

# **Notre Dame Preparatory**

## **Program of Studies 2023-2024**

*Curriculum Information and Planning Guide  
for Students, Parents, and Teachers*

January 2023

Dear Students and Parents,

Notre Dame Preparatory is a Diocesan Catholic High School, dedicated to the promotion of academic excellence and the pursuit of holiness through the shared values of Reverence, Respect, and Responsibility, out of love for Jesus Christ. It is our purpose to provide the highest quality Catholic high school educational experience, and it is our intention to share the responsibility of teaching you with your parents. We desire, with the assistance of this document, to help you to make wise choices and plan well for a course of study that leads to continued education and employment after graduation.

This Program of Studies is provided as a planning tool that can assist you as you set goals and make informed decisions for the future. It outlines not only the courses that you can take, but also the processes that you need to go through to graduate. It also defines the culture of the school. As you prepare for registration, you should complete these steps:

- explore and identify plans for a career and the training necessary to pursue that career,
- read this document,
- seek information about specific courses from your counselor and teachers, and
- develop or revise your four-year plan with the help of your counselor and parents.

Your counselor, teachers, and parents are important sources of guidance as you choose courses. They can help you plan for, as well as understand, graduation requirements. Keep in mind that the final decision regarding the selection of courses is yours. For that reason, you need to be an active participant in this process.

The faculty and staff at NDP are committed to the continuous improvement of performance, both ours and yours. In keeping with this charge, you are expected to deliver your best effort in the classroom, do your homework, observe school rules, and respect the rights of fellow students and staff members. Your primary focus should be on working hard to embrace challenges, grow, and learn. Our primary focus will be on helping you have a rewarding experience here.

We believe that your success is our success. Your active involvement with our dedicated staff will lead to that success. Ultimately though, you must be persistent when the work gets difficult - and it will get difficult. By maintaining that persistent attitude, you will help us to continue the tradition of excellence for which Notre Dame Preparatory is recognized.

Please let us know how we can be of assistance to you as you immerse yourself in the learning experiences here!

Blessings!

Dr. Gene Sweeney, Principal

*"The study of philosophy is not that we may know what men have thought, but what the truth of things are."*  
~St. Thomas Aquinas

**Notre Dame Preparatory High School  
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Scottsdale, Arizona 85260  
480.634.8200 phone  
480.634.8299 fax**

### **Directory - Contacts**

To contact staff by either email or phone regarding issues of concern or support, please refer to the contact information available on our website here: [Faculty and Staff Directory](#). To email a staff member, use the first initial and the entire last name followed by @ndpsaints.org.

In addition, the attached document gives you a shorthand tool that you can use to search for the right person to talk to about issues of importance in the school. You can access it here: [NDP Who to Call](#).

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### **Mission Statement**

Notre Dame Preparatory is a Diocesan Catholic High School, dedicated to the promotion of academic excellence and the pursuit of holiness through the shared values of Reverence, Respect, and Responsibility, out of love for Jesus Christ.

### **Charisms of Our Lady “Notre Dame”**

In the words of St. Paul: the charisms are “supernatural gifts given to an individual by the Holy Spirit for the service of others and the upbuilding of the entire Church.” “Charism” is the Greek word used in the New Testament meaning “favor” or “gratuitous gift.” Charisms are special abilities given to all Christians by the Holy Spirit to give them power both to represent Christ

and to be a channel of God's goodness for people. Whether extraordinary or ordinary, all charisms ought to be exercised in the service of God (Catechism of the Catholic Church, 2003). Our Lady, the patroness of Notre Dame, embodied many charisms that ought to be lived: humility, wisdom, joyfulness, sacrifice, love, and courage.

### **Vision**

To provide the highest quality Catholic high school educational experience, offering student-centered learning opportunities which develop the whole person: mind, body and soul.

