



# **Notre Dame High School**

## **Curriculum Handbook**

### **2022-2023**

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## INTRODUCTION

The following are guidelines and directives of Notre Dame High School's curricular program. They are provided to ensure that all parents and students are knowledgeable about California's college and university admission requirements and Notre Dame High School's graduation requirements.

### *Curriculum Overview*

The academic curriculum at Notre Dame High School is designed as a college preparatory program. The goal is to ensure that graduates will be eligible to attend a four-year institution of their choice upon graduation. All students must take a combination of required and elective courses to meet this goal. Course work consists of regular college preparatory classes, honors and Advanced Placement (AP) course work. In order to meet the needs of all students, Notre Dame High School also offers a number of courses that fall outside the normal college preparatory course work.

The curriculum at NDHS has been developed by the Curriculum Director, Counselors, Principal, and Assistant Principals. The program is fluid in that it allows changes to occur during the first quarter in order to meet student needs or requirements initiated by the state or in order to gain admission to four-year institutions and/or meet graduation requirements.

### *Courses and Scheduling*

Every student must be enrolled in a Religion and an English course each year of attendance at Notre Dame. Freshmen, Sophomores and Juniors are enrolled in seven (7) courses throughout the day. Seniors must enroll in at least five (5) departmental courses each semester.

Students and parents, in selecting courses, must pay particular attention to the **prerequisites** that are indicated for each academic course. If there is any doubt as to whether or not a student is qualified for a particular course, please consult one of the school counselors for clarification.

Five (5) units, or credits, are awarded for each course upon completion at the semester if the student has earned a minimum "D" grade. Students who have earned an "F" in any course at the semester do not receive the five credits for the course.

**Failure of any core course could put the student in danger of not graduating. Remediation should be sought with the student's counselor immediately.** Students must complete 240 credits in order to graduate from Notre Dame High School.

Make-up courses for most classes are offered online during summer school for students who receive a "D" or "F". These courses are designed to satisfy deficiencies that have occurred during the regular school year. Before enrolling, students should verify course selection with the counseling department.

**Any student who earns a grade lower than a "C" at quarter or semester in any Honors or AP class will be transferred to the standard college preparatory course.**



## Notre Dame Administration, Faculty, & Staff Email Addresses

Please allow teachers at least 24 hours to reply to your email messages.

<https://www.notredameriverside.org/about/directory>

## Notre Dame High School Graduation Requirements

<b><i>Academic Area</i></b> <i>*5 credits per passing grade per semester</i>	<b><i>Credits</i></b>
Religion	40
English English I, II, III, IV or equivalent courses	40
Mathematics All students must complete Algebra 1	30
Science Must include a life <u>and</u> physical science course	20
Social Science World History (10), US History (10), US Government (5), Economics (5)	30
Physical Education Freshman health requirement is met through the course curriculum totaling 5 credits	20
Visual and Performing Arts	10
Speech	10
Media Literacy	10
Electives	30
<b>Total</b>	<b>240</b>
<b><i>Additional Requirements</i></b>	
Community Service Hours	100

<b>Comparison of Notre Dame Graduation Requirements To CSU/UC/ NCAA Requirements</b>				
	<b>Notre Dame Graduation Requirements</b>	<b>CSU Requirements</b>	<b>UC Requirements</b>	<b>*NCAA Requirements</b>
<b>Religion</b>	40 credits 4 years	--	--	--
<b>English</b>	40 credits 4 years	4 years	4 years	4 years
<b>World History</b>	10 credits 1 year	2 years	2 years	2 years
<b>US History</b>	10 credits 1 year			
<b>Government</b>	5 credits 1 semester			
<b>Economics</b>	5 credits 1 semester	--	--	
<b>Mathematics</b>	30 credits 3 years	3 years including: Algebra I, Geometry, and Algebra II 4 years recommended		3 years: Algebra 1 or higher
<b>Science</b>	20 credits 2 years <i>(must take at least 1 physical and 1 life Sci)</i>	2 years lab science <i>(must take at least 1 physical and 1 life Sci)</i>	2 years required 3 years recommended <i>Biology, Chemistry, Physics</i>	2 years (1yr lab)
<b>Visual/ Performing Arts</b>	10 credits 1 year	1 year	1 year	--
<b>Speech</b>	10 credits 1 semester	--	--	--
<b>Media Literacy</b>	10 credits 1 semester	--	--	--
<b>Physical Education</b>	20 credits 2 years	--	--	--
<b>World Language</b>	--	2 years of the same language	2 years required 3 recommended	4 years Additional Core Courses (Eng., Math, Sci Religion or World Lang)*
<b>Elective</b>	30 credits	Adv. Math, Foreign Language, Lab Science, etc.	1 year required from History, English, World Lang, Adv. Math, etc.	1 year additional courses (Eng., Math, or Sci)*
<b>TOTAL</b>	<b>240 CREDITS</b>	<b>*See Your Counselor For More Details on Requirements</b>		

\* NCAA GPA requirement is an unweighted 2.3 for Division 1 and 2.2 for Division 2

## SAMPLE FOUR-YEAR PROGRAM

The following outline is a suggested course of study for students who wish to meet the basic graduation requirements for Notre Dame High School and the UC/CSU college admissions eligibility.

### **9<sup>th</sup> Grade/ Freshman Year**

**4 A-G Courses**

Theological Studies 1

English: English I / Honors

Mathematics ( Algebra I /Algebra I Honors, Geometry /Geometry Honors)

Physical Education: Freshmen PE + Health

Science: Biology/Biology Honors

Foreign Language: Spanish I / Spanish I Honors, or French I / ASL I

Elective: Media Literacy

### **10<sup>th</sup> Grade/ Sophomore Year**

**9 A-G Courses**

Theological Studies II

English: English II / English II Honors

Mathematics ( Geometry /Geometry Honors/ Algebra II/Algebra II Finite/Algebra II Honors )

Physical Education: Sophomore PE, Weight Training, or participation in a Varsity Sport

Science: Biology/Biology Honors/Chemistry/ Chemistry H / Physics

Social Studies: World History/AP World History

Elective

### **11<sup>th</sup> Grade/ Junior Year**

**15 A-G Courses**

Theological Studies III or Honors Theological Study (Peer Ministry)

English: English III / AP Literature and Composition

Communications: Speech

Mathematics: Algebra II/Algebra II Finite/Algebra II Honors/ Pre-Calculus/Pre-Calculus Honors

Social Studies: U.S. History/AP U.S. History

Fine Art Elective

Elective

### **12<sup>th</sup> Grade/Senior Year**

**22 A-G Courses**

Theological Studies IV

English: World Literature or AP Language and Composition

Social Studies: U.S. Government &amp; Economics/AP Government/ AP Economics

Mathematics: Pre-Calculus/Pre-Calculus Honors/ AP Calculus / Statistics / Personal Finance

Elective

Elective

Elective

## Notre Dame A-G Course List

The intent of the “A-G” subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.

Courses from California high schools used to satisfy the "A-G" subject requirements must be certified by UC and appear on the school's "A-G" course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills.

<b><u>A-G Category</u></b>	<b><u>Description</u></b>	<b><u>Notre Dame Course</u></b>
<b><u>History/Social Science (“A”)</u></b>	<i>Two years</i> , including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American Government or Civics.	World History/AP US History/AP US Government AP US Government
<b><u>English (“B”)</u></b>	<i>Four years</i> of college preparatory English that includes frequent and regular writing, reading of classic and modern literature, and practice listening and speaking.	English I/ H English II/H English III/ AP Language & Comp English IV/ AP Literature & Comp
<b><u>Mathematics (“C”)</u></b>	<i>Three years</i> of college-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.	Algebra I/H Geometry/H Algebra II/H Algebra II Finite Pre-Calculus/H AP Calculus Statistics AP Statistics Personal Finance
<b><u>Laboratory Science (“D”)</u></b>	<i>Two years</i> of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.	Biology/H Chemistry/H Physics AP Biology Anatomy & Physiology Anatomy & Physiology Honors Astronomy & Cosmology
<b><u>Language other than English (“E”)</u></b>	<i>Two years</i> of the same language other than English or equivalent to the second-level of high school instruction	Spanish I/II/III Spanish I/II/III Honors French I/II/IV French II/III (Honors) AP Spanish Language ASL I, II ASL II Honors ASL III Honors

<p><b><u>Visual and Performing Arts</u></b> <b><u>("F")</u></b></p>	<p><i>One year, including dance, drama/theater, music or visual art.</i></p>	<p>Art I/II AP Studio Art AP Art History Textile Design Film History Video Production Technical Theatre Drama Drama Honors AP Music Theory Yearbook The Art of Photography</p>
<p><b><u>College-preparatory elective</u></b> <b><u>("G")</u></b></p>	<p><i>One year chosen from the "A-G" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "G" electives.</i></p>	<p>AP Economics AP Psychology Theological Studies IV: Comparative Religions Creative Writing Economics Intro to Psychology Speech Sports Medicine Sports Medicine II Sports Psychology Computer Science Intro to STEAM Honors Philosophy</p>



## Non A-G Electives

These courses do not meet the UC A-G Categories but can be used towards graduation elective credit. When applying to the University of California (UC), they can be listed in the section “Courses Other Than A-G”.

iCreate

Theological Studies I, Theological Studies II, Theology III –Ethics and Social Justice  
Weight training

## AP and Honors Courses Offered at Notre Dame

### AP Courses

AP Language and Composition  
AP Literature and Composition  
AP Calculus  
AP Chemistry  
AP World History  
AP European History  
AP US History  
AP US Government  
AP Economics  
AP Psychology  
AP Art Studio  
AP Art History  
AP Biology  
AP Music Theory & Composition  
AP Spanish Language

### Honors Courses

Honors English I  
Honors English II  
Honors Algebra I  
Honors Geometry  
Honors Algebra II  
Honors Pre-Calculus  
Honors Biology  
Honors Chemistry  
Honors Physics  
Honors Anatomy & Physiology  
Honors Spanish I  
Honors Spanish II  
Honors Spanish III  
Honors French II  
Honors French III  
Honors French IV  
Honors American Sign Language II  
Honors American Sign Language III

## Policies and Procedures

### Placement in Classes

Student schedules are randomly assigned by the computer. It is not permitted to select specific teachers, period, or to arrange a schedule to accommodate sports or outside school activities. Students are placed in classes according to the student's ability to succeed in their course of study. Placement in honors or AP course work is determined by each department's requirements and school requirements for advanced courses. Incoming freshmen placement in honors courses will be determined by teacher confidential recommendation, standardized test scores, grades, and/or summer school (i.e. Algebra 1 Survey).

