity. Summer math enrichment assignment required.

### **143 Calculus College Prep**

#### **Prerequisite: Pre-Calculus**

Calculus covers such topics as a Pre-Calculus review, limits and continuity, derivatives, and integration. It is a transitional class between high school mathematics and the courses students will encounter in college. Students enrolled in this class are not eligible to take the AP exam in May. Summer math enrichment assignment required.

### **144 Calculus (AB) AP**

#### **Prerequisite: Pre-Calculus and department approval**

The AP Calculus AB course is equivalent to a college-level Calculus I course. It covers topics such as limits of a function and continuity, differential and integral calculus. Calculus concepts are applied to the physical sciences and other disciplines. Successful completion of this course prepares students for the AP Calculus AB exam in May. Summer math enrichment assignment required.

### **145 Statistics AP**

#### **Prerequisite: Pre-Calculus (may be concurrent) and department approval**

This course covers material found in a one-semester introductory college course in statistics. Emphasis is placed on analyzing, collecting, and drawing conclusions from data. Ideas and calculations presented in this course have immediate connections with real-world current events. Successful completion of this course prepares students for the AP Statistics exam in May.

### **146 Calculus (BC) AP**

#### **Prerequisites: Calculus (AP) AB and a score of 3 or higher on AP exam**

This course continues the study of limits, integral calculus, and differential equations. The topics are expanded to include derivatives of parametric equations, Euler's Method, slope fields, and infinite series.

## **SCIENCE DEPARTMENT**

### **232 Biology I College Prep**

Biology I includes information on the various biological disciplines including zoology, bacteriology, botany, physiology, and anatomy. Stressed in the course is the "how and why" things work. Students are introduced to proper lab techniques and scientific nomenclature. Laboratory work includes comparative and virtual dissections of various animals.

### **231 Biology I Honors**

#### **Prerequisite: departmental approval**

The course will cover all of the topics stressed in general biology, as well as a number of additional labs and writing assignments. Each semester the Honors students will be assigned a project (PowerPoint/research paper) focusing on genetics, microbiology, medical technology, medicine, or biochemistry. Summer enrichment assignment required.

### **244 Biology AP**

#### **Prerequisite: Chemistry I, Biology I, Algebra II, and departmental approval**

The AP Biology course is designed to be the equivalent of an introductory course taken by biology majors during their first year of college. Primary emphasis is placed on developing an understanding of the concepts of molecular biology, heredity, evolution, and populations. The course involves extensive laboratory work and preparation for the AP Biology Exam. Summer enrichment assignment required.

### **222 Chemistry I College Prep**

#### **Prerequisite: Algebra I and Algebra II (may be concurrent)**

Chemistry I is a laboratory-oriented course that focuses on the scientific method and the importance of precise and accurate measurements. The course includes discussion of inorganic matter, chemical formulas, the mole concept, chemical reactions, atomic structure, chemical bonding and an introduction to organic chemistry.

### **226 Chemistry I Honors**

#### **Prerequisite: Algebra I, Algebra II (may be concurrent), and department approval**

This course teaches the structure and properties of matter, with a focus on inorganic chemistry. Topics include colligative properties, acid-base chemistry, electrochemistry, and nuclear chemistry. Advanced subjects include elementary thermodynamics, chemical equilibrium, and an introduction to organic chemistry. Laboratory work includes an introduction to AP Chemistry labs.

### **243 Chemistry II AP**

#### **Prerequisite: Algebra II, Chemistry I, concurrent enrollment in Pre-calculus and departmental approval**

Chemistry II is a continuation of Chemistry I and further develops laboratory techniques, the scientific method, and the mathematical modeling of matter's behavior. The course includes molecular structure, kinetic theory, the states of matter, energy and entropy, chemical equilibrium, acid-base relationships, electrochemistry, nuclear chemistry, and organic chemistry. Coursework culminates in the AP Chemistry exam. Summer enrichment assignment required.

### **224 Physics Modeling College Prep**

In this course, students will develop mathematical models by examining the results of their laboratory experiments. The models developed will be deployed in problem solving. Group discussions will help students achieve depth of understanding. Frequent student presentations help promote understanding, organization, and communication skills. Emphasis will be on mechanics, including linear motion, force, energy, projectiles, circular motion, and interactions.

### **255 Physics 1 AP**

#### **Prerequisite: Chemistry I, Biology I, Algebra II, and department approval**

Physics 1 AP is a course designed for students who wish to pursue a career in engineering, medicine, or another science. Emphasis is placed on understanding the concepts of mechanics, gravity, periodic wave motion, and heat. Laboratory work provides a "hands on" understanding of the physics phenomena studied. Coursework culminates in the AP Physics exam. Summer enrichment assignment required.

### **256 Physics 2 AP: Algebra-Based Course Overview**

#### **Prerequisite: Physics 1 AP or Physics Modeling and concurrent enrollment in Pre-Calculus**

Physics 2 AP is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Summer enrichment assignment required.

### **240 Environmental Science College Prep**

Environmental Science focuses on Earth's natural systems and how they interrelate, particularly current environmental problems both natural and human-made, and the risks associated with these problems, and possible solutions for resolving or preventing them. Sustainable practices that enable continued development as well as conservation of Earth's natural capital are researched and discussed.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Scientific principles along with economic and cultural factors influence environmental decisions. In lab, students will actively engage in the process of science, collecting data, studying multiple lines of evidence and using their analysis of the evidence and data as a basis for recommending environmental decisions. GIS will be used as a powerful tool for organizing, visualizing, and analyzing scientific data, as well as a rich source of evidence from existing databases. Students do not need to have prior experience with GIS.

### **248 Environmental Science AP**

#### **Prerequisite: departmental approval**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

### **242 Anatomy and Physiology College Prep**

#### **Prerequisite: Algebra I, Biology I, and Chemistry I**

Anatomy and Physiology is an advanced course in biology. Previous study in biology will be assumed. Major emphasis is on the anatomy and physiology of the human with patho-physiological studies included. Laboratory work includes extensive dissecting of individual animal organs.