- **MIND:** We are a leader in Catholic education through innovation and visionary focus, and constant examination of best practices. We instill a strong spiritual foundation among our students in order to discern vocation using their God-given talents through a rigorous, multifaceted program of study. We promote high academic standards to form future problem-solvers engaged in critical and creative thinking, who are able to collaborate and utilize diverse means of education and evaluate the moral implications of their decisions.
- **BODY:** We uphold the virtues of fortitude, selflessness, sacrifice, self-mastery, integrity, strength, tenacity, humility, charity, courage and loyalty through peer support, accountability and love. We provide an environment allowing students to feel safe, loved and validated in their physical and social-emotional development knowing they are supported across the community. We develop the whole person by creating a culture of active participation through a variety of co-curricular and athletic activities that enhance creativity, leadership, passion, teamwork, and physical health.
- **SOUL:** We partner with families to educate students in the Catholic faith, so they know their identity in Christ and their unique call to holiness. We foster an environment where students can encounter Christ through the Sacraments of the Church, prayer, retreats, and opportunities for lifelong servant leadership. We encourage and invite students to become transformational Christian leaders that support faith, patriotism, and moral values so that they may choose what is good, true, and beautiful with ease and clarity.

### **Academic Program**

Academic excellence is a trademark of Notre Dame Preparatory. Because we are committed to providing the necessary preparation for higher educational success that our students seek, our graduation requirements are more demanding than those of most schools. It is Notre Dame Preparatory's intention that each student has the opportunity to be prepared for college.

### **Notre Dame Preparatory Philosophy**

In the Declaration on Christian Education, promulgated by the Second Vatican Council, the distinguishing characteristic of a Catholic school is described in this way: "The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love." Thus, the Catholic school should be able to offer young people the means to acquire the knowledge they need in order to find a place in society, which is strongly characterized by technical and scientific skill. But at the same time, it should be able, above all, to impact a solid Christian formation.

Catholic schools...

- Provide a Christ-centered environment
- Offer a comprehensive and rigorous academic curriculum based on the latest research, with faculty using 21st century teaching methods
- Form young Catholics who develop a strong relationship with Jesus Christ
- Prepare young people to meet global challenges
- Emphasize servant leadership
- Encourage students to think critically and creatively
- Prepare students to be effective communicators and numeric problem solvers
- Nurture God-given talents
- Offer hands-on experience with the latest technology
- Provide opportunities for worship and prayer
- Prepare students well for the next level of education while ensuring a love of lifelong learning
- Remain firmly grounded in the eternal values of our Catholic faith.

### **Mission Statement for Catholic Schools: Diocese of Phoenix**

The Diocese of Phoenix engages in the faith formation of the young through Catholic schools by leading them to an encounter with the living Christ and by integrating faith throughout an educational process that promotes academic excellence, moral values and lifelong service.

### **Philosophy of Catholic Schools: Diocese of Phoenix**

Because Christ is our hope and our children are the future of the Church and society, the Church joins with parents, the primary educators, in placing the child at the center of the educational process, which promotes academic excellence and moral values and fosters lifelong service.

Because each child needs the values and traditions of the Catholic community, the school will impart an understanding of the Catholic faith, doctrine and moral perspectives, afford participation in a worshipping faith community, and foster the responsibility for service.

Because each child is part of the Church and society beyond the school and home, the school will support and foster participation in the Diocese and the larger world community.

Because each child needs examples in the school and in the home, teachers and parents must model their faith as portrayed in the Gospels and our Tradition. Because each child must be able to make informed decisions and to live according to Christian principles, the school must encourage self-discipline, self-respect, respect for others, and growth in learning to deal with issues in the real world.

Because each child needs a strong and caring environment for learning, the school, like the home, must be supportive, loving yet disciplined, encouraging yet challenging.

Because each child needs knowledge and skills for today's and tomorrow's world, the school will provide opportunities and high expectations for learning and will develop the potential of each child spiritually, academically, socially, emotionally, and physically.