**Honors Courses-** Placement in honors courses will be determined by the following:

- 1) Students must earn an "A" in non-honors course or "B" in current honors related to and leading up to the honors course desired.
- 2) Completion of summer assignment

**AP Courses-** Placement in AP courses will be determined by the following:

- 1) Students must earn an "A" in non-honors course or "B" in current honors related to and leading up to the A.P. course desired.
- 2) AP Potential List (derived from teacher recommendation)
- 3) Completion of summer assignment

### Honors/AP-

**Course Withdrawal-** Students with a grade of "C-" will be dropped from the honors/AP class for unsatisfactory progress.

**AP Examinations-** All students in an AP class are encouraged to take the AP exam for said class. Each student will sign an AP course contract. This is in compliance with the University of California AP Exam guidelines. Testing exceptions must be approved by an administrator.

**AP Class Registration-** Students must follow Notre Dame AP class placement policies. Students must attend a teacher meeting/interview/or complete a teacher assigned paper. Students who receive a letter from the Collegeboard regarding AP Potential will be highly encouraged to take an AP class. Students must obtain summer work from the teacher prior to the end of the school year. A student who transfers from another school will be matched with the transferring AP class as long as adequate progress has been made.

### Schedule Changes

The computer-generated class schedules best accommodate the needs of the majority of students, limitations of classroom space and the proper student-to-teacher ratio. **Our master schedule does not permit requests for changes in class periods, for specific teachers or for athletic reasons. The Counseling Office initiates changes because of student misplacement in a class or a teacher recommendation. Any other changes are rare and are considered on a case-by-case basis.**

**Dropping Classes**

Classes required for graduation must be taken at Notre Dame High School and may not be dropped. Since Notre Dame High School is a college preparatory high school and four-year colleges require completion of all academic work, elective classes will be treated the same as classes required for graduation. Students have the first week of the quarter to drop elective classes. After the first week window, students are expected to remain in their classes unless there are extremely extenuating circumstances as determined by the administration. Students must obtain approval from the counseling and administrative offices in order to drop a class after this period.

**Make-Up Classes**

**Summer School-** Students will be notified of courses needed to be made up for graduation or university admissions in writing by their counselor. It is the parent/student responsibility to register for the appropriate course thereafter.

**NDHS Recovery Course -** (if available) Students making up a class online must do so within the time frame of the current academic grading period. If the student does not complete the course in the allotted time frame they will receive an incomplete at the time of grade issuance and the incomplete will remain until such course is completed. If the student was making up an “F” grade and has not completed the course, they will also be placed on academic probation.

**Senior-** If a senior receives a grade of “D” or “F” during the first semester senior year and is applying to a university, he/she must immediately enroll in the course in order to satisfy admissions requirements, unless otherwise specified by the admitting university. The student will enroll in a Notre Dame course first if space is available in the schedule or online if said senior has a full class schedule. The student must also notify each university to which he/she is applying.

**Outside Courses**

**Prior approval is required** to receive credit for regular or summer school courses taken outside of Notre Dame to satisfy graduation requirements and to be printed on a student’s transcript. Courses will only be approved if the equivalent course is not offered at Notre Dame and if it is needed for graduation, or if special circumstances exist. Approval for special circumstances must be given by the Principal or Assistant Principal in order for credit to be recorded on the transcript prior to starting the course.

**Students with Disabilities**

Qualified students with disabilities will be provided reasonable accommodation within the school’s resources. Reasonable accommodations that exceed school resources can be provided at the expense of the parent. Modifications to the curriculum that will alter the school’s mission as a Catholic, college-preparatory school cannot be offered. Students with learning disabilities will be assisted in obtaining the appropriate Individualized Education Program so the student’s progress will not be compromised, and so that every possible effort is made to maximize the student’s potential.

**Final Examinations**

Final examinations are given at the end of each semester and an optional Quarter Final may be given at teacher discretion during the designated exam week. Specific circumstances apply:

1. If a student is absent during exam week, he or she must provide written verification from a doctor that the absence was due to medical reasons only. In cases of personal emergencies, parents or guardians must contact the school by phone on the day of the absence and must provide a written explanation of the emergency when the student returns. Such verification will be required before any student may take a make-up final exam.
2. Dismissal from an exam for disciplinary reasons will result in a zero mark for the exam.

**Final Semester Grades**

All financial obligations (tuition, athletic fees etc.) must be up-to-date and paid in full for students to receive final semester grades. Grades will be posted as incomplete until all financial obligations are settled.

**Honor Roll**

Academic honors earned during the school year are based upon a student's grade point average for a specific semester of study. Honor students are designated as those with a

Honor Roll - GPA of 3.5 to 3.69

High Honor Roll - GPA of 3.7- 3.9

Principal's Honor Roll - GPA of 4.0 or Higher

In all cases, a student must not have received a grade lower than a C-, regardless of GPA.

Academic letters and lamps are earned by maintaining a GPA of 3.5 and higher for three consecutive semesters. Advanced Placement and Honor courses that have a 5-point grading scale are also figured into a student's GPA for Honor Roll status.

**Community Service**

All students are required to document participation in the required minimum community service hours defined by class level:

Freshman	15 hours
Sophomore	20 hours
Junior	30 hours
Senior	35 hours

Service activities must be with a recognized non-profit organization and service activities may not result in monetary reward, an academic letter grade, or graduation credits. Activities may occur on the school campus for those students who are too young to drive; however, all students are expected to include service hours from the secular and parish communities.

Detailed guidelines for satisfying community service requirements and a list of suggested services can be obtained from the Campus Minister who moderates the Community Service Program. Services not listed may be approved by written petition that includes justification and rationale acceptable to the Campus Minister. Communicants' service hours within the parish may be applicable to school service credit with the approval of the Campus Minister.

## Graduation Requirements

The minimum requirement for graduation from Notre Dame High School is:

Religion	40 units
English	40 units
Mathematics	30 units
Social Studies	30 units*
Science	20 units
Visual and Performing Arts	10 units
Physical Education	20 units**
Speech	10 units
iCreate	10 units
Electives	30 units
<b>Total</b>	<b>240 units</b>
<b>Community Service Hours</b>	<b>100 hours</b>

\*Must include 10 units of World History, 10 units of U.S. History, 5 units of Government, and 5 units of Economics or the A.P. course equivalent of either Government or Economics.

\*\*Sophomore P.E. requirements may be satisfied by participation in Varsity Interscholastic sports and by meeting designated criteria established by each sport.

**Seniors who do not meet graduation requirements will not be allowed to participate in commencement exercises. Seniors may receive a Notre Dame High School diploma if all incomplete or failed work is retaken during the summer school session immediately following the senior year or through approved online credit recovery during the same period.**

**Academic Probation**

Any student with a GPA below a 2.0 and/or an F in any class at the end of a quarter/ semester, will be placed on the academic probation list and become ineligible to participate in sports or co-curricular activities (example: asb, peer ministry, theatre, etc)

**A student may reestablish eligibility for sports or co-curricular activities immediately after they have completed the following:**

**Quarter Grading Periods**

1. Meet with your counselor to prepare an academic plan (prior to participating in sports or activities).
2. Following quarter 1 or quarter 3 progress reports, the student must improve the grade(s) in question to a D or better and overall GPA above a 2.0.
3. Student must maintain their GPA above a 2.0 with no F grades throughout the quarter in question to remain eligible.

**Semester Grading Periods**

1. Meet with your counselor to prepare an academic plan (prior to participating in sports or activities).
2. Student must complete weekly progress reports, check in with their counselor, and maintain a GPA of 2.0 or higher based on the current courses.
3. For any F grades earned, student must enroll in a remedial course(s) to pass the failed class.
  - a. Remedial courses must be approved by counselors before enrollment

During the probation period, if the student does not fulfill and maintain the above requirements, they will remain ineligible for participation in sports or co-curricular activities.

Should the student re-establish eligibility at the end of the next grading period, they will be released from probation.

Parents and students, please work with your teachers, counselors, and administration to develop positive habits and routines to prevent academic probation in future grading periods.

## Concurrent Enrollment Course Policy

Concurrent enrollment offers high school students access to college-level coursework to expand student access to affordable higher education, provide challenging academic and occupational experiences to qualified high school students during their junior and senior years. These courses must be pre-approved by a high school administrator in order to obtain Notre Dame High School graduation credit.

**Prior approval is required** to receive credit for regular or summer school courses taken outside of Notre Dame to satisfy graduation requirements and to be printed on a student's transcript. Courses will only be approved if the equivalent course is not offered at Notre Dame and if it is needed for graduation, or if special circumstances exist.

To be eligible, you may attend a community college if you demonstrate college readiness. You must meet ALL of the colleges requirements to apply as a concurrently enrolled student:

- Be in the 11th grade or 12th grade
- Have a cumulative GPA of 3.00 or higher
- Attend high school at least a minimum day

\*students in the second semester of their 9th grade year or in the 10th grade who show exceptional abilities may be considered by admissions. These students must meet all requirements above as well as submit a letter of recommendation on school letterhead from a teacher in the same discipline for requested enrollment.

### Required Paperwork

If you meet the eligibility requirements, you must submit the following items **each term** that you want to attend in order to determine/ maintain your eligibility:

- Online Admission Application Confirmation Page (not required for continuing students)
- Official high school transcript (in a sealed envelope and printed within 90 days or emailed directly from the high school to the college)
- School/ Parent Approval Form (signed by all required parties)

The grade(s) you earn in your class(es) will become part of your official college academic record. It is your responsibility to make sure your high school receives college transcripts that you may need in order to receive high school credit.

**Each course completed through concurrent enrollment will receive 5 credits with weighted GPA.**

**No more than 20 credits toward graduation can be completed through concurrent enrollment.**

## THEOLOGICAL STUDIES

### Introduction to Catholicism

#### Theological Studies 1: Biblical Studies

#### Theological Studies 2: Catholicism

#### Theological Studies 3: Ethics and Social Justice

#### Theological Studies 4: Comparative Religion

**Title:** Introduction to Catholicism  
**Grade Level(s):** 9 – 12  
**Department:** Theology  
**Length:** Full Year  
**Prerequisite:** None  
**Note:** Incoming International Students/Student Transfers from Public Schools

#### Course Description:

The Revelation of Jesus Christ in Scripture aims to lead students into a deeper understanding of the Bible and the history of salvation presented within it. With this course the students will learn to navigate the Bible and will develop basic exegetical skills. The student will learn why salvation history is necessary and will come to know the key people of salvation history: the early leaders of Israel, the judges and kings, and prophets. Students will also come to understand that Jesus Christ is the fulfillment of salvation history and of the Israelites' covenant with God. Finally, students will explore the early Christian Church focusing on Saint Paul and other key figures of the time.