### **811 Animals & Humans**

#### **Semester Course**

In this Semester Course students will identify and explore various species of domestic animals, as well as other wildlife, with concentration on those indigenous to Texas. Students will also learn about the procedures taken by rescue groups and shelters in reference to stray animals. Students will examine basic veterinary medical procedures and legal aspects of animal cruelty with assistance from the SPCA and District Attorney's office. This course will be reinforced with participation in the Bishop Dunne St. Francis Animal Rescue Club, lab experiments, guest speakers, and a field trip. Other topics include, but are not limited to the following: agriculture, adoption and pet care, animal assisted therapy, animal behavior and training, animal systems modeling, forensics and toxicology, human-animal interaction, sustainable husbandry, and third world limited resource animal systems.

### **210 Honors STEM Fellow**

#### **Prerequisite: Junior or Senior, Application Process**

An ETI STEM Fellow will take part in a year-long, honors collaborative project aimed at identifying an issue that adversely affects the Oak Cliff / South Dallas community and then, using design thinking, formulate and enact a systemic solution for the issue. This project is made possible through a \$50,000 grant from Verizon and support from the UNT-Dallas Emerging Teacher Institute (ETI) and is a collaboration between TAG Magnet and Bishop Dunne. Once selected, fellows will collaborate on the project and utilize grant funding to make actionable change.

Due to its nature, this project will require more time than in a regular school day. Over the course of the year, Fellows are committing to attending some events, workshops, and meetings that may fall on weekends or afterschool throughout the next year. Most of these meetings will be planned and executed by the Fellows themselves.

Fellows will:

- Attend a kick-off for the program in the spring of 2018
- Take part in a design thinking seminar in the spring/summer of 2018 to help determine an issue to focus on
- Plan and attend meetings as needed throughout the duration of the project that may fall after school or on weekends throughout the 2018-19 school year

### **209 Honors Science Research**

#### **Prerequisite: departmental approval**

#### **Semester or Yearlong**

Students will bring ideas to instructor to refine into a focused question for which they will outline a plan of investigation. Students will write a background statement to show their initial understanding of their problem after a period of investigation and gather data and resources to address the issue, using graphs, maps, and multimedia demonstrations as illustration. Students will be encouraged to use a design cycle approach by modeling the phenomena, seeking input from mentors after each cycle when they will evaluate any design changes after experimentation. All students keep a research notebook, and success is measured in professional networking achieved, design cycles accomplished, change affected, and equipment used to accomplish their goal. Students share their results beyond their notebooks at local conferences such as GeoTech, and science, social studies, math or other topic centered educational conference or even scientific presentations.

## **SOCIAL STUDIES DEPARTMENT**

### **312 World Geography College Prep**

World Geography examines the following areas: The five themes of geography, Earth-sun relationships, physical geography, human and environmental geography, and the interactions of physical and cultural environments. Technology and computer mapping will be

major aspects of this course.

### **314 World Geography Honors**

#### **Prerequisite: departmental approval**

World Geography H examines the same five themes of geography as the World Geography class, but added emphasis is placed on preparation for the AP World History class. Students are more involved in GIS projects, and analytical thinking is utilized more. This class utilizes computer mapping and other application skills. Students in this course are introduced to AP style free-response questions and critical thinking skills. Summer enrichment assignment required.

### **322 World History College Prep**

This introductory survey course traces the evolutionary development of man from earliest historic times through the twentieth century. This course follows the guidelines from the World History Association, emphasizing globalization and the interaction between the world's various cultures and regions. Appropriate emphasis will be placed on the development and application of basic social studies skills.

### **324 World History AP**

#### **Prerequisite: departmental approval**

AP World History is a college-level survey that de-emphasizes European history and incorporates more global trends. Students are expected to master critical thinking skills and argumentative writing, as well as document analysis. Emphasis is placed on the AP curriculum in preparation for the AP test in May. Students will be expected to learn and master computer application programs and mapping technology. Students are expected to participate in class discussions, debates, and in-class presentations. The reading and writing expectations of this course are extensive, and the class is very fast paced. Summer enrichment assignment required.

### **332 U.S. History College Prep**

This course is a survey of America from pre-Columbian times to the present. The primary emphasis is on the development of the Republic from the Revolution onward, and the emergence of the United States as a world power. Attention will be given to American social and cultural history as well as to political and economic development and international events. Appropriate emphasis will be placed on the development and application of basic social studies skills.

### **333 U.S. History AP**

#### **Prerequisite: departmental approval**

This course is a comprehensive survey of United States history from 1492 to the present. Emphasis is placed on the AP curriculum in preparation for the AP test in May. Students are expected to expand on computer and mapping skills learned in the previous two years, as well as learning statistical analysis. Document analysis will be reinforced, as the AP US test is characteristically different from the AP World History test. More emphasis will be placed on historic details than in previous years, as well as integrating those details into historic arguments. Summer enrichment assignment required.

### **334 European History AP**

#### **Prerequisite: departmental approval**

This course covers European history from 1450 to the present. Students will explore the political, social, cultural, and economic trends in Europe which led to European supremacy in the nineteenth century, leading to the wars of the twentieth century, culminating in the Cold War and the fall of Communism. Emphasis is placed on the AP curriculum in preparation for the AP test in May.

### **335 Human Geography AP**

#### **Prerequisite: departmental approval**

AP Human Geography is a 9<sup>th</sup> grade year-long course in preparation for the AP Human Geography exam. Students in this course will learn about world population issues, border disputes, and international conflicts. Students are exposed to economic theories and models as well as world religions and the origins and diffusion of languages. They also study urban development, industrialization, and city planning. The AP Human Geography student will explore topics ranging from farming to pandemic disease. Summer enrichment assignment required.

### **340 U.S. Government College Prep**

#### **12<sup>th</sup> Grade: Semester Course**

This course is an introduction to both the foundations and development of the American political system and the structure and functions of the American governmental systems at the federal, state, and local levels. Students will be expected to utilize technical, linguistic, and historical skills learned in previous years.

Class can also be completed the summer before senior year through the Online Education Program.

### **341 U.S. Government AP**

**12<sup>th</sup> Grade: Semester Course**

**Prerequisite: departmental approval**

AP Government is an intense, one semester examination of the institutions of the American political system and their development. Students will gain an analytical perspective of the United States Government and its various institutions, groups, beliefs, and ideas. Student presentations and research involving the use of technology are an integral part of the course. A major project is required twice per semester. Emphasis is placed on the AP curriculum in preparation for the AP test in May. Summer enrichment assignment required.