### **Integral Student Outcomes**

Graduates of Notre Dame Prep are expected to embody the characteristics embraced by the school and community. The three R's, Reverence, Respect and Responsibility, run deep in the tradition and culture of Notre Dame Prep. They are the foundation of our Integral Student Outcomes (ISOs). Holding true to our mission of developing our schools 3R's, we hold the following values to guide and direct our actions with each other both on campus and in the world:

- Reverence – To hold all things created and discovered as sacred and worthy of awe in the light of God's grace.
  - All *SAINTS* believe we are all created in the image and likeness of God, we revere the presence of God in all we meet regardless of color, creed, or status.
  - All *SAINTS* understand that we encounter the living Christ through worship and through faithful acts in the community.
  - All *SAINTS* pursue excellence in God's revelation through our academic work, athletic activities, and social interactions.
- Respect – God acts in great love towards us; therefore, we must act in love towards others.
  - All *SAINTS* treat everyone with honor and respect. We seek to develop the gifts and talents of those around us in a loving and compassionate way.
  - All *SAINTS* accept all creation as a gift from God and will treat it with appreciation. We must not abuse or waste our environment.
  - All *SAINTS* accept criticism and celebrate accomplishments humbly, recalling that our savior conquered death not through power but through surrender.
- Responsibility – Conforming the will to the work of God.
  - All *SAINTS* hold themselves trustworthy and seek the truth in all things.
  - All *SAINTS* choose to honor the needs of others through acts of service, generosity, and love.
  - All *SAINTS* believe they have a role in bringing about the kingdom of God. Our actions are solely directed towards making God present to the world.

### **Non-Discrimination**

It is the policy of Notre Dame Preparatory that it shall not discriminate on the basis of sex, race, creed, color and/or national origin in the administration of educational policies, scholarships, athletics or any other school programs. Preference is given to students of Catholic families.

### **Accreditation**

Notre Dame Preparatory is a fully accredited institution by Cognia and the Western Catholic Education Association (WCEA) and is under the direction of the Diocese of Phoenix Catholic Schools Office. To learn more, please visit [www.cognia.org](http://www.cognia.org) or [www.wcea.org](http://www.wcea.org).

### **Parental Support**

The Diocesan Code of Discipline directs that “Parents or legal guardians are expected to support teachers and administrators and to recognize that disciplinary action entails the exercise of judgment, often under pressing circumstances.” (Diocesan Handbook 3-1.4.17 C.4). Serious consideration is given to every disciplinary action taken.

While recognizing parents as the primary educators of their children, Notre Dame Preparatory needs, expects, and requires honest and consistent cooperation to implement the spirit as well as the letter of the Student/Parent Handbook guidelines and rules. If, in the opinion of the principal, either a student's or a parent's/guardian's actions, attitudes, or behavior are in found to be in conflict with the school's mission, policies, or any specific directive of the administration or if parents or students fail to cooperate and comply with Notre Dame's disciplinary policy, practice, or the directives of an administrator, the student may be barred from continued enrollment at Notre Dame Preparatory.

The Notre Dame Preparatory Student/Parent Handbook may not include all directives and serves only as an outline. The Administration reserves the right to impose restrictions and consequences it may deem necessary for good order and for the welfare of the individual student and entire Notre Dame Preparatory community. The Principal has the right to amend the handbook or waive a disciplinary regulation at his/her discretion.

### **Disenrollment**

If the Administration determines that a student's attitude and/or behavior illustrates her or his refusal to cooperate or comply with the spirit, mission, requirements, and regulations of Notre Dame Preparatory, both they and their parents will accept responsibility for disenrollment **without further discussion**. All Notre Dame Preparatory communication will be terminated after five (5) days from the date of disenrollment.

### **Communication Procedure and Protocol**

***\*\*It is extremely important that families communicate to the school when contact information, addresses, phone numbers, email addresses, etc. have changed. Please email the Registrar: [registrar@ndpsaints.org](mailto:registrar@ndpsaints.org) to provide the updated information.\*\****

The school expects parents/guardians and students to know and abide by the policies and regulations explained in this Program of Studies, but the administration understands that there may be questions about specifics in the Program of Studies. It is good policy to voice your concerns about any aspect of school life to the person immediately involved in a situation, be it teacher, coach, moderator, or administrator.