The five units in this course center on important understandings and questions about the Bible and salvation history. The five units are as follows:

Unit 1: Revelation

Unit 2: Interpretation and Overview of the Bible

Unit 3: Revelation in the Old Testament

Unit 4: Revelation in the New Testament

Unit 5: Sacred Scripture and the Life of Faith

**Title:** Theological Studies 1: Biblical Studies  
**Grade Level(s):** 9  
**Department:** Theology  
**Length:** Full Year  
**Prerequisite:** None  
**Note:** Fulfills NDHS Graduation requirements only

#### Course Description:

This is an introductory course in Biblical Studies. The course identifies and explores four major areas of concern in Biblical Studies: 1. Literary context: The Bible as literature. Narrative(s) of the Bible. Genres. Approaches to hermeneutics, interpretation of the text. 2. The historical context: history, culture and archeology of the Bible. 3. Theological context: The Bible as scripture of the three major monotheistic religions. 4. Textual context: Authorship, formation, transmission and translation of the Bible. The Bible as a Catholic document. The emphasis of the course is on students developing an intelligent and informed understanding of the Bible.

**Title:** Theological Studies 2: Catholicism  
**Grade Level(s):** 10  
**Department:** Theology  
**Length:** Full Year  
**Prerequisite:** None  
**Note:** Fulfills NDHS Graduation requirements only

#### Course Description:

The course is an introductory, but interdisciplinary study of Catholicism, which will identify and examine several major areas of its history, development, theology, and influence. This includes the geopolitical and cultural importance and presence of The Catholic Church, her teachings, and her influence, in the world. The course discusses four integral fields of inquiry: 1. The Church in history; 2. The Church and culture; 3. The Church and its teachings; 4. The Catholic community, its values, and its ultimate reality as the Bride of Christ. Students also discuss The Church's presence, power, and imprint upon civilization. Here, the Church's teachings include its theology, its moral imperatives, and its social, economic and educational ideals. Of special emphasis is the theology of the sacraments, grace, and salvation.

**Title:** Theological Studies 3: Ethics and Social Justice  
**Grade Level(s):** 11  
**Department:** Theology  
**Length:** Full Year  
**Prerequisite:** None  
**Note:** Fulfills NDHS Graduation requirements only

#### Course Description:

The class will identify and examine the major areas of consideration in both classical and contemporary ethics; namely Meta-ethics, Applied, and Normative ethics, including pragmatism, situational ethics, and moral relativism. One emphasis is on moral philosophy (Normative ethics) and Catholic considerations of the same, especially in terms of social morality and social justice. The course will offer balanced comparisons of Christian and secular moral formations, and evaluate Christian influence on ethical thinking historically, and in the context of contemporary society. The second emphasis is on social morality, law and policy, and their roots in classical and Medieval philosophy. The course focuses on the history, development and theory of intelligent moral thinking, as well as on how we can actually make effective, defensible moral decisions, based upon a correctly formed conscience.



**Title:** Theological Studies 4: Comparative Religions

**Grade Level(s):** 12

**Department:** Theology

**Length:** Full Year

**Prerequisite:** None

**Note:** Fulfills NDHS Graduation requirements only

**Course Description:**

This course surveys the history, literature, theology, practices and institutions of the world's major religions. It critically and comparatively assesses the patterns of behavior and organizational strategies that religions inspire. Anthropology and archaeology of religion: Students explore (trans-historically) relationships between religion and culture, society, and the human religious experience, including mythology, contact between cultures with distinct religions, religion as a mechanism of regulating social order, and aspects of human cognition that contribute to the development and maintenance of religious perspectives. Students discuss the relationship between the individual and religion. One emphasis is the history, literature, core theology and doctrines of Christianity as well as the significant persons and formative events that shaped and continue to shape Christianity from its origins to its influence on contemporary society.

## ENGLISH

### English I

#### English I Honors

#### English II: World Literature

#### English II Honors: World Literature

#### English III: American Literature

#### AP English Language and Composition

#### English IV: British Literature

#### AP English Literature and Composition

**Title:** English I  
**Grade Level(s):** 9  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** None

#### Course Description:

**English I-**This introductory course for all freshmen has two sections. The first part of the course is dedicated to various critical strategies for grammar study and writing, concentrating on descriptive and narrative composition. The second part will include a research paper and writing critically about world literature, concentrating on various poems, short stories, Romeo and Juliet, and a novel. Included in the course will be weekly vocabulary study.

**Title:** English I Honors  
**Grade Level(s):** 9  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** Placement will be determined by the score on the HSPT

#### Course Description:

This course is open to Freshmen who exhibit superior skills during the 8<sup>th</sup> grade year. Letters of recommendation from the 8<sup>th</sup> grade Language Arts teacher and the student's principal certifying this mastery are required. The course of study is the same as English I with greater depth and more exacting standards and will include a study of literature.

**Title:** English II: World Literature  
**Grade Level(s):** 10  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** English I

#### Course Description:

This course is designed to introduce the student to the basics of literary criticism and with more-advanced communicative techniques. The grammar section provides further study and practice in the skills necessary for effective writing. Paragraph development, expository essays, vocabulary enhancement, and analytical skills in both reading and writing are emphasized. Vocabulary work for college is also stressed. The literature section centers on a survey of World Literature. The course provides an opportunity to explore concepts and ideas found throughout the literature and to relate them to our cultural background. Students write short papers, entries in a journal and a research paper.

**Title:** English II Honors: World Literature  
**Grade Level(s):** 10  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** English I  
**Note:** See Course Placement for Honors

#### Course Description:

This course is the same as English II with added depth and emphasis on critical thinking and writing skills. Term papers and dialectical journals are required.

**Title:** English III: American Literature  
**Grade Level(s):** 11  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** English II

#### Course Description:

This course is designed to survey literature as it developed and changed from pre-Columbian times through the 20th Century in America. Emphasis is placed on the analytical study of poetry, drama, short stories, essays and novels. Writing skills and research techniques are also emphasized. Weekly assignments includes vocabulary study. Several short papers, various projects, a research paper and a journal are required.

**Title:** AP English Language and Composition  
**Grade Level(s):** 11  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** Successful completion of English II Honors with B+ or regular English II with A  
**Note:** See Course Placement for AP

#### Course Description:

This course covers the material offered in the English III course with added depth and standards reflecting the expectation that students will take AP English, Composition and Literature in their Senior year. Timed writing, formal papers, a dialectical journal and vocabulary study are emphasized.

**Title:** English IV: British Literature  
**Grade Level(s):** 12  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** English III

#### Course Description:

This course is designed as an offering of classic and contemporary works in British literature from *Beowulf* to Modern texts featuring reading, critical thinking, writing, and vocabulary. Emphasis is placed on critical thinking and analytical study of poetry, drama, short story, essay, and the novel. Writing focuses on explication, analysis, comparison-contrast, and the literary research paper. Additionally, the Senior Project will occupy much of students' time during Semester 2.

**Title:** AP English Literature and Composition  
**Grade Level(s):** 11  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** Successful completion of AP Lang/ Comp with B+ or regular English III with A  
**Note:** See Course Placement for AP

**Course Description:**

In this Advanced Placement course, students study the various types of expository theme development and organization. Emphasis is placed on critical thinking, logical reasoning, justification of thesis, research skills and techniques of written communication. The course explores in depth the range of critical approaches to literature. It sharpens writing skills and challenges students to comprehend the great ideas of civilization through the reading of classic literature and its extensive literary and philosophical evaluation. Writing focuses on literary analysis and criticism. Vocabulary study, editing skills and refinement of style are emphasized. Additionally, a personal, on-going journal may be required of each student as well as a Senior Project during Semester 2, similar to that of English IV students. Preparation is given for students taking the yearly Advanced Placement Examination in May (required). Students enrolled in this class are to have an interest in reading, a command of basic writing skills, and the ability to work independently.

## MATHEMATICS

Algebra I  
 Algebra I Honors  
 Geometry  
 Geometry Honors  
 Algebra II  
 Algebra II with Finite Math  
 Algebra II Honors  
 Pre-Calculus  
 Pre-Calculus Honors  
 AP Calculus  
 Statistics  
 AP Statistics

**Title:** Algebra I  
**Grade Level(s):** 9  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** None

### Course Description:

This course is designed to offer an introduction to the manipulative and deductive reasoning skills needed in the study of natural sciences, computer sciences and advanced mathematics. It will develop computational, procedural and problem-solving skills needed for a solid foundation in algebra. Topics included in the course are: the symbols and language of algebra, the manipulation of rational and irrational numbers, solving equations and equalities of various types, exponential notation, factoring polynomials, graphing linear equations and systems, relations/functions and their graphs. This course is also designed to introduce the quadratic equation, the language of trigonometry and beginning probability and statistics.

**Title:** Algebra I Honors  
**Grade Level(s):** 9  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** Placement will be based on the result of the HSPT, or placement from summer school Algebra I Survey

### Course Description:

This course is designed for incoming freshmen who have had a high degree of success in Algebra I. The scope and pace will exceed that of the Algebra I course. This course will give a good foundation for the skills needed in the study of natural sciences, computer sciences and advanced mathematics. The topics in this course included: solving equations and inequalities using all operations, graphing and writing linear equations, solving systems of equations and inequalities, using exponents and polynomials, factoring, solving quadratic and exponential functions and equations, and using data analysis and probability. Algebra I Honors is intended for the serious mathematics student.

**Title:** Geometry  
**Grade Level(s):** 9 - 11  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** Successful completion of Algebra I, placement for 9<sup>th</sup> grade will be based on HSPT results

### Course Description:

This course is designed to offer an introduction to the manipulative and deductive reasoning skills needed in the study of natural sciences, computer sciences and advanced mathematics. It will develop computational, procedural and problem-solving skills needed for a solid foundation in geometry. This course covers in logical sequence the following topics: geometry as an axiomatic system, points, lines and planes in space, conditional statements, properties of equality, simple two-column proofs, parallel lines and planes, exterior and interior angles of polygons, congruence of triangles, special parallelograms, inequalities in one triangle, similar polygons, right triangles, circles, simple construction, and areas and perimeters of polygons. In every lesson, algebraic methods are used to provide continuity between Algebra I and Algebra II.