### **342 Economics College Prep**

**12<sup>th</sup> Grade: Semester Course**

This course is a basic introduction to economics with primary emphasis on the characteristics and working of the market system underlying American free enterprise capitalism. Consideration will be given to the three primary economic systems, to participation of the consumer in the American economic system and to the debate over the increasing influence of government as the public sector in the American economy.

### **343 Economics AP**

**12<sup>th</sup> Grade: Semester Course**

**Prerequisite: departmental approval**

AP Economics is an intense look at Macro and Microeconomics. Students will cover an extensive amount of material concerning economic systems and personal economics, emphasizing the American free enterprise system. The course will emphasize the nature and function of product markets and the principles of economics that apply to an economy as a whole. Summer enrichment assignment required.

## **PHYSICAL EDUCATION DEPARTMENT**

### **418 Adventure/Outdoor Education –Archery and GPS**

**Semester Course**

This course is open to grades 9-12 to introduce students to the activities of competition Archery and using a GPS for hiking and other practical uses. Particular attention will be paid to the technical skills, rules, safety procedures and equipment for both sports. Students will also develop muscular strength, flexibility and endurance related to these sports. Emphasis is placed on promoting respect for the environment and physical activity so that these sports can be enjoyed for a lifetime. Important topics that will be taught in the course include: NASP 11-steps archery program, 3D field targeting, yoga, geocaching, orienteering, search and rescue techniques, field data collection, GIS, and nature conservation. Class size is limited to 18 for safety concerns on GPS field trips and on the archery shooting range. Although not a prerequisite, priority will be given to members of the archery team or students who have taken the GIS class.

### **423 Health**

**Semester Course**

This course is designed to assist individuals in analyzing health problems in their own school community situation with a view toward working out a well-coordinated health program to meet school and community needs. This course covers general physical, mental, and social health areas.

This class can also be completed through the Texas Tech K-12 program during the summer or holiday break.

### **426 Strength**

**Prerequisite: Grades 9, 10, 11 and 12**

**Semester Course**

This course focuses on the different aspects and processes in maintaining a healthy lifestyle. Students will learn about the dietary needs of the human body and healthy eating. The students will learn the benefits of a fitness routine, ranging from weights to cardiovascular exercise to movement exercises such as yoga and Pilates. The course will combine theory and practice, so the informed student will have the tools to pursue a healthier lifestyle.

### **427 Yoga I**

**Semester Course**

Yoga is a form of exercise that gets one in tune with the body's muscles, improves posture, expands breathing capabilities and aids in physical and mental well-being. Focused in developing strength, balance and flexibility, the semester-long course will help increase concentration levels and vitality as well as decrease stress and improve mental clarity. This class is geared towards beginners.

### **609 Dance I**

**Semester Course**

Dance I is an introduction to contemporary, lyrical, hip hop, jazz, and modern dance technique. Students will learn conditioning exercises, basic dance warmups and stretches, and perform lyrical and jazz combinations as a class. Students will also learn dance terminology, choreography, and history.

## **ATHLETICS**

Students in athletics classes are expected to learn the knowledge and skills necessary to understand the relationship between physical activity and health throughout their lifespan. Throughout these courses, students are expected to develop health related fitness as well as an appreciation for teamwork and fair play. The primary goal of these courses is to provide a foundation for enjoyment and continued social development through physical activity that will span the student's lifetime. Students taking these classes receive a grade of pass/fail.

### **450 Girls' Volleyball**

#### **Spring Semester**

This course is intended for volleyball players. In this course, players will drill in the skill components of volleyball (passing, setting, attacking, serving), and learn multiple systems of transition, defense, and serve receive. Players will also learn the various positions and the responsibilities of each position. Players will also be introduced to volleyball theory, strategy, and leadership responsibilities. Players will be tested in skills, positional responsibilities, system responsibilities, and transitional responsibilities. Players will also learn conditioning that is volleyball specific, from strength training to plyometrics. Players will be measured and tested on physical progress from running times to vertical jumping heights. Grades are pass/fail.

### **451 Girls' Basketball**

#### **Fall Semester**

This course is open to all girls who participate as part of the JV and Varsity Bishop Dunne Girls' Basketball teams. The course includes basketball practices and learning the techniques of team basketball along with a rigorous strength and conditioning program. Grades are pass/fail.

### **452 Girls' and Boys' Track**

#### **Spring Semester**

Technique, strength, flexibility, endurance, speed, and mental concentration will be covered in this course. Workouts will consist of a conditioning period, training period, and an in-season training period. As the student progresses to the in-season period, the workouts will increase in intensity while the duration decreases. For boys and girls grades 9-12, students must attend scheduled practices and events outside of athletic period. In order to qualify for meets, minimum time and distance standards must be met. Grades are pass/fail.

### **453 JV/V Boys' Basketball**

#### **Fall Semester**

This course is open to sophomore, junior and/or senior boys who participate as part of the JV or Varsity Bishop Dunne Boys' Basketball teams. The course includes basketball practices and learning the techniques of team basketball along with a rigorous strength and conditioning program. Grades are pass/fail.

### **454 Football**

#### **Fall Semester**

This course is open to all high school students who want to participate in football at Bishop Dunne Catholic School. Boys attend scheduled practice that is not during class time, as set by the instructor. The course includes practices and learning techniques of football, along with a rigorous off-season conditioning program. Grades are pass/fail.

### **456 Freshmen Boys' Basketball**

#### **Fall Semester**

This course should be taken by all freshmen planning to participate in basketball at Bishop Dunne Catholic School, schedule permitting. This course includes practices and learning fundamentals and techniques of team basketball along with a pre-season conditioning program. Grades are pass/fail.

### **457 Baseball**

#### **Spring Semester**

This course is open to all freshmen, sophomores, juniors, and seniors who wish to participate in baseball at Bishop Dunne Catholic School. The course includes practices and learning the techniques of baseball along with rigorous training. Students must attend all practices that are not during class time, as set by the instructor. Grades are pass/fail.

### **458 Boys' Soccer**

#### **Spring Semester**

This course is open to freshmen, sophomores, juniors, and seniors who want to participate in soccer. The soccer academic period is divided into three areas of focus. The course will focus on developing muscular strength to meet the demands of playing competitive high school soccer. During the off-season, participants will move through several phases of weight training designed to achieve specific gains in muscular strength and endurance. While in season, participants will shift to a weight program designed to maintain gains in muscular strength and endurance. Aerobic conditioning is the second focus of the athletic period. Participants will move through several phases of aerobic conditioning, with the goals of improving recovery time from anaerobic exertion and increasing the efficiency of lactic acid removal. The final focus of the soccer athletic period is on increasing game awareness. Participants will be educated in the strategy and tactics of Bishop Dunne's playing system. Within each focus, specific benchmarks will be set, and participants' progress will be assessed at regular intervals. Grades are pass/fail.