It is the policy of Notre Dame Preparatory to always keep the lines of communication open with our families. To this end, the school will send home newsletters, academic/disciplinary reports and other pertinent information regarding students. Comments from NDP families regarding policies and/or procedures dealing with the overall operation of the school are welcome. We ask only that you follow the procedures listed below:

### **Chain of Communication - General:**

Should a concern arise, the procedure listed below should be followed:

- Parents and/or students are to first contact the school representative directly responsible for the class or activity in question – teacher, coach, or sponsor.
- If the student/parent is not satisfied with the results of this communication, the appropriate individual is then to be contacted, following this order:
  - Teacher, Coach, or Sponsor

- Counselor, Department Chair, House Co-Director, or Athletic Director
- Assistant Principal for Learning Services or Assistant Principal for Student Services
- Principal

Please note: Parents should only contact the administration after the resolution of the concern has been attempted by the individuals defined in these steps.

#### **Chain of Communication - Academics:**

Should a concern arise during a class, the procedure listed below should be followed:

- In an effort to help students build self-advocacy skills, the first line of communication should always be between the student and the teacher.
- If the parent is not satisfied with the results of this communication, the parent should go right to the source and contact the teacher directly. All teachers can be reached via email.
- If the issue remains unresolved, the parent should then communicate his/her concerns to the Department Chair or the student's Counselor.
- If the issue remains unresolved, the parent should then communicate his/her concerns to the Assistant Principal for Learning Services.

Please note: Parents should only contact the administration after the resolution of the concern has been attempted by the individuals defined in these steps.

#### **Chain of Communication - Athletics:**

Should a concern arise during an athletic season, the procedure listed below should be followed:

- First, the student athlete should advocate for themselves and speak directly with his or her coach.
- If further clarification is required, the parent should then contact the coach. It is advised that no contact between parent and coach be made until at least the day after the incident/event in question – (24-hour rule).
- If the issue remains unresolved, the parent should then communicate his/her concerns to the Athletic Director.
- If the issue remains unresolved, the parent should then communicate his/her concerns to the Principal.

Please note: Parents should only contact the administration after the resolution of the concern has been attempted by the individuals defined in these steps.

#### **Chain of Communication - Activities:**

Should a concern arise during an activity, the procedure listed below should be followed:

- First, the activity participant should advocate for themselves and speak directly with his or her sponsor/moderator.
- If further clarification is required, the parent should then contact the sponsor/moderator. It is advised that no contact between parent and sponsor/moderator be made until at least the day after the incident/event in question – (24-hour rule).
- If the issue remains unresolved, the parent should then communicate his/her concerns to the Co-Director of House.

- If the issue remains unresolved, the parent should then communicate his/her concerns to the Assistant Principal for Student Services.

Please note: Parents should only contact the administration after the resolution of the concern has been attempted by the individuals defined in these steps.

As education is a collaboration between parents and the school, you should always expect to receive a courteous hearing of your concerns. However, continued major complaints, continued failure to abide by school policies or rules by either parents/guardians or students, or continued lack of cooperation with the administration and staff may indicate serious philosophical disagreement between the school and the parents/guardians or student. In such a case, withdrawal of the student from the school may be necessary.

Students will be communicating with their teachers regularly through email messaging. Responding in a timely manner to all communication helps build a more connected community at Notre Dame Preparatory. Students are expected to check their school email account periodically throughout the school day. Reading and responding to email is expected on all days school is in session.