**Title:** Geometry Honors  
**Grade Level(s):** 10, 11  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** Successful completion of Algebra I  
**Note:** See Course Placement for Honors

### Course Description:

This course is designed for students who have had a high degree of success in Algebra I Honors. Geometry Honors will be a rigorously paced class covering in a logical sequence all of the basic topics enabling students to gain a thorough knowledge of Euclidean Geometry. The course covers the following topics: geometry as an axiomatic system, points, lines and planes in space, conditional statements, two column proofs, parallel lines and planes, interior and exterior angles of polygons, congruence of triangles, special quadrilaterals, inequalities in one triangle, similar polygons, right triangles, circles, constructions with the use of a compass and a straight edge, areas and perimeters of polygons and surface and area volumes of solids. The terminology used is of modern mathematics and the problems are in three levels of difficulty.

**Title:** Algebra II  
**Grade Level(s):** 10 - 12  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** Successful completion of Algebra I and Geometry

**Note:** This course is not recommended for students who plan on taking higher level math courses following completion.

### Course Description:

This course expands on the content of Algebra I and geometry. Topics include: real and complex numbers, linear and quadratic equations and inequalities, systems of equations and inequalities, polynomials and polynomial equations, linear and quadratic functions and their graphs, polynomial, exponential and logarithmic functions, counting and probability.

**Title:** Algebra II with Finite Math  
**Grade Level(s):** 10 - 12  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** Successful completion of geometry with “B” or better.  
**Note:** This course leads to placement in pre-calculus

**Course Description:**

Finite is for the mathematically talented student who desires an extensive and comprehensive treatment of Algebra and an introduction of trigonometric concepts. Students will be expected to develop an in-depth understanding of the topics including functional analysis, and will be expected to draw relationships among the concepts studied. A good balance of activities, practice, and re-teaching will be included in lessons to assure that the material is covered, and that students demonstrate learning and understanding with: properties of real numbers, functions, linear and quadratic equations, polynomials, rational expressions, and data analysis. In addition, lessons will contain a variety of experiences in order to address the range of learning styles.

**Title:** Algebra II Honors  
**Grade Level(s):** 11 - 12  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** Successful completion of geometry  
**Note:** See Course Placement for Honors.

**Course Description:**

Algebra II Honors is for the mathematically talented student who desires an extensive and comprehensive treatment of algebra and trigonometry topics and who intends to take the maximum units of high school math. Students will be expected to develop an in-depth understanding of the topics including functional analysis, and will be expected to draw relationships among the concepts studied. A good balance of activities and applications will be included in lessons to assure that the material is covered and that students demonstrate learning and obtain a core understanding of (but not limited to) real numbers, functions, linear and quadratic equations, polynomials, rational expressions, and data analysis.

**Title:** Pre-Calculus  
**Grade Level(s):** 11 - 12  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** Successful completion of Finite Math with a “B+” or Algebra II Honors with the grade of “B” or better and completion of Geometry with the grade of “B” or better

**Course Description:**

This course is designed for college-bound highly motivated students. Enrichment activities offer interesting and challenging extensions of the course that help sharpen students' thinking and problem-solving skills. Verbal and written instruction is given toward both mathematical thinking skills and the instrument manipulation skills necessary to approach, diagram, estimate and solve problems of varying complexity. Scientific calculator and computer activities will be provided. Principal topics studied are: Functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, analytical trigonometry with additional application, systems of equations and inequalities, matrices and determinants, sequence and series, polar coordinates and conics, and mathematical induction.

**Title:** Pre-Calculus Honors  
**Grade Level(s):** 11 - 12  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** Successful completion of Finite Math with a “B+” or Algebra II Honors with the grade of “B” or better and completion of Geometry with the grade of “B” or better  
**Note:** See Course Placement for Honors

**Course Description:**

This course is designed for college bound highly motivated students. The course focuses on the in-depth analysis of four categories: problem solving, technology, communicating mathematics and real-life applications. It is a challenging course intended to challenge the students in their critical thinking to become creative problem solvers with an emphasis on development of communication skills. The course will ensure the development of the analytical approach towards Calculus and advanced mathematical courses for the future. Principle topics to be covered are: trigonometric functions and the unit circle, graphs of sine's, cosines and other trigonometric functions, addition of ordinates, inverse trigonometric functions, fundamental identities, trigonometric equations, law of sine's and cosines, vectors, trigonometric forms of complex numbers, De Moivre's Theorem, and nth roots, matrices and determinants, sequence and series, polar coordinates and conics, and mathematical induction.

**Title:** AP Calculus  
**Grade Level(s):** 12  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** Successful completion of Pre-Calculus  
**Note:** See Course Placement for AP

**Course Description:**

This course is designed to challenge students in their critical thinking to become creative problem solvers with an emphasis on development of communication skills. The course focuses on the in-depth analysis of four categories: problem solving, technology, communicating mathematics and real-life applications. The following topics are covered in depth: limits and their properties, Differentiation and application of Differentiation (derivatives of Trig functions, continuity, Implicit differentiation, rates of change, the mean value theorem and curve sketching, Roll's Theorem, Linear Approximation and Differential, Limits at Infinity, Extrema and first derivative test, Optimization problems), Integration of functions, application of Integration, Logarithmic and exponential functions integrals, and Application of integration.

**Title:** Statistics  
**Grade Level(s):** 12  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

This course is strongly rooted in the concepts of mathematics and its applications. It covers the basics of algebra that students will need in order to proceed to an upper-level math and science courses in the future by means of practice, mathematical derivation, and a Socratic dialogue in the classroom. A strong emphasis is placed on being introduced to material, investigating before explaining, lecture, and active practice.

**Title:** AP Statistics  
**Grade Level(s):** 12  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** None  
**Note:** See Course Placement for AP

**Course Description:**

**AP Statistics**-is the high school equivalent of a one semester college introductory statistics course. In this class, the student will develop strategies for collecting, organizing, and drawing conclusions from data. The student will design, administer, and tabulate results from surveys and experiments. With the aid of probability and simulations, the student will construct models for chance behavior along with using sample distributions for confidence intervals and hypothesis testing. In this class, students will use a TI-83/84 graphing calculator, Ipad Pros and online tools such as computer software like MiniTab and simulators to investigate statistical concepts. To successfully prepare for the AP exam, the student will develop effective statistical communication skills by preparing written and oral analyst real data.

**Title:** Personal Finance  
**Grade Level(s):** 11-12  
**Department:** Mathematics  
**Length:** Full Year  
**Prerequisite:** None  
**Note:** See Course Placement for AP

**Course Description:**

**Personal Finance**-The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Precalculus, and Calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations.

## SCIENCE

### Astronomy and Cosmology

#### Biology

#### Biology Honors

#### AP Biology

#### Chemistry

#### Chemistry Honors

#### AP Chemistry

#### Human Anatomy and Physiology

#### Human Anatomy and Physiology Honors

#### Physics

#### Honors Physics

**Title:** Astronomy and Cosmology  
**Grade Level(s):** 10 - 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** None

#### Course Description:

This one year course for 10th, 11th, and/or 12th grade students serves as a quantitative and qualitative introduction to the physics of the solar system, stars, the interstellar medium, the galaxy, and the universe, as determined from a variety of astronomical models and observations. This course involves the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

**Title:** Biology  
**Grade Level(s):** 9 - 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** None

#### Course Description:

This is the first science laboratory course for all students. Biology focuses in the analysis of three key concepts: microbiology (organelle structure and function, energy transfer, and cellular reproduction), genetics (DNA, RNA, transcription, translation, mutations, genetic traits, and human heredity), and evolution (biosphere, cell, organismal and system evolution, population genetics, classification, kingdoms, and animal systems). Students will be exposed to reasoning methodologies, ensuring that information learned can be analyzed and applied. All topics will be evaluated in a laboratory setting to expose students to the experimental side of biological sciences and initiate the understanding of lab etiquette. Labs will include acid-base analysis, eukaryotic cell comparison (making and analyzing own microscope slides), cellular division analysis, DNA extraction, simulating protein synthesis, investigations of inherited traits, cladogram analysis, angiosperm reproductive structures, environmental settings analysis, and frog dissection.

**Title:** Biology Honors  
**Grade Level(s):** 9 - 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** See Course Placement for Honors/Incoming Freshmen

#### Course Description:

Biology Honors focuses on the in-depth analysis of three key concepts: microbiology (organelle structure and function, energy

transfer, and cellular reproduction), genetics (DNA, RNA, transcription, translation, mutations, genetic traits, human heredity, and population genetics), and evolution (biosphere, cell, organismal and system evolution, classification, kingdoms, and animal systems), and their correlation to body mechanisms. Biology Honors is a course intended to challenge each student in their critical thinking skills in relation to the material presented; therefore, students must be able to connect concepts rather than simply knowing only specific chapter components. Lab course work directly reflects the material presented and challenges each student to implement their knowledge through problem solving whether it be an experimental, histological or dissection lab. Labs will include acid-base analysis, eukaryotic cell comparison (making and analyzing own microscope slides), cellular division analysis, DNA extraction and modeling, simulating protein synthesis, investigations of inherited traits, cladogram analysis, genetic drift, angiosperm reproductive structures, environmental settings analysis, tissue histology, sensory receptor analysis, and fetal pig dissection (5 weeks).

**Title:** AP Biology  
**Grade Level(s):** 11 - 12  
**Department:** Science  
**Length:** Full Year

**Prerequisite:** See Course Placement for AP and successful completion or concurrent enrollment in Algebra II, and successful completion of Biology

#### Course Description:

AP Biology is designed to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. Students will learn to evaluate and analyze problems in order to synthesize information and apply such information to solve any given problem. AP Biology is designed to further expand on the ideas and theories learned in Biology/ Biology Honors and Chemistry/ Chemistry Honors by the implementation of higher order thinking through experimentation. This inquiry-based class allows for the evaluation, synthesis, analyzes, and application of biology based scientific principles.

AP Biology is centered on four big ideas or domains:

1. The process of evolution drives the diversity and unity of life;
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis;
3. Living systems store, retrieve, transmit, and respond to information essential to life processes;
4. Biological systems interact, and these systems and their interactions possess complex properties.