### **459 Softball**

#### **Spring Semester**

This course is open to freshmen, sophomores, juniors, and seniors who want to participate in softball at Bishop Dunne Catholic School. Students must attend scheduled practices not during class time, as set by the instructor. The course includes practices and learning techniques of softball along with a rigorous off-season conditioning program. Grades are pass/fail.

### **461 Drill Team**

#### **Fall Semester**

This course is designed for current 7-12th graders who are chosen from May tryouts. The course consists of major grade performances at football and basketball game performances and self-choreographed routines. Quiz grades consist of knowledge of routine and dance styles. Lastly, daily grades are taken for class participation, appropriate dress, conditioning, attitude, and leadership. Grades are pass/fail.

### **462 Cheerleading**

#### **Fall Semester**

This course is for students who are cheerleaders at Bishop Dunne. The course consists of weekly game preparation, weekly performance reviews, preparation and review of pep rallies, leadership, positive attitude, school spirit, appearance during performances, conditioning, and tumbling. Students are required to perform at all football games, basketball games, pep rallies, parades, competitions, and fundraising activities. They will be required to create dance and cheer routines. Grades are pass/fail.

### **466 Girls' Soccer**

#### **Fall Semester**

All girls who wish to play soccer for Bishop Dunne Catholic School should be enrolled in this class. The soccer athletic period will provide game experience and create a high level of physical fitness for the season as well as give players the tactical knowledge to be competitive. Students will receive instruction in the following areas: physical fitness and well-being, individual skills, team skills, soccer strategy, soccer techniques (including goalkeeping), and rules of the game. The greatest focus will be on building team dynamics and tactical awareness. Students must attend scheduled practices and matches that are not during class time, as set by the instructor. Grades are pass/fail.

## **TECHNOLOGY DEPARTMENT**

### **706 Auto CAD**

This course will provide students the opportunity to master computer software applications, such as Computer Animated Design (CAD), in a variety of engineering and technical fields. This course further develops the process of engineering through and application of the design process.

### **718 Graphic Design**

#### **Prerequisite: Intro to Art I**

#### **Semester Course**

Graphic Design is a foundation graphics course utilizing computer media with an emphasis on design elements and principles. Typography, illustration, digital imaging, and manipulation of images will be covered. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. Students will be encouraged to develop an expression of individual style. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. Students will be encouraged to develop an expression of individual style.

This is a sophomore, junior, and senior level course and may be used as a technology or art credit.

## **720 Graphic Design II**

**Prerequisite:** Graphic Design I

### **Semester Course**

The core emphasis of this course covers the history of typography, an introduction to page layout design (both for print and online environments), as well as a study of influential designers. Strong emphasis is placed on the history of type and the technical, problem-solving and aesthetic use of display and text type. Through lectures, demonstrations, and studio work, students are introduced to the creative thinkers, important innovations, and breakthrough technologies that have shaped the evolution of visual communication. Creative thinking is encouraged, along with prescribed techniques and media.

This is a sophomore, junior, and senior level course and may be used as a technology or art credit.

## **723 Web Design**

### **Semester Course**

The Web Design course is a hands-on elective designed to challenge both novice and Web savvy students alike. The focus will be on gaining an understanding of the various programming languages and platforms used on the Web; original content creations using various Adobe programs including Dreamweaver, Flash, Fireworks, Illustrator, Photoshop, and Freehand; the basic elements of Internet protocol; Web server software; formatting of pages; file and folder management; etiquette and copyright guidelines; developing a specific purpose and goal for the site; and ultimately the publishing of Web site projects on the Internet for public view. This course is also offered for college credit through the Mountain View College Dual Credit program as IMED 1416.6280.

## **724 Graphics/Animation**

**Prerequisite:** Students must have knowledge of basic computing skills and file management skills

### **Semester Course**

In Graphics and Animation, students will develop graphics and animation using a variety of software and digital tools. Through group and independent projects students will design and edit original graphics and animation using strong design concepts learned in the course. Concepts include an understanding of composition and lighting, use of different animation techniques, optimization of a variety of image types, and the creation of 2D and 3D effects. With a focus on developing original content creations, students will use various Adobe software programs including Flash, Fireworks, Illustrator, Photoshop, and Macromedia Freehand to create projects for publication in a variety of formats including Web-based, rich media applications, video, and printed materials.

## **725 Computer Science - Beginning Robotics**

### **Semester Course**

Students will learn the foundations of robotics and how they are used in the modern world today. Upon completion of the course, the successful student should have an understanding of robotics and engineering design and their use in everyday life, and the ability to safely apply these concepts in the laboratory.

## **727 Computer Science - Advanced Robotics**

### **Semester Course**

Students will build upon the foundations from the Beginning Robotics class. Upon completion of the course, students will be able to design, test, and refine a number of robots and understand the use of robotics in daily life. Students will also mentor beginning robotics classes.

## **726 Gaming**

### **Semester Course**

Gaming is a hands-on elective designed to challenge both novice and computer savvy students alike. The course curriculum concentrates mainly on the development of casual games using the MIT program Scratch and Adobe's Flash. The focus will be on gaining an understanding of the various programming languages and platforms used for developing casual 2D games; the basic elements of scripted actions; Flash AS2 and AS3; file and folder management; etiquette and copyright guidelines; developing an understanding of both casual and complex gaming; and ultimately the publishing of finished games for posting on the Internet and for public play.

## **728 GeoTech: Intro to Drones, GPS & GIS**

### **Semester Course**

This is a basic introduction course in geospatial/mapping technologies. Students will learn the fundamentals in both manual and automated flying of UAV's (Unmanned Aerial Vehicles) and how to convert the images collected into 3D environments and high-resolution mosaic sets. Students will also use Global Positioning System (GPS) units to collect and analyze data for search and rescue applications and to conduct field data collection for tree or animal surveys. Finally, students will learn the basics of using layered mapping GIS (Geographic Information Systems) to study local projects and issues like violent crime and also take part in global humanitarian online efforts for the International Red Cross for disasters like hurricanes or earthquakes.