### **Spiritual Learning**

- **Prayer:** Prayer is an integral part of school life. We begin all classes, school functions and sporting events with prayer. As a school community, we pray the Examen together after lunch. The Chapel is available as a place for quiet reflection and personal prayer.
- **Mass:** Students are provided the opportunity to attend daily Mass in the Chapel. Once each month, students gather, either as an entire school, or within their House, to celebrate the liturgy together. Parents are welcome to attend all liturgical celebrations.
- **Reconciliation:** During Advent and Lent, penance services are held to provide the Sacrament of Reconciliation. Students also have the opportunity for Reconciliation by appointment with the school chaplain and during designated Adoration days.
- **Adoration:** Adoration of the Blessed Sacrament is scheduled approximately once per month. Students attend with their classes, and all are welcome to join them in prayer in the Chapel on these days.
- **Spiritual Direction:** The school chaplain is available by appointment for spiritual direction of students and faculty.
- **Ministries:** Students may participate in the following ministries: retreat teams, altar servers, lectors, Extraordinary Ministers of Holy Communion, and music. Other opportunities for students to be actively involved in spiritual formation are provided through the Center of Mission and Ministry (COMM).
- **Retreats:** An All-School Retreat will be held once a year focused on a spiritual theme, offering multiple speakers and opportunities for students to grow closer to God. If a student misses this retreat, they will be given a make-up assignment. The Kairos retreat, for seniors and juniors, is an optional four-day retreat held several times per year off-campus. This dynamic, peer-led retreat encourages students to examine their own lives, grow their relationship with God, and further their faith journey.

### **Christian Service Learning**

The goal of Notre Dame Preparatory's Christian Service Learning program is for students to recognize and demonstrate that serving others is central to our call as Catholic Christians. Scripture reminds us, "whatever you did for one of the least of these brothers and sisters of mine, you did for me" (Mt 25:40). This Gospel-rooted service is essential to every student's experience at NDP. Students must maintain a cumulative average of at least 15 hours per semester, and 30 hours per school year. The goal of Notre Dame Preparatory's Christian Service Learning program is for students to recognize and demonstrate that serving others is central to our call as Catholic Christians. The minimum service requirements are detailed on the website: [Christian Service Learning](#).

By graduation, students will have logged a total of at least **120 hours of Christian Service**. All service requirements must be fulfilled for a student to participate in any graduation events and receive their diploma. In addition, students that are not on track to complete their hours will not be provided letters of recommendation and will not be allowed to apply for certain school privileges such as on-campus parking.

### **There are four areas where students have the opportunity to serve:**

#### **Service to Place of Worship – Evangelization:**

- Helping with church drives (food, clothing, blood, etc.)
- Bible School, Fish Fry, Choir, Ushering, R.E., Edge, Altar Serving – Full Hours
- Helping with church functions or fundraisers
- Serving as a Greeter, Lector – 4 sessions is equivalent to 1 hour of service
- NOTE: If you do not have a place of worship, hours can be fulfilled through NDP:
  - Spiritual and Pastoral Care for Life Affirming Choices (praying in front of clinics).
  - Morning Mass at NDP as a Lector or Altar Server
  - Speak to the chaplain, who will also help find other ways to complete these hours.

#### **Service to NDP:**

- Advancement Events (Culinary Festival, Auction Fashion Show)
- Summer Sports and Theater Camps
- School Admission Events (Open House, 8th Grade Day, etc.)

#### **Service to the Community:**

- Volunteer Walks and Runs - Helping set-up and break down (not running)
- Helping at former middle or grade school events
- Community events – Children's Easter Event, Hope Kids

#### **Christian Service to the Poor and Marginalized:**

- Mission Trips
- St. Mary's Food Bank, Feed My Starving Children, St. Vincent de Paul, Andre House, Welcome to America Project, etc.
- Any service that is helping those less fortunate

The goals of Christian Service Learning are to provide students an opportunity to explore and discover their passions and to find Christ in their encounter with the community, with others and the marginalized.

Students and parents are asked to check the [Christian Service Learning web page](#) for information about where and when to serve, links to submit service credit, and how to coordinate service learning projects. It is our goal that students will develop a positive feeling toward service and will desire to continue serving after graduating from NDP.

### **Social Emotional Learning**

The faculty and staff at Notre Dame Preparatory support the development of social and emotional skills in all our students. The spiritual life, service, House, co-curricular, and extra-curricular components of our culture are the tools that we use to provide opportunities for our students to learn by doing and attain strong social and emotional proficiencies. Social emotional learning (SEL) is the process through which students are supported in social skill development to engage in positive relationships with their peers, teachers, and other adults while learning to access their emotional intelligence to foster awareness of self and others. Integrated through a whole school approach, school climate and culture, and supporting structures, SEL promotes good decision-making, positive relationships, and self-care.