**Title:** Chemistry  
**Grade Level(s):** 10 - 12  
**Department:** Science  
**Length:** Full Year

**Prerequisite:** Successful completion or concurrent enrollment in Algebra II

#### Course Description:

This course is laboratory science, which covers the basic chemical concepts. Among the concepts stressed are: chemical bonds, structure of matter, matter/energy relationships, periodicity of chemical elements, mole concept, acids and bases, equilibrium and chemical notation including writing and balancing equations,

organic chemistry and the solution of word problems. Practical application of concepts and the development of proper technique are stressed in the laboratory exercises.

**Title:** Chemistry Honors  
**Grade Level(s):** 10 - 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** See Course Placement for Honors

**Course Description:**

This course covers the major concepts of chemistry in a comprehensive manner, with a strong emphasis on mathematics. It is a foundation course for the student who plans to pursue a science-related career. Topics include chemical bonds, structure of matter, matter/energy relationships, periodicity of chemical elements, mole concept, acids and bases, equilibrium and chemical notation including writing and balancing equations, organic chemistry and the solution of word problems, biochemistry and nuclear chemistry. Students are required to do library research, laboratory work and special projects. Problem-solving skills essential to the study of chemistry will be stressed. Practical application of concepts and the development of scientific techniques are stressed in the laboratory work.

**Title:** AP Chemistry  
**Grade Level(s):** 10 - 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** Successfully completed a general high school Chemistry course and Algebra II with an A or B.  
**Note:** See Course Placement for Honors

**Course Description:**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Requirements:

This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout the course.

**Title:** Human Anatomy and Physiology  
**Grade Level(s):** 11 - 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** Successful completion of Biology and Chemistry

**Course Description:**

Human Anatomy and Physiology is intended for students that want to challenge themselves in biological sciences by understanding the framework and function of all systems within the human body. Systems addressed: (tissues), integumentary, skeletal, muscular, nervous, endocrine, (blood), lymphatic, digestive, cardiovascular, respiratory, urinary, reproductive, and development. Laboratory skill will be enhanced with activities that include histology (tissues, integumentary, blood, muscular), specimen analysis (skeletal, feline and sheep nervous system,

lungs, heart, kidney), dissection (cow eye and feline (12 weeks: muscular, cardiovascular, internal organs), and physiological observations of self and peers (lung capacity, heart rate, sensory receptor discrimination). Further, all concepts will be challenged through case studies and analytical essays.

**Title:** Human Anatomy and Physiology Honors  
**Grade Level(s):** 11 - 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** See Course Placement for Honors

**Course Description:**

In addition to the description for Human Anatomy and Physiology, the Honors class requires that students are able to integrate, correlate, and find interrelationships between all systems. The depth to which all topics are covered and tested upon is in more detail than in the regular class. Further, their 12-week feline dissection will include the extraction of the feline spinal cord, cerebellum, cerebrum, optic nerves, and eyes through a blind dissection (no guides are available for such dissection). Mastery and analysis of tools will be essential to complete the blind dissection. In addition to the case studies and analytical essays in Human Anatomy and Physiology, the Honors class will conduct on-going year-long research, and analysis of patient files.

**Title:** Physics  
**Grade Level(s):** 11 - 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** Successfully completed or concurrently enrolled in Pre-Calculus

**Course Description:**

This course is designed to cover the major concepts of Physics in a comprehensive manner, with strong emphasis on mathematics. It is a foundation course for the student who plans to pursue a science-related career. Topics include: methods of science and measurement, force, motion and energy, heat and the structure of matter, electricity and electromagnetism. Practical application of concepts and the development of scientific techniques are stressed in the laboratory work, which is an integral part of the course.

**Title:** Honors Physics  
**Grade Level(s):** 11 - 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** Successfully completed or concurrently enrolled in Pre-Calculus

**Course Description:**

This is a one-year introductory college-level physics course that is designed to use algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. The course focuses on the in-depth analysis of four categories: problem-solving, technology, communicating mathematics, and real-life applications. It is a challenging course intended to challenge the students in their critical thinking to become creative problem solvers and emphasize the development of communication skills. Laboratory experiments, along with some computer-based labs and tutorials, consolidate the basic principles discussed in lectures. This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in natural sciences/mathematics.



## SOCIAL SCIENCES

World History  
 AP World History  
 AP European History  
 United States History  
 AP United States History  
 Economics  
 U.S. Government  
 AP U.S. Government  
 AP Economics

**Title:** World History  
**Grade Level(s):** 10  
**Department:** Social Science  
**Prerequisite:** None

### Course Description:

This course will help you develop a greater understanding of the evolution of global processes, contacts, and interactions overtime. The course highlights the nature and changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course will focus on the common themes that run through all human history. We will study how peoples and societies are alike and how they are different. These themes will help the student make connections between the past and the present.

**Title:** AP World History  
**Grade Level(s):** 10  
**Department:** Social Science  
**Prerequisite:** None  
**Note:** See Course Placement for AP

### Course Description:

In preparation for the AP Exam in May this course will help the student develop a greater understanding of the evolution of global processes, contacts, and interactions overtime. The course highlights the nature and changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Using a periodization approach we will focus on foundations of history from around 8000 BCE to the present. This approach is intended to help the student craft historical arguments from historical evidence, reason chronologically, compare and contextualize historical developments, and interpret and synthesize historical developments through the use of primary and secondary sources.

**Title:** AP European History  
**Grade Level(s):** 11 – 12  
**Department:** Social Science  
**Length:** Full Year  
**Prerequisite:** None  
**Note:** See Course Placement for AP

### Course Description:

A survey course that introduces you to the rich political, cultural, social and intellectual heritage of Europe. AP European History develops an understanding of the main themes in modern European history, including political, diplomatic, intellectual, cultural, social and economic history. Analyzing historical evidence and reading critical literary narratives is integrated into the chronologically ordered whole picture of the modern history of Europe. This course begins with the Renaissance and concludes with the demise of communism in Eastern Europe, the reunification of Germany, and the crisis of global terrorism.

**Title:** United States History  
**Grade Level(s):** 11  
**Department:** Social Science  
**Prerequisite:** World History

### Course Description:

Through United States History students will be provided with content and practical knowledge of U.S. history through the use of primary sources. Using the critical thinking skills of analysis, synthesis and opinion defense, student-driven/teacher moderated discussions will be the primary approach to the investigation of several historical themes. Among those themes are: Life and thought in colonial America, ideological origins of the American Revolution, the Civil War, Industrialization, Populist movement, a century of war, through to the 21<sup>st</sup> century. These themes, and others, will be focused on the student's understanding of diversity, identity, American culture, trends and the importance of religion in American life, and what it means to an American citizen.

**Title:** AP United States History  
**Grade Level(s):** 11  
**Department:** Social Science  
**Prerequisite:** One of the three: World History, AP World History, AP European  
**Note:** See Course Placement for AP

### Course Description:

**AP United States History-**Through AP United States History students will be provided with content, practical knowledge of U.S. history through the extensive use of primary sources, and synthesis of opinion and defense of that opinion based on those documents. These primary sources will be drawn from certain time periods and themes: the American economy, evolution of American foreign policy, revolutions in American society, development of the Constitution, and the development of American public policy. These themes will be investigated through student-driven discussions and essays regarding diversity, American identity, American culture, economic trends, the importance of religion in American life, political institutions and what it means to be an American citizen. The ultimate goal of this course is to prepare the student for success on the Advanced Placement Examination in May.

**Title:** Economics  
**Grade Level(s):** 12  
**Department:** Social Science  
**Length:** 1 Semester  
**Prerequisite:** None

**Course Description:**

Students will learn the core concepts of macroeconomics, microeconomics and the international economy. Students will learn how societies decide what to produce, how to produce and for whom to produce goods and services with limited resources. The course will help students analyze economic issues from the viewpoints of the consumer, producer, big business, the entrepreneur and the government. Students will study the effect(s) government regulations and environmental conditions have on local/national/world economies. The course will allow students to observe the influence history and politics have on economic factors. Most importantly this course aims to promote fiscal responsibility by teaching students the importance of budgeting, decision-making and employment.

**Title:** U.S. Government  
**Grade Level(s):** 12  
**Department:** Social Science  
**Length:** 1 Semester  
**Prerequisite:** None

**Course Description:**

This course will cover the fundamentals of the American political system and the values that it holds. It will examine the documents that were created by our forefathers and the impact they have had on how our nation has been shaped. The course will address current political topics and will encourage students to think critically about how these controversial issues impact their lives. Students will learn about how the American Government is arranged and how the powers are distributed. Students will examine historical documents and will also be introduced to key Supreme Court decisions. Students will analyze these decisions and will be encouraged to weigh in on the decisions that were made by the Supreme Court. The ultimate goal of the course is to prepare students with the knowledge of how the American Political system works and how they play a part in the democratic process of our nation as civic-minded young adults.

**Title:** AP U.S. Government  
**Grade Level(s):** 12  
**Department:** Social Science  
**Prerequisite:** Successful completion of AP World History or World History, or AP Europe

**Note:** See Course Placement for AP

**Course Description:**

The Advanced Placement U.S. Government course covers the philosophical foundations, structure, and political process that constitute "Good Government" which begins with "Self-Government". The historical background and development of the Constitution are considered along with current constitutional problems. Judicial decisions concerning individual rights, a state's powers, the expansion of national power, and the principles of self-government set forth in the Declaration of Independence are emphasized. Students are taught to analyze college-level essay questions, organize ideas and information, and write clear concise essays of their own. This class prepares students to take the Advanced Placement Examination in the U.S. Government for college credit.

**Title:** AP Economics  
**Grade Level(s):** 12  
**Department:** Social Science  
**Prerequisite:** AP US History or US History  
**Note:** See Course Placement for AP

**Course Description:**

AP Economics is a yearlong course divided into three parts: microeconomics, macroeconomics and analysis and application. The first of the three, microeconomics, is a twelve-week study of economic principles concerning individual decision-makers within an economy. The second, macroeconomics, is a twelve-week study of economic principles as they relate to institutional decision-makers in the government, financial, and foreign trade sectors. The main areas of concentration include basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government. Students are expected not only to know the material but to apply critical thinking skills to the units covered. Analysis and application introduces and requires the use of those skills in a twelve-week long series of practical application tasks. The ultimate goal of this course is to prepare the student for success on the Advanced Placement Examination in May.