### **707 College GIS I**

This is a basic to intermediate level course in Geographic Information Systems (GIS) operations, including mapping spatial analysis, 3D modeling and engineering trigonometry. Students will also learn ways in which GIS is used in different fields including business, government, and scientific analysis. This will be a challenging class that is a combination of 3 college courses (GISC 1411, 1125, 1145) taught through the Brookhaven College GeoTechnology Institute. Students completing this year-long double blocked class will meet every day for 6 hours of college credit that directly articulates with both an Associate's and Bachelor's degree in GIS.

### **708 College GIS II**

This is an advanced level Geographic Information Systems (GIS) course that teaches the principles of cartography (map design), global positioning systems (GPS) and raster (pixel) based analysis. This is a challenging class that combines two classes taught through the Brookhaven College GeoTechnology Institute (GISC 1401 & 1421) for 8 hours of college credit. The course will either be taught at Brookhaven College with students traveling to Brookhaven or at Bishop Dunne as a double blocked class that meets every day. The College GIS Year I course is a prerequisite for this class.

### **852 Engineering 1**

#### **Semester Course**

Students work through the design process using progressively sturdier materials. The process includes making technical drawings, creating supply lists, estimating costs, building scaled up models, followed by building full-scale constructs. Projects typically progress from paper, toothpicks, cardboard, and wood to mixed media. Students often build bridges, catapults, furniture, several types of vehicles, and final practical projects of their own choosing. Only upper-class students (10-12<sup>th</sup> grade) may choose this semester elective. Some building materials are supplied but specialty projects require student purchase of their own supplies.

### **856 Engineering 2**

#### **Prerequisite: AutoCAD or Engineering 1**

#### **Semester Course**

Students will apply design principles learned in CAD or Engineering to build and refine major projects. Students can choose to create machines, design, build or 3D print structures, develop programming sequences for complex tasks in ground or flight-based automated vehicles, or build out Arduino/raspberry pi projects. Students will work in a maker space environment to bring researched designs to fruition for both competition and use in practical settings ideally to aid in service-learning scenarios. Many projects will require students to be responsible to provide some of their own supplies as part of the engineering process.

### **717 Advanced Placement Computer Science Principles**

#### **Prerequisite: Completed Algebra 1, Tenth Grade**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts.

### **790 Advanced Tech**

#### **Prerequisite: Departmental Approval**

Students who sign up for this independent research class must first define a project using spatial and scientific technology and work with mentors and coordinators. Student represent the story of what they determine is important and regularly report verified findings while refining their question to remain on target in solving questions in these fields. Students will be mentored in telling their stories powerfully with media and data gathered for maximum impact from professionals in the field.

Students are encouraged to summarize their work in conference proceedings, written articles, and reports for agencies in which they become involved. At least one presentation is expected at a conference of our planning such as Bishop Dunne's GeoTech or Esri's summer educational summit or at a science or Geography Teachers conference in the fall. In preparation for such events students may be required to spend additional time outside of class to process information gathered or reports generated.

### **618 Yearbook**

#### **Prerequisite: departmental approval**

#### **Juniors and Seniors Only**

The Yearbook course at Bishop Dunne is an elective course that works toward the completion and selling of a large finished, printed product, which provides students with marketable experience in journalism, photography, digital image editing, and print media publishing. In class, students compose and edit all elements of the project, including formatted text, layout, graphic art, and digital photography. Students are assigned or elected to certain duties as well as pages in the book and must meet all deadlines imposed by

the project manager or adviser. The course covers many of the content standards and objectives encountered in English courses, graphic arts, business, and computer technology courses. Students will learn journalism techniques, including layout and design, writing and editing copy, headlines and picture captions, interviewing and reporting, and photography. Students will learn proofing strategies and work together to agree on the book's theme and layout. At times, deadlines may require that staff members work after school, on weekends, and holidays.

## WORLD LANGUAGE DEPARTMENT

### **521 Spanish I College Prep**

As a beginning course for college-bound students, Spanish I seeks to develop fundamental skills in the four basic areas of language: speaking, understanding, reading, and writing. It includes an introduction to the culture of the Spanish-speaking world.

### **549 Spanish I Honors**

This course is designed for the students with some prior knowledge and experience with Spanish who are looking to boost vocabulary and reading comprehension while reviewing the fundamentals of Spanish grammar. Students typically take this course as 8th graders as a transition course to prepare them for Spanish I Pre-AP in 9th grade. Alternatively, this course is an accelerated course for 9th grade students who need more challenge than the basic vocabulary presented in Spanish I but who are not prepared to pursue the Pre-AP track.

### **522 Spanish II College Prep**

#### **Prerequisite: Spanish I**

Spanish II continues the development of skills in all four areas of language, as well as cultural studies in the native language.

### **550 Spanish II Honors**

#### **Prerequisite: Spanish I H and departmental approval**

This second course is designed to build upon the fundamental listening and speaking capabilities that were strengthened in Spanish I Honors and Spanish I H. The course will also further develop and increase the underlying skills that were augmented in reading, spelling, and writing competency and creativity while improving even further overall language skills for use with mass communication and daily life situations. Summer enrichment assignment required.

### **523 Spanish III College Prep**

#### **Prerequisite: Spanish II**

Continuing the study of culture as well as the development of skills in all four areas of language, Spanish III seeks to prepare the student for achievement tests for advanced placement in college.

### **571 Spanish III Honors**

#### **Prerequisite: Spanish II H and departmental approval**

This course is designed for the serious students of Spanish who wish to develop their proficiency in the language skills, but who need to work towards the mastery of those language skills. The content of this course will reflect the intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, sports, etc.) and will encompass both formal and informal language styles. Summer enrichment assignment required.

### **524 Spanish IV College Prep**

#### **Prerequisite: Spanish III or III H**

Spanish IV is a total immersion Spanish course for students who wish to further develop the writing, speaking, reading, and listening skills they acquired in Spanish III. Accuracy and fluency in these four target areas will be emphasized through the study of grammar, vocabulary, and culture. This course will also prepare students for a College Placement exam in Spanish language.

### **545 Spanish Language AP**

#### **Prerequisite: Spanish III Pre-AP, Spanish IV, or Advanced Spanish Conversation, and departmental approval**

Spanish Language AP is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing. Course content may best reflect intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, sports, etc.). The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. This study will culminate with the student sitting for the AP Spanish Language exam in May. Summer enrichment assignment required.