### **Freshman Seminar**

Considered “Credit One” here at Notre Dame Preparatory, this semester-long class is designed to assist students as they transition from eighth grade to a college preparatory high school experience. It is the tool that we use, in conjunction with the House System, to provide guidance as to the “Notre Dame Preparatory Way” and helps students come to understand the expectations and traditions here. This semester course is required for all freshmen and has been designed to equip students with the skills necessary to navigate a successful transition into high school and beyond. This course uses Stephen Covey’s *7 Habits of the Highly Successful Teen* as a basis for learning about organization and time management skills. Students will learn about the history of Notre Dame Prep, demonstrate understanding of school-wide expectations, and practice skills that will help them navigate both social and academic aspects of high school. Students will practice using technology to demonstrate learning, effective note taking, study skills, communication and interpersonal skills.

#### **Course Goals:**

- Increase student’s ability to successfully transfer from middle to high school by creating more awareness about NDP school history, school-wide expectations and school culture.
- Help students create measurable short- and long-term goals to optimize their academic, personal and future career success.
- Help students identify necessary organizational and study skills based on their unique learning type in order to maximize grade potential and decrease the amount of unproductive time spent on school work.
- Increase student’s ability to effectively communicate with adults and peers both inside and outside of the classroom setting.

### **House System**

In this technological world, teens are more isolated than ever before. To remedy this, our student body is grouped into 8 Houses. These Houses build community, mentorship, discipleship and

opportunities for growth and leadership. But mostly, they provide a place where all students, faculty and staff have a place *to belong*.

The goal is to find and foster the brilliance in each student and to give each soul on campus a place where they are embraced by their fellow House members while building a deeper relationship with Jesus Christ and a desire to live in true discipleship. Being a member of a House gives our students time throughout the day for real, interpersonal interaction with students from all grades and members of our faculty and staff.

The Houses compete for House points through academics, Christian service and school spirit, while showing reverence, respect and responsibility toward each other, and one house earns the title of House of the Year!

The 8 Houses that comprise the House system include:

- St. Blaise
- St. Francis
- St. George
- St. Ignatius
- St. Maximilian
- St. Michael
- St. Patrick
- St. Theresa



# 8 HOUSES ONE COMMUNITY OF SAINTS



## House Time

Students have time in their houses twice a week focused on character-building, formation, and friendly competition. The houses compete for points and rewards by participating in weekly and monthly competitions, charity drives, etc. During house time, student-led activities build up NDP's 3 R's: Reverence, Respect and Responsibility, and members learn about our saints, their virtues, school history, social emotional learning, and getting to know our NDP community.

## Senior Capstones

During the spring semester of their senior year, students will create a presentation that reflects their growth during their time at NDP and who they are as a person and student. Presentations showcase our 3 R's and school/house virtues and are a true culmination of their NDP experience. They are given around 2 months to complete them and have the chance to work with an adult from their house during the preparation period. Passing the capstone presentation is a requirement for graduation.

## WIN

Twice a week, a period is designated during the school day for students to see a teacher to review something that they are not understanding or to get help in an area of deficiency. WIN stands for



“What I Need” or “What’s Important Now.” Teachers will send email notifications to meet with students for individual or small group instruction during this time. Students who do not have an appointment to meet with a teacher during WIN time will have time to work silently on homework. This is an important time for teachers to intervene with students who need extra support or who are not learning what they need to learn.