## FOREIGN LANGUAGE

Spanish I  
 Spanish I Honors  
 Spanish II  
 Spanish II Honors  
 Spanish III  
 Spanish III Honors  
 AP Spanish Language and Culture  
 French I  
 French II  
 French II Honors  
 French III  
 French III Honors  
 American Sign Language I  
 American Sign Language II  
 Honors American Sign Language II  
 American Sign Language III  
 Honors American Sign Language III

**Title:** Spanish I  
**Grade Level(s):** 9 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

The first-level course is designed to introduce students to the basic language skills of listening, speaking, reading and writing in the Spanish language. A study of the cultural life of Spanish-speaking people is included. This course is for students who are enthusiastic and interested in acquiring a second language and an insight into another culture.

**Title:** Spanish I Honors  
**Grade Level(s):** 9 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Recommendation from 8th grade teacher and satisfactory completion of summer assignment.  
**Note:** See *Course Placement for Honors*.

**Course Description:**

This first-level course is offered to those students who excelled in their previous academic year. This course covers all topics introduced in the Spanish I course but at a more accelerated pace. Emphasis will be on enhancing the student's vocabulary, reading and oral skills. This course is intended for serious language students.

**Title:** Spanish II  
**Grade Level(s):** 10 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Successful completion of Spanish I

**Course Description:**

The second level of the core language introduces new grammatical structure/vocabulary and continues the development of the language and cultural awareness, as well as the communicative proficiency, in the four basic skills: listening, speaking, reading, and writing.

**Title:** Spanish II Honors  
**Grade Level(s):** 10 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Successful completion of Spanish I  
**Note:** See *Course Placement for Honors*.

The second level of the core language introduces new grammatical structure/vocabulary that began in Spanish I and continues the development of the language and cultural awareness, as well as communicative proficiency, in the four basic skills: listening, speaking, reading, and writing, but at a more accelerated pace than in the regular Spanish II class.

**Title:** Spanish III  
**Grade Level(s):** 11 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Successful completion of Spanish II

**Course Description:**

Designed as a continuation of the work in Spanish II, this course places the emphasis on grammar, reading comprehension, composition, and formal oral presentations. Study topics include: Hispanic culture, literature, current events and cross-cultural comparisons. The purpose is to "round out" the introduction to the language for terminating students while preparing continuing students for Spanish IV. Instruction is bi-lingual.

**Title:** Spanish III Honors  
**Grade Level(s):** 11 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Successful completion of Spanish II  
**Note:** See *Course Placement for Honors*.

This class, offered to those students who excelled in Spanish continues to emphasize all those skills learned in the second level course at a more accelerated pace than in the regular Spanish III course. Particular emphasis is placed on reading original articles and works of literature written in Spanish by native Spanish authors and on improving students' writing and verbal skills. This course offers the advanced language student an introduction to Hispanic literature as well as the opportunity to increase his/her knowledge of Spanish through participation in oral presentations and composition writing.

**Title:** AP Spanish Language and Culture  
**Grade Level(s):** 11 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Successful completion of Spanish III  
**Note:** See *Course Placement for AP*

The AP Spanish Language and Culture course is designed for students who have completed Spanish I through Spanish III. It is an academically demanding program conducted entirely in Spanish. The AP course is intended for students who wish to develop and achieve a high level of proficiency in the language skills of speaking, listening, reading and writing and expand and enrich their knowledge and understanding of the culture of Spanish-speaking countries and the variance in vocabulary and pronunciation within the Spanish-speaking world. Students will be exposed to selected literature such as: short stories, novels, poetry, biographies, essays, drama and fables in order to interpret, analyze, compare, identify, evaluate and summarize the content of the literature.

**Title:** French I  
**Grade Level(s):** 9 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

This course is designed as an introduction to the skills of the French language. A basic vocabulary is established with an emphasis on conversation skills. Students are also introduced to grammatical structures and practice listening comprehension, pronunciation, speaking and writing on an elementary level. The culture and traditions of France and of French-speaking countries as well as knowledge in history and geography are studied.

**Title:** French II  
**Grade Level(s):** 10 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Successful completion of French I

**Course Description:**

In this course, designed as a continuation of the skills begun in French I, vocabulary and grammatical structures are more advanced. Conversation is emphasized and the culture of France is studied in more depth with a further emphasis on Paris.

**Title:** French II Honors  
**Grade Level(s):** 10 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Successful completion of French I  
**Note:** See *Course Placement for Honors*.

This second level course is offered to those language students who excelled in French I. It is a continuation of the study of French grammatical structures begun in French I, but at a more accelerated pace than the regular French II course. In addition to acquiring aural-oral skills, students are introduced to French culture and examples of French literature. This course offers an enriched version of the second-level course for those students with exceptional language ability.

**Title:** French III  
**Grade Level(s):** 11 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Successful completion of French II

**Course Description:**

This is an advanced course designed as a continuation of the work in French II with an emphasis on reading, writing, and oral skills. Conversation and composition are stressed. French history and literature are introduced. By the end of the course the students acquire a good understanding of the French language. Instruction is bi-lingual.

**Title:** French III Honors  
**Grade Level(s):** 9 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Successful completion of French II  
**Note:** See *Course Placement for Honors*.

This class, offered to those students who excelled in French, continues to emphasize all those skills learned in the second level course in more depth than in the regular French III course. Particular emphasis is placed on reading original articles and works of literature written in French by native French authors, and on improving students' writing and verbal skills. This course offers the advanced language student an introduction to French literature as well as the opportunity to increase his/her knowledge of French through participation in oral presentations and composition writing.

**Title:** American Sign Language I  
**Grade Level(s):** 10 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

This course is designed to introduce the fundamentals of American Sign Language. Students will focus on sentence structure, sign production, and reception in basic conversation. In addition, students will gain a new perspective on, (and respect for), Deaf people and their culture.

**Title:** American Sign Language II  
**Grade Level(s):** 10 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Grade of C- or higher in ASL I

**Course Description:**

This course will build on the basics, expanding students' understanding of ASL and cultural aspects of the Deaf Community. The second level focuses on the development of conversation skills, sentence structure, sign production, and reception.

**Title:** American Sign Language II Honors  
**Grade Level(s):** 10 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Grade of B+ or higher in ASL I. At teacher's discretion based on students maturity, work ethic, and skill level

**Course Description:**

This course will build on the basics, expanding students' understanding of ASL and cultural aspects of the Deaf Community. The second level focuses on the development of conversation skills, sentence structure, sign production, and reception. This course has higher expectations of student's expressive skills and requires quicker reception skills than a regular ASL II class.

**Title:** American Sign Language III  
**Grade Level(s):** 11 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Grade of C- or higher in ASL I and II

**Course Description:**

This course will expand student discourse, Advanced ASL structure and vocabulary, Role- shift variations, Formal storytelling, Formal/Informal presentation. In addition, ASL III will continue educating students on Deaf culture.

**Title:** American Sign Language III Honors  
**Grade Level(s):** 11 – 12  
**Department:** Foreign Language  
**Length:** Full Year  
**Prerequisite:** Grade of B+ or higher in ASL I and II. At teacher's discretion based on students maturity, work ethic, and skill level

**Course Description:**

This course will expand student discourse, Advanced ASL structure and vocabulary, Role- shift variations, Formal storytelling, Formal/Informal presentation. In addition, ASL III will continue educating students on Deaf culture. This course has higher expectations of students' expressive skills and requires quicker reception skills than a regular ASL III class.

## VISUAL AND PERFORMING ARTS

**Art I**

**Art II**

**AP Art History**

**AP Studio Art**

**Drama**

**Honors Drama II**

**Film History**

**AP Music History**

**Technical Theatre**

**Video Production – Titan TV**

**Yearbook I**

**Fashion & Textile Design**

**The Art of Photography**

**Title:** Art I

**Grade Level(s):** 10 – 12

**Department:** Visual and Performing Arts

**Length:** Full Year

**Prerequisite:** None

**Course Description:**

This is an introductory and foundational course that focuses on observation and visual representation. Students will learn and apply the elements of art, as the result of producing multimedia projects that reflect their understanding of core key concepts. Students will explore the fundamentals of drawing and color theory to enhance their ability in skill and craftsmanship. By the end of this course, students will improve in the area of emotional intelligence—enhancing right-brained thinking, empathy, self-reflection, and intuition in order to create meaningful works of art.

**Title:** Art II

**Grade Level(s):** 10 – 12

**Department:** Visual and Performing Arts

**Length:** Full Year

**Prerequisite:** Art I

**Course Description:**

Art II will expand on what students have learned in Art I, utilizing the key concepts of the elements of art to create innovative projects that revolve around contemporary issues. Students will expand their knowledge on the principles of design and learn how to execute their ideas in a cohesive manner, along with how to properly critique their peer's artwork as well as their own. Additionally, students will explore a variety of art forms that include: composition, design, illustration, charcoal, painting, photography, and multimedia collage. By the end of this course, students will improve in the area of emotional intelligence—enhancing right-brained thinking, empathy, and works of art.

**Title:** AP Art History

**Grade Level(s):** 10 – 12

**Department:** Visual and Performing Arts

**Length:** Full Year

**Prerequisite:** None

**Note:** See Course Placement for AP

**Course Description:**

The AP Art History course offers a chronological overview of the history of art from the Paleolithic period through late 20<sup>th</sup> century modern and postmodern period. It will introduce students to a multicultural exploration of the form and content of two and three dimensional works of art discussed within a historical and cultural framework. Although the larger context of this course will focus on western European art, some emphasis will be given on the art and architecture of non-western cultures. Students will become versed in the visual language of art and its history. They will learn how to look at, describe works of art by applying art historical methods to past visual environments. Students will not only have a deeper understanding of western art within its political and religious context but they will also be encouraged to appreciate and evaluate art from other cultures with other aesthetic criteria and within different contexts. This will develop their critical thinking skills and broaden their cultural literacy. This course is intended to prepare students for the AP Art History Exam in May.

**Title:** AP Studio Art

**Grade Level(s):** 11 – 12

**Department:** Visual and Performing Arts

**Length:** Full Year

**Prerequisite:** Art 1 and 2/ Completion of summer assignment

**Note:** See Course Placement for AP

**Course Description:**

AP studio art will prepare students for the AP exam through continuing to explore and build techniques, theories, skills, and principles learned in Art 1 and 2. This course will address the three major areas of the AP exam as stated by the College Board: quality, concentration, and breadth. All three areas will be used within the student's pieces in order to develop a portfolio to be submitted. Students will keep a portfolio with a variety of their work, of which 24 pieces will be submitted to the College Board. The course will also include a visit to at least one art museum to study varied artists and various techniques.