### **546 Spanish Literature AP**

#### **Prerequisite: Spanish III Pre-AP, Spanish IV, or Advanced Spanish Conversation, and departmental approval**

Spanish Literature AP covers selected works from the literatures of Spain and Spanish America. The function of the course is to prepare students to understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish. The student

will learn to analyze critically the form and content of literary works orally and in writing using appropriate terminology. This study will culminate with the student sitting for the AP Spanish Literature exam in May. Summer enrichment assignment required.

### **507 Russian I College Prep**

In this beginners' Russian language course, students will learn the Cyrillic alphabet and the fundamentals of Russian pronunciation. Students will acquire knowledge of the language through the use of varied activities that develop contemporary conversational, reading and writing skills. The course also provides an introduction to modern Russian culture.

### **508 Russian II College Prep**

Russian II builds on the foundation established in Russian I by expanding vocabulary, grammatical, reading, writing and speaking knowledge and skills. This course will stress detailed examination of the Russian Language and culture based on multimedia material used in Russian I. Students will acquire additional proficiency and fluency in speaking, reading, and writing Russian in practical situations.

### **509 Russian III College Prep**

This course further develops skills learned in Russian II, with an emphasis on acquiring more advanced writing, speaking, reading, and listening skills. Accuracy in these four target areas will be emphasized through the study of grammar, vocabulary, and culture. Students will read passages from Russian literature while also learning practical uses of Russian for conversational purposes.

### **548 Advanced Russian Conversation and Culture**

#### **Prerequisite: Russian III and departmental approval**

This course is designed for the serious students of Russian who wish to pursue a study of Russian communication skills beyond the Russian III level. The Advanced Russian Conversation and Culture course builds upon the vocabulary and grammar skills acquired in Russian I, II, and III, but emphasizes the practical application of these skills in oral communication. The content of this course will reflect travel, history, current events, literature, culture, sports, etc. Students will read books, write essays and make presentations in Russian.

## **FINE ARTS DEPARTMENT**

### **610 Intro to Art**

#### **Semester Course**

Intro to Art is an introductory studio drawing course with emphasis on developing basic drawing skills and fundamental design and composition concepts. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. Students will be encouraged to develop an expression of individual style. Intro to Art is a prerequisite for all other studio art courses.

### **611 Drawing and Painting**

#### **Prerequisite: Intro to Art**

#### **Semester Course**

Drawing and Painting is an intermediate studio drawing and introductory painting course. Students will continue development of drawing skills and design principles learned in Art I, and will be introduced to painting tools and techniques. Color theory will be an integral part of the course studies and projects. Students will be encouraged to develop an expression of individual style.

### **613 Advanced Painting**

#### **Prerequisite: Intro to Art and Drawing and Painting**

#### **Semester Course**

Advanced Painting is an advanced painting course for students who would like to continue to develop their painting skills. Further emphasis will be placed on color theory and composition. Students will be encouraged to develop an expression of individual style.

### **612 Design**

#### **Prerequisite: Intro to Art**

#### **Semester Course**

Design is an introductory design course for advanced and serious art students. Students will explore both two-dimensional and three-dimensional design. Students will study both elements and principles of design and apply them. Artists and artistic movements will be introduced with a focus on Modern, Post-Modern, and Contemporary art. Students will be encouraged to develop an expression of individual style

### **614 Ceramics I**

**Prerequisite: Intro to Art**

#### **Semester Course**

Ceramics 1 is an introductory sculpture course with emphasis on clay. Students will explore three-dimensional design principles such as how objects interact in space, and various techniques such as additive and reductive methods, hand building, and pottery wheel use. Students will be encouraged to develop an expression of individual style.

### **615 Ceramics 2**

**Prerequisite: Ceramics 1**

#### **Semester Course**

Ceramics 2 is an intermediate ceramics course. Students will continue their development of sculptural skills and knowledge learned in Art V. Further exploration of advanced hand building techniques and pottery wheel throwing will be emphasized, along with an introduction to kiln use. Students will be encouraged to develop an expression of individual style.

### **616 Photography 1**

**Prerequisite: Intro to Art**

#### **Semester Course**

Photo 1 is an introductory digital photography course. Students will explore basic photography techniques, including an understanding of camera mechanics, digital manipulation, digital darkroom techniques, and design and composition concepts. Students will be encouraged to develop an expression of individual style. This course counts toward Fine Art **OR** Technology credit. This is a sophomore, junior, and senior level course.

### **617 Photography 2**

**Prerequisite: Photo 1**

#### **Semester Course**

Photo 2 is an intermediate photography course. Students will continue the development of digital photography and Photoshop skills learned in Art VII with an in-depth look at advanced photography techniques and design concepts. Students will be encouraged to develop an expression of individual style. This course counts toward Fine Art **OR** Technology credit. This is a sophomore, junior, and senior level course.

### **627 Independent Art**

**Prerequisite: Ceramics 2, Photo 2, Advanced Painting, or Graphic Design 2, and departmental approval**

#### **Semester or Year Long Course**

Independent Study in art is an advanced studio course focusing on the independent study of media specified by individual student interest with instructor approval. Students may choose work in a variety of areas including photography, ceramics, sculpture, mixed media, drawing, or painting. Emphasis will be on development of skills, understanding of art theory and concepts, creation of portfolio, and preparation for college art courses. Independent study students will meet at the same time and use the same studio space as introductory and intermediate students.

### **628 Studio Art AP**

**Prerequisite: Intro to Art and departmental approval. Upper level art classes encouraged but not required.**

Studio Art AP is a year-long advanced studio course focusing on three major areas: a sense of quality in artwork, a concentration on a particular visual interest or problem, and the need for breadth of experience in formal, technical, and expressive means. The course is intended for highly motivated students who are seriously interested in the study of art.

All students will submit a complete portfolio in May. Summer assignment required.

### **630 Film I**

In this class, students will work with video cameras and digital editing to explore the art of telling a story in a visual/audio manner. Students will make short films and learn the technical aspects of the profession. The Filmmaking curriculum covers all areas of filmmaking: pre-production, production and post-production. In the pre-production area students will learn script writing. In the production area students learn about cameras, sound, and production techniques. In post-production they will learn digital editing, Foley, ADR, and ambience. Students will study different types of genres and keep a film log analyzing Academy Award winning films. By the end of the class, they will have created a short film.