**Title:** Drama  
**Grade Level(s):** 10 – 12  
**Department:** Visual and Performing Arts  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

Drama I is an overview and an exploration to the approaches to acting, directing, producing, and technical theater. Students begin by playing a series of theatre games, move to improvisations, and then perform professionally scripted and student-written monologues. Students perform scenes and monologues from professional play scripts. Students study the major historical periods of theatre history from Ancient Greece to the 21st Century using student research projects and presentations of production, acting, and notable innovators in theatrical art of these periods. By the end of the course, students gain appreciation for the art of the theatre, a respect for working within an ensemble of artists, and an understanding for the variety of approaches to actor training, directing, and producing as well as basics in technical theater. Students will apply gained knowledge through writing critiques on specific subjects after attending non-school theatrical productions and reading a variety of plays. Building awareness of and preparing for career potential and educational pathways is an important aspect to the work of this course.

**Title:** Honors Drama II  
**Grade Level(s):** 10 – 12  
**Department:** Visual and Performing Arts  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

Drama II builds on the techniques of acting, directing, and producing learned in Drama I and applies them to a full performance based acting environment. Students will expand and engage their study of the skills of acting, directing, stage management, and producing through performance-based activities and exercises, including object exercises, monologues, and scene performances culminating in a fully student produced production. Students will learn to analyze different acting, directing, and producing techniques and styles used in a performance through personal, peer, and full-length production evaluations. Students continue the study of the major historical periods of theatre history from Ancient Greece to the 21st Century using student research projects and presentations of production, acting, and notable innovators in theatrical art of these periods. Students will apply gained knowledge through writing critiques on specific subjects after attending non-school theatrical productions and reading a variety of plays. Building awareness of and preparing for career potential and educational pathways is an important aspect to the work of this course.

**Title:** Film History  
**Grade Level(s):** 10 – 12  
**Department:** Visual and Performing Arts  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

This course is designed to be an introduction to film history, both American and international, emphasizing creating, performing and participating in the art of film. This class will include assignments in creating a storyboard, acting out original movie scenes, and making student films. It will also contain a great deal of writing about film and will focus on teaching students how to think critically about film. Students will learn how movies affect their culture and other cultures from around the world. Students will learn how film deals with a myriad of life situations, the techniques films use for communication and mood settings. Students will learn to recognize cinematic styles and become acquainted with the history of cinematic criticism.

**Title:** AP Music History  
**Grade Level(s):** 10 – 12  
**Department:** Visual and Performing Arts  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

This course introduces students to musicianship, theory, musical materials, and procedures. It integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are taught. The student's ability to read and write musical notation is fundamental to this course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument

**Title:** Technical Theatre  
**Grade Level(s):** 10 - 12  
**Department:** Visual and Performing Arts  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

Technical Theater is an exploration into the art, craft, and practical application of stage design and technical theater. Technical theater is a wholly cross-curricular course applying skills from Language Arts (script analysis), Visual Arts (style and visual composition and design), Industrial Technology (construction techniques and knowledge), Social Studies (historical research pertaining to a play), Physics (color and electrical theories), and many more. Students will study the design and implementation of all aspects of technical theater including costuming, make-up, lighting, sound, and set design through various hands-on and written activities. Students will learn about theater etiquette and are required to participate either on stage or behind stage in school productions as well as attend and apply knowledge in writing critiques of non-school theatrical productions.

**Title:** Video Production – Titan TV  
**Grade Level(s):** 10 - 12  
**Department:** Visual and Performing Arts  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

This course is designed to introduce students to the basic concepts of video production, editing, and digital media. By the end of this course, students should be able to: prepare video projects from pre-production, through shooting, to post-production. In addition, students will learn how to work with a camera and editing equipment. Much of this course will focus on developing and maintaining our series *Titan TV* as well as creating various short personal projects.

**Title:** Yearbook I  
**Grade Level(s):** 10 - 12  
**Department:** Visual and Performing Arts  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

This one-year course academically and practically introduces students to the area of yearbook design and publication. Areas of study include: copy and caption writing, layout and design, photojournalism, and editing. This is an activity-based class and students are required to attend all scheduled classes (also meetings outside of the regular scheduled school time) as well as any outside time required to meet deadlines. Fundraising is also required. Class size for this course is limited to 25 students and enrollment is dependent upon application with the Yearbook teacher/advisor.

**Title:** Fashion & Textile Design  
**Grade Level(s):** 10 – 12  
**Department:** Web/ Publication Design  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

The Course will focus on the process of creating original and or enhanced designs by using a variety of techniques: embroidery, stitching, sewing, and transfer printing on fabrics. Students will create innovative projects that revolve around contemporary issues or personal visual aesthetics. Students will expand their knowledge on the textile industry that serves as a purpose in our everyday lives such as clothing, carpets, drapes, pillow cases, quilts, or in some cases, fabric installation. Students will also gain a deep understanding of the technical aspects of production and the properties of fiber, yarn, and dyes.

**Title:** The Art of Photography  
**Grade Level(s):** 10 – 12  
**Department:** Visual and Performing Arts  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:**

Photography is pervasive to our daily life; almost each of us has a phone with a camera they carry with them all day. Thus, taking pictures has become something to which we do not have to give much thought. The content of this course involves critical analysis and problem solving in the use of photographic material while exploring historical practices of photography. This course is an introduction to photography that focuses on technical proficiency and also expands understanding of the ways in which we construct and read images. Photography is presented as a tool for individual creative expression, with emphasis on technique and the development of visual literacy. Students will develop their ability to execute photographic images and also to express their unique individual artistic ideas. Course content comprises systematic exploration of techniques through demonstration and classroom experimentation. The course will culminate in a portfolio of original photographs done by students.



## PHYSICAL EDUCATION/ HEALTH

### Health

#### Physical Education

#### Weight Training

**Title:** Health  
**Grade Level(s):** 9  
**Department:** Physical Education  
**Length:** One Semester  
**Prerequisite:** None

#### Course Description:

This course presents students with a clear look at the health issues facing humanity today. Students begin by evaluating their own level of health and move into areas of health risks, nutritional needs, exercise, drugs, self-care, environment, and safety. This is a hands-on course where students learn to take charge of their own health by practicing preventative health habits. The course includes a wealth of high-quality, up-to-date Internet resources. It meets state standards and is based on the National Health Education standards. The course also follows the state mandates on drugs and alcohol education, AIDS, and sexuality.

**Title:** Physical Education  
**Grade Level(s):** 9 – 12  
**Department:** Physical Education  
**Length:** Full Year  
**Prerequisite:** Health

#### Course Description:

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program in accordance with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: introduction to kinesiology and physical education, fitness (including fitness technology), individual and dual activities.

**Title:** Weight Training  
**Grade Level(s):** 10 – 12  
**Department:** Physical Education  
**Length:** Full Year  
**Prerequisite:** Physical Education

#### Course Description:

The course is designed for students to gain learning experiences in weight training concepts and techniques. Students will benefit from weight training and cardiorespiratory endurance activities. Students can expect to learn the basic fundamentals of weight training and overall fitness training. The course will include basic anatomy and movements with activity sessions. Students will be taught to make wise choices, meet fitness challenges, and develop positive behaviors in fitness, wellness, and movement activity.

## Elective

iCreate  
 Introduction to Psychology  
 Sports Psychology  
 AP Psychology  
 Speech  
 Creative Writing  
 Philosophy Honors

**Title:** iCreate  
**Grade Level(s):** 9  
**Department:** Other  
**Length:** Full Year  
**Prerequisite:** None

### Course Description:

iCreate is a required course for all incoming freshmen and is a 21st Century approach to education. It will provide a framework to access, analyze, evaluate, and create messages in a variety of forms--from print to video to the internet. iCreate will be the foundation on which we build culture, study skills, faith, scholarship, and community.

**Title:** Introduction to Psychology  
**Grade Level(s):** 10 – 12  
**Department:** Social Science  
**Length:** Full Year  
**Prerequisite:** None

### Course Description:

This course is a broad introduction to the field of psychology. Students explore the key figures, diverse theoretical perspectives, and research findings that have shaped some of the major areas of contemporary psychology. This course also examines personality, psychological disorders, lifetime development, and the research methods used by psychologists across these areas to study the origins and variations in human behavior.

**Title:** Sport Psychology  
**Grade Level(s):** 10 – 12  
**Department:** Social Science  
**Length:** Full Year  
**Prerequisite:** None

### Course Description:

The Sport Psychology course is designed to provide students with knowledge of various psychological factors that affect performance in sport and exercise. These factors include but are not limited to: types of motivation, emotional intelligence, personality strengths, confidence, autonomy development, learned helplessness, goal setting, mindfulness, leadership, anxiety and arousal control. Students will be introduced to mental skills that will help them enhance their performance and make skill acquisition more enjoyable within the realm of sport. Students will also study sport culture as a whole.

**Title:** AP Psychology  
**Grade Level(s):** 11 – 12  
**Department:** Social Science  
**Length:** Full Year  
**Prerequisite:** None

### Course Description:

Based on the College Board's description of this course, this class is designed to be of a collegiate level. The course will provide students with an introduction to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students will also be exposed to the psychological principles, and phenomena associated with each of the major subjects within psychology. They will also learn about the ethics and methods psychologists use in their science and practice.

**Title:** Speech  
**Grade Level(s):** 10 - 12  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** None

### Course Description:

This course is designed to develop effective public speaking skills through the selection, organization, and presentation of the prepared speech. Students will further learn to: write, organize, research, and present content in a variety of public speaking presentations through the use of writing, spoken, and visual presentations.

**Title:** Creative Writing  
**Grade Level(s):** 10 - 12  
**Department:** English  
**Length:** Full Year  
**Prerequisite:** None

**Note:** This course does not fulfill the English requirement for graduation.

**Course Description:** Creative Writing takes a workshop-based approach emphasizing the writing process as it applies to creative work. Students write in several genres each semester—e.g. poetry, short story, one-act play, creative non-fiction—as they develop a portfolio with a strong concentration on a genre of their choice. Attention is paid to issues of form, structure, audience, and voice as students produce multiple drafts, share critiques with classmates, and prepare work suitable for publication.

**Title:** Computer Science  
**Grade Level(s):** 11 – 12  
**Department:** Science  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:** Computer Science is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will learn about the internet, they will design and create web sites using HTML and CSS, they will program several projects using CSS, and they will create presentations and research covering new and emerging computational technologies.

**Title:** Sports Medicine  
**Grade Level(s):** 10 – 12  
**Department:** Health & P.E.  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:** This course provides entry-level, upgrade and/or preparation for the Sports Medicine profession.