### **631 Film II**

In this class, students will build on the knowledge from Film I and apply it to different types of videos. Students will complete a 15 — minutes short film based on the requirements of the 48 Hour Film Festival. Students will draw a genre, line of dialogue, prop and character. From that, they must complete their pre-production, production, and post-production in the span of the semester. Student will be graded on composition, style, execution and story. We will be taking genres a step further and be studying the art of film narrative: film noirs, comedy, westerns, etc.

### **633 Choir**

This course is designed to introduce and develop basic singing techniques, sight-reading skills and basic music theory concepts. The group will perform throughout the year. Attendance at each performance is mandatory

### **604 Band Fundamentals**

Band Fundamentals is offered to allow 9-12<sup>th</sup> grade students the opportunity to learn band fundamentals for winds or percussion before participating with the advanced band or percussion ensemble. Completion of this class should yield mature, informed, disciplined, and competent young musicians, prepared for advanced and marching band.

### **645 Marching Band**

#### **Fall semester**

Marching Band is for experienced 9-12<sup>th</sup> grade musicians and interested and capable 8<sup>th</sup> grade musicians; this is the most active and well known of the ensembles, performing at football games, parades, marching contests, etc. This is a class for a grade, and it will meet on Tuesday/Thursday at 7:00 a.m.-7:50 a.m. Extra rehearsals may be called as needed. Students who have participated in this class in the fall will be expected to participate in any marching events during the spring semester, such as the Mardi Gras parade and others. Completion of this class should yield mature, informed, disciplined, and competent young musicians, prepared to enter the college marching and pep band levels by the end of their senior year.

### **680 Advanced Band**

Advanced Band is for all 9-12<sup>th</sup> grade experienced musicians; the focus is on concert performance, preparations for auditions (high school and college), and more advanced literature. Completion of this class should yield mature, informed, disciplined, and competent young musicians, prepared to participate with college ensembles by the end of their senior year.

### **677 Advanced Honors Band**

#### **Prerequisite: Audition before music faculty and departmental approval**

Although mostly focused on grade 11 and 12 musicians, Advanced Honors Band is open to 9-12<sup>th</sup> grade experienced musicians. This class meets and prepares at the same time as the advanced band and includes advanced band expectations of advanced musicianship, a strong performance history as well as extra assignments. This class will be weighted at the 4.5 level.

### **679 Jazz Band**

#### **Spring semester**

Jazz Band is open to 6-12<sup>th</sup> grade musicians as ability level allows; the focus of the ensemble is to learn basic jazz styles and beginning improvisation. This is a highly sought-after ensemble that may have unique performance opportunities, depending on the preparations of the ensemble. Those looking to join the jazz band in the spring should begin rehearsing when the ensemble starts in mid-November, as they prepare for the Christmas Concert. The class will meet at the marching band class time at the conclusion of necessary marching rehearsals: Tuesday/Thursday at 7:00 a.m.-7:50 a.m. Completion of this class should yield mature, informed, disciplined, and competent young musicians who are knowledgeable about the history of jazz and its impact on America, as well as being basically competent at several jazz styles.

### **654 Beginning String Orchestra**

Beginning String Orchestra (Violin, Viola, Cello, String Bass) is an exploratory class with emphasis on individual achievement as well as group performance standards. Students are asked to invest in their musical studies to gain a genuinely enjoyable emotional, spiritual and musical time as well as help in academic achievements and teamwork abilities. No previous musical experience is necessary to join this class.

### **673 Intermediate String Orchestra**

#### **Prerequisite: Audition or beginning string orchestra**

Intermediate String Orchestra (violin, viola, cello, string bass) is the class that bridges beginning orchestra experience to the opportunities afforded the advanced orchestra musicians. Students play more complex music than beginning players and serve in more responsible ways—playing at worship services, local community events, etc. They also begin to see the myriad musical horizons that studying a string orchestral instrument allows them.

### **656 Advanced String Orchestra**

#### **Prerequisite: Audition or intermediate string orchestra**

Advanced String Orchestra (violin, viola, cello, string bass) synthesizes the lessons from beginning and intermediate orchestra classes into strategic directions and goals, individually and collectively. Performances include concerts at Bishop Dunne as well as competitive and invitational events both on and off campus. Students will be invited to consider long-term individual goals such as playing at family functions, regional or state competitions, as well as how these individual goals support the continued success of the string orchestra program at Bishop Dunne.

### **Advanced Honors String Orchestra**

#### **Prerequisite: Audition before music faculty and departmental approval**

Advanced Honors String Orchestra (violin, viola, cello, string bass) is the highest level of string orchestra playing on Bishop Dunne's campus. Students perform as a part of the Advanced String Orchestra while preparing leadership positions both musically and socially within the larger contest of our orchestra program and Bishop Dunne musical family. Performing as a soloist, small ensemble member, and larger orchestra is expected of young people enrolled in this course.

### **690 Music History**

This class is open to all 9-12<sup>th</sup> grade students. This is a general music class focusing on basic music history and music appreciation. It is offered as a dual credit class if requested in advance. Upon completion of this class, students should better understand the history of music, its relevance to today, and its impact on society.

### **689 AP Music Theory**

This course is open to all 9-12<sup>th</sup> grade students that have a strong fundamental understanding of music notation. This is a music theory where students will learn basic theory and concepts found in music, such as chord progressions, voice leading, etc. Theory will incorporate aural and written components. It is offered as an Advanced Placement class and dual credit class if requested in advance. Upon completion of this class, students should sit for the AP Music Theory test for possible college credit.

### **651 Theater I: Acting**

#### **Semester Course**

#### **Theater I: Acting I**

Theater I: Acting introduces students to mime, improv, storytelling, and stage acting. This course also has a capstone project on a Shakespeare play where students select a play, perform a monologue from it, and teach the class about the play.

### **652 Theater II: Theater History**

#### **Prerequisite: Theater Arts I**

#### **Semester Course**

**Theater II: Theater History** follows the chronological development of Western theater, from the Greeks to the Modern playwrights. Performance projects accompany each period of theater history, emphasizing different skills such as improvisation, character acting, and dance.

### **674 Theater III: Theatrical Production**

#### **Prerequisite: Theater I and Theater II**

Students learn the basics of playwriting, directing, designing and managing a production. The course ends in a capstone collaborative project of a brand-new play, performed, directed, and designed by the students.