Instruction includes the following areas: career opportunities, communication skills, ethical and legal responsibilities, medical terminology, injury recognition and prevention, anatomy and physiology, biomechanics, psychology, research, nutrition, tissue response to injury, physical therapy exercises and modalities, professional practice and sports medicine procedures. Students participate in lab activities involving basic life support training, evaluation of injuries, prophylactic modalities and taping, and case study problem solving.

**Title:** Sports Medicine II  
**Grade Level(s):** 11 – 12  
**Department:** Health & P.E.  
**Length:** Full Year  
**Prerequisite:** Sports Medicine

**Course Description:** This Sports Medicine II course provides an excellent opportunity for students to continue to explore their interest in the fields of health science and medicine, specifically focused toward careers in athletic training, emergency field medicine and therapeutic services. This class provides a

framework of advanced skills for: understanding functional anatomy and kinesiology, building on the concepts of anatomy/physiology learned in Sports Medicine I. This course also presents the full scope of athletic trainer aide duties through a lecture/lab/internship format, where students will acquire fundamental practical concepts of training room development; risk management; administrative and legal issues; and hands-on application of theory on evaluation, assessment, prevention, treatment, and rehabilitation of athletic injuries.

**Title:** Philosophy Honors  
**Grade Level(s):** 10 – 12  
**Department:** Social Science  
**Length:** Full Year  
**Prerequisite:** None

**Course Description:** Honors Philosophy introduces students to philosophy through critical inquiry, debate, and reflection upon the disciplines' fundamental questions. The course will concentrate on many of (A) the mind-body problem, (B) the existence or non-existence of free will, (c) the illusion of personal identity, (d) skepticism about the external world, (e) the existence of God and the problem of evil, (f) ethics, and (g) political philosophy.

## College Entrance Requirements

College entrance requirements vary depending upon the particular university or college to which a student wishes to apply. It is strongly recommended that students obtain and verify required admissions standards by consulting the college catalogs or the university's office of admissions.

Most colleges and universities require the Scholastic Aptitude Test (SAT) Reasoning Test and or the ACT Exam along with advanced (higher level, not necessarily Advanced Placement courses) high school course work to determine a student's eligibility. Future changes to this requirement may apply, consult your counselor for more up to date information.

As students prepare for the next year's classes, they must keep in mind that they are not only trying to fulfill Notre Dame graduation requirements, but also trying to build the best academic history possible to prepare for the college admission process. Dropping or changing courses during senior year once applications have been submitted could endanger college admission or scholarship eligibility. When a senior drops any class after turning in college applications, he/she needs to notify every college he/she applied to.

*Although a grade of "D" earned in any high school course taken is considered passing, and satisfies Notre Dame graduation requirements, students must earn a minimum of a "C" in their college preparatory courses (English, Math, Science, etc.) in order to meet college admissions requirements. Grades of "D" may also prevent students from meeting the minimum prerequisites to proceed through a series of courses here at Notre Dame (i.e. sciences and foreign languages. Therefore, students planning to apply to any four-year institution must make-up all "D" grades prior to the application process their senior year.*

## University of California

The course requirements for admission to the University of California system are commonly referred to as the "A through G" requirements. All courses offered at Notre Dame that fall within the A-G pattern, have been approved as meeting the UC standards for admissions. The "A through G" requirements are as follows:

(a) History/Social Science	20 credits/ 2 Years
(b) English	40 credits/ 4 Years
(c) Mathematics (algebra 1, geometry, and algebra 2) four years recommend	30 credits/ 3 Years
(d) Laboratory Science (biology and chemistry) three years recommend	20 credits/2 Years
(e) Foreign Language (same language) three years recommended	20 credits/2 Years
(f) Visual/Performing Arts	10 credits/1 Year
(g) Elective Coursework	10 credits/1 Year

**Note: At least 70** of these credits must be earned during the last two years of high school. Advanced course work may be satisfied by taking courses from **AT LEAST TWO** of the areas of study. The UC approved courses are listed at <http://doorways.ucop.edu/list/>

<b>UC CAMPUSES:</b>	Berkeley	Los Angeles	San Diego	Santa Barbara
	Davis	Merced	San Francisco	Santa Cruz
	Irvine	Riverside		

## California State University

The California State Universities have the same entrance course requirements as the UC system.

(a) History/Social Science	20 credits/ 2 Years
(b) English	40 credits/ 4 Years
(c) Mathematics (algebra 1, geometry, and algebra 2) four years recommend	30 credits/ 3 Years
(d) Laboratory Science (biology and chemistry) three years recommend	20 credits/2 Years
(e) Foreign Language (same language) three years recommended	20 credits/2 Years
(f) Visual/Performing Arts	10 credits/1 Year
(g) Elective Coursework	10 credits/1 Year

<b>CSU CAMPUSES:</b>	Bakersfield	Long Beach	San Diego
	Channel Islands	Los Angeles	San Francisco
	Chico	Maritime Academy	San Jose
	Dominguez Hills	Monterey Bay	San Luis Obispo (Cal Poly)
	Fresno	Northridge	San Marcos
	Fullerton	Pomona (Cal Poly)	Sonoma
	East Bay	Sacramento	Stanislaus
	Humboldt	San Bernardino	

## INDEPENDENT AND PRIVATE COLLEGES AND UNIVERSITIES

Each independent and private college or university has its own unique admission requirements. It is recommended that students follow the UC "A-G" requirements. Students should consult the university's catalog, college handbook or website for specific requirements.

<b>Campus examples include:</b>	Azuza Pacific University	California Baptist College
	Chapman University	La Sierra University
	Loma Linda University	Loyola Marymount University
	Pepperdine University	Stanford University
	University of Notre Dame (IN)	University of Redlands
	University of San Francisco	University of San Diego
	University of Southern California	Claremont Colleges

## Community Colleges

A community college is a two-year institution which provides training, ultimately leading to a semi-professional and/or trade career. Community colleges also offer students the opportunity to work toward an Associate in Arts (AA) degree where they may either join the work force or transfer to a four-year institution where they can complete the final two years for their Bachelor's (BA, BS) degree. Admission requirements include a high school diploma, being eighteen years of age or ability to benefit from the coursework. Placement exams are required for introductory math and English classes.

<b>Campus examples include:</b>	Chaffey Community College	Crafton Hills College
	Mt. San Jacinto College	Riverside Community College
	San Bernardino Valley College	

## TESTING INFORMATION

### **PSAT: Preliminary Scholastic Assessment Test**

The PSAT is administered to all sophomores and juniors attending Notre Dame High School. Administration of this test is always in the month of October. This test measures writing practice, critical reading and mathematical reasoning ability and provides experience for taking the SAT Reasoning Test. The test additionally qualifies high-scoring juniors for the National Merit Scholarship Program.

### **SAT**

The SAT is an entrance exam used by most colleges and universities to make admissions decisions. The SAT is a multiple-choice, pencil-and-paper test created and administered by the College Board.

The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. College admissions officers will review standardized test scores alongside your high school GPA, the classes you took in high school, letters of recommendation from teachers or mentors, extracurricular activities, admissions interviews, and personal essays. How important SAT scores are in the college application process varies from school to school.

### **ACT**

The ACT includes the following ACT sections: English, Reading, Math and Science, as well as an optional Writing Test. Some schools may require the Writing Test, so be sure to ask before you register for the ACT. There are a total of 215 multiple-choice questions on the ACT test.

The SAT and the ACT have been described as comparable tests. Most four-year universities require one or the other, and many will take either one. The SAT includes a general test of writing practice, critical reading and mathematical reasoning abilities and a writing component. The ACT consists of tests in four subject areas: English, mathematics, reading and science reasoning. Students applying to the UC or Cal State University and take the ACT must also take the writing test.

### **Armed Services Vocational Aptitude Battery (ASVAB)**

The ASVAB not only serves students wishing to join the military, but it also provides students with an idea of where their interests and aptitudes lie.

### **Advanced Placement (AP) Exams**

Advanced Placement examinations are exams offered in United States by the College Board and are taken each May by students. The tests are the culmination of year-long Advanced Placement courses. AP exams have a multiple-choice section and a free-response section

## RECOMMENDED WEBSITES

### University of California Information

<https://www.universityofcalifornia.edu/> (UC Information)

<https://apply.universityofcalifornia.edu/> (UC Application)

### California State Universities Information

<https://www2.calstate.edu/> (CSU Information)

<https://www2.calstate.edu/apply> (CSU Application)

### Common Application

<http://www.commonapp.org/> (Common Application – nearly 900 private universities)

### Community College

<https://www.cccco.edu> (California Community Colleges)

### Financial Aid

<http://www.fafsa.ed.gov/> (Free Application for Federal Student Aid)

<http://www.pin.ed.gov> (FAFSA Pin Electronic Signature)

<http://www.csac.ca.gov/> (California Student Aid Commission)

### Standardized Testing

<http://www.collegeboard.com/> (SAT and AP Exams)

<http://www.act.org/> (ACT)

### Test Preparation

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

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

<http://www.number2.com/>

### NCAA/College Athletics

<http://www.ncaa.org/> (NCAA Information)

<https://web3.ncaa.org/ecwr3/> (NCAA Clearinghouse)

<http://www.naia.org/> (NAIA Information)

<https://play.mynaia.org/> (NAIA Clearinghouse)

## Scholarship Sites

<http://www.finaid.org/>  
<http://www.fastweb.com/> (database of over 400,000 scholarships)  
<https://www.va.gov/education/survivor-dependent-benefits> GI Bill for Dependents  
<http://ab540.com/> Tuition for Undocumented Students  
<http://www.questbridge.org/>  
<http://www.cappex.com/>

## Career Interests/Skills Survey

<http://www.californiacareers.info/>  
<http://www.careers.org/>  
<http://www.mapping-your-future.org/>

## College Search (General)

<https://bigfuture.collegeboard.org/college-search> College Board College Search  
<http://www.collegedata.com/> College Information and Details  
<https://www.princetonreview.com/college-education>  
<http://www.campustours.com/> Virtual Campus Tours of Colleges Nationwide

## College Search (Special Categories)

<http://www.accunet.org/> (Catholic colleges)  
<http://www.ajcunet.edu/> (Jesuit colleges)  
<http://www.hbcunetwork.com/> (Historically Black colleges and universities)  
<http://www.schoolfinder.com/> (Canadian colleges and universities)  
<http://www.aaicu.org/> (International colleges and universities)  
<http://www.womenscolleges.org/> (Women's colleges)  
<http://www.aacc.nche.edu/> (American Association of Community Colleges)