### **675 Theater IV Theater Seminar**

#### **Prerequisite: Theater I, Theater II, and Theater III**

Students select advanced projects for completion in a field of theater. Course contains one capstone paper and project accompanying their inquiry into their field of choice—examples include: developing audition pieces, writing a full play, designing a full show, stage managing a production, academic research into a playwright, play, or genre.

### **662 Theater Production**

#### **Semester Course**

#### **Prerequisite: Audition**

Theatre Production is an immersion course for students who have been approved and cast in the Fall or Spring production. This course is for actors and supporting members of the cast. Students learn blocking, characterization, acting techniques, time management and team building. Students produce a full main stage production.

### **718 Graphic Design**

**Prerequisite:** Intro to Art I

#### **Semester Course**

Graphic Design is a foundation graphics course utilizing computer media with an emphasis on design elements and principles. Typography, illustration, digital imaging, and manipulation of images will be covered. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. Students will be encouraged to develop an expression of individual style. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. Students will be encouraged to develop an expression of individual style. This is a sophomore, junior, and senior level course and may be used as a technology or art credit.

### **720 Graphic Design II**

**Prerequisite:** Graphic Design I

#### **Semester Course**

The core emphasis of this course covers the history of typography, an introduction to page layout design (both for print and online environments), as well as a study of influential designers. Strong emphasis is placed on the history of type and the technical, problem-solving and aesthetic use of display and text type. Through lectures, demonstrations, and studio work, students are introduced to the creative thinkers, important innovations, and breakthrough technologies that have shaped the evolution of visual communication. Creative thinking is encouraged, along with prescribed techniques and media. This is a sophomore, junior, and senior level course and may be used as a technology or art credit.

## **HUMANITIES DEPARTMENT**

### **344 Psychology**

**Prerequisite:** 10<sup>th</sup>-12<sup>th</sup> grade

#### **Spring Semester Course**

Introduction to Psychology broadly introduces students to the history of psychology, theories, and research methods. Students will learn about neuroscience, experimental psychology, and cognition, including sensation, perception, memory, emotion, motivation and language. Students will examine various psychological disorders, stress and health psychology, personality and social psychology, intelligence, and developmental psychology.

### **347 America in the 1960s**

#### **Semester Course**

The purpose of this course is to learn the details and the significance of prominent individuals, movements, cultures, and events throughout the decade of 1960s in the United States. Students will learn how and why historical events from the beginning to the end of the decade are important to the history of the nation and have had an effect in the formation of today's United States. Topics covered include: a brief study of the 1950s; JFK's life, presidency and assassination; The Civil Rights Movement; the presidency of Lyndon Johnson; the Vietnam War; the counterculture; and music of the 1960s.

### **812 Sports Medicine**

Sports medicine is designed for students interested in fields such as athletic training, physical therapy, medicine fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields. The course includes class work and practical hands-on application in the following areas: prevention, treatment, and rehabilitation of sports injuries, taping, and wrapping injuries, first aid/CPR, emergency procedures, basic nutrition, and sports medicine careers.

### **813 Sports Management I**

Sports Management I is an introductory course to the business of sports. Throughout the course, all aspects of the sports industry are examined, from front office responsibilities, to facility management, to sports agents, and much more.

### **831 ACT/SAT Prep**

#### **Semester Course**

ACT/SAT Prep is designed to prepare students for the challenges involved in the SAT, ACT, and PSAT, focusing primarily on the SAT administrations in December and May. Students will study vocabulary as well as test-taking techniques and strategies in an effort to improve test scores. Additionally, students will prepare for college application and admissions through research, essay writing, and résumé building.

## **844 Survival Problem Solving for the 21st Century**

### **Semester Course**

When disaster hits, one's most valuable resource is one's own ability to solve problems. From Katrina, the Asian Flu, 911, Thailand Tsunami or the NE blackout (2003), recent events have shown that the ability to understand emergency geography might just save lives. This course will explore the world of survival skills from natural disasters, extreme ecosystems or even terrorist attacks. In addition, the six-step future problem-solving system will be taught, and students will be expected to produce a personal survival manual and kit as a final project.

## **THEOLOGY DEPARTMENT**

### **911 Theology I**

The freshmen course of study focuses on the Bible and the mystery of Jesus Christ. In addition to a practical examination of the construction of the Bible, its content, and how to read it, the course examines the Catholic Church's understanding of Revelation, Inspiration, God's salvific plan, and of Jesus Christ as the second person of the Trinity. Through the study of the Bible, students will come to know Jesus as Incarnation, the living Word of God, our real-life example of God's path to salvation.

### **921 Theology II**

The sophomore course of study focuses on the Paschal Mystery of Christ and what it means to be the Church. Students will focus on Jesus' redemptive power seen through his life, death and resurrection, and how we, who share in Jesus' redemptive power, can be shaped by it, and, in turn, are called to shape the world. Students will study the Church, its origin, its structure, the Marks of the Church, and its mission, and come to understand why belonging to, why "being Church" is essential.

### **931 Theology III**

The junior course of study focuses on the sacraments and morality. Students will study each of the seven sacraments, and understand them as means to encounter Jesus in their lives. Students will also learn moral concepts and precepts that govern the lives of Christ's disciples.

### **944 Theology IV A – Ecumenical and Interreligious Issues**

Ecumenical and Interreligious Issues attempts to view faith, knowledge, belief and their relation to each other, as well as God, Jesus, the Scriptures, suffering and death from the perspective of the major world religions.

### **949 Theology IV B – Living as a Disciple of Christ (Senior Service)**

Living as a Disciple of Christ is the student's opportunity to understand and embody the role of service in their Christian life. The in-class study will focus on the Church's Principles of Catholic Social Teachings, and these principles will be put into practice twice each week through service to the Dallas community.

### **905 Peer Ministry**

**Prerequisite: Instructor Approval**

**Junior and Seniors Only**

**Semester Course**

Students will come to a deeper understanding of the development and meaning of the Sacraments, the essential beliefs of Catholicism. Through their application of these ideas and principles to their personal life and Christian morality, students will grow as peer ministers to the school. They will use their academic understanding of theology to enhance their experience of ministry, just as their ministry will impact their interpretation of theology. As student leaders of the Campus Ministry team, students develop and use skills in organizing, planning, and facilitating retreats and liturgies. Upon completion of the course students will have skills necessary to become competent 21<sup>st</sup> century liturgical ministers.