### **Extra-Curricular Activities**

Notre Dame Preparatory offers a variety of activities, organizations, clubs and sports for its students. We encourage participation by all students in at least one activity, organization, club, or sport. These activities are designed to provide:

- Opportunities for every student to participate more fully in the life of the school
- Opportunities for social involvement with fellow students, faculty members and members of the community
- Greater awareness of individual responsibilities
- Fostering of beneficial leisure-time activities
- Development of leadership and team participation
- Promotion of school spirit

### **Counseling Program**

Notre Dame Preparatory is committed to supporting students' academic success, college and career aspirations, and social emotional health. We have a counseling staff with great expertise on site. Any student, staff member, or parent who needs support in these areas is encouraged to reach out to a counselor. The goal of the counseling staff is: “to support each student’s individual and social emotional learning, guide them through challenging academic and college preparatory classes, and encourage them to reflect upon God's plan for their future.”

The school has made an intentional and significant commitment to students and parents by providing this level of support. We realize that we serve young adults at a time of great change in their lives and believe that our role is to provide understanding, guidance and continuous encouragement. We know that within the developmental learning process students will encounter both significant success and significant struggle, and we are here as a staff to both celebrate their growth and motivate their persistence. To that end, our experienced counselors see each student throughout the year to talk about their performance, go over standardized test scores, and discuss college opportunities, application procedures and career planning. The counselors also help with student social emotional needs and recommend special services when necessary.

For more information, the following resources are available on the NDP Counseling webpage:

[Counseling Curriculum](#)

[Freshmen 101 Planning](#)

[College 101 Planning](#)

### **Confidentiality**

With few exceptions, all information regarding your child's and family's guidance at Notre Dame Preparatory is kept strictly confidential. Any information regarding illegal or risky behavior, the use, possession or distribution of drugs/alcohol, or any behavior that we believe places a student in harm's way that becomes known, will be shared with the parent/guardian of the student. Under certain circumstances, we may be required or allowed to reveal information obtained in guidance sessions, on a need-to-know basis, without student's and parent's prior consent.

Confidentiality cannot be guaranteed under the following circumstances: threats of suicide or serious physical harm to self or others; court order to release records or other information about your child's school guidance, including test results, evaluations, attendance and progress; referral to another professional, e.g., for the purpose of testing and evaluation, consultation with or supervision by another counseling professional; any behavior or situation where disclosure of information is required by applicable law (i.e. abuse, bullying, sexting, child pornography, use of illegal substance). If informing parents is likely to endanger a student, counselors/teachers may withhold that information from parents, but only with the approval of the Principal, law enforcement, or mandatory reporting agency.

### **Academic Resource Center (ARC) Exceptional Education Program**

Beliefs and Mission Statement:

- We believe that all students can learn.
- We believe all are made in the image of Christ.
- The mission of this team is to work collaboratively with students and families to make sure they have resources to grow academically, behaviorally, socially, emotionally and spiritually.
- We commit to helping all students find success by highlighting their strengths and helping them uncover their passions.
- We believe in making research-based accommodations for our students based upon the guidance of medical professionals.
- All of our teachers make accommodations for students as set forth in their Student Support Plan (SSP).
- We are committed to helping students self-advocate so they are equipped to succeed at the collegiate level.
- Notre Dame Preparatory High School will not modify curriculum for students.

Notre Dame Preparatory High School is committed to creating a supportive academic learning environment for all our students. The NDP Academic Resource Center (ARC) Exceptional Education Program serves students who are gifted as well as those with diagnosed learning differences or weak executive functioning skills. This includes students who are identified with a processing or reading disorder, in addition to students with attention deficit hyperactivity disorder (ADHD), and other learning challenges. Student Support Plans (SSP) will be developed for students to provide appropriate academic accommodations for classes and the SAT and/or ACT as needed.

### **St. Aloysius Gonzaga Program**

Named in honor of St. Aloysius Gonzaga, who is the patron saint of young students, this academic support program is designed for incoming students who demonstrate academic potential and a desire to learn but need support to navigate NDP's college preparatory curriculum successfully. The program includes an increased focus on English and mathematics during freshman and sophomore years with the goal of transitioning the student into a full college preparatory schedule of study by his or her junior year and finishing with an NDP diploma. Students will experience the same freshman and sophomore curriculum for math and English and will be provided with extra time and smaller class sizes. The program includes a month-long summer classroom experience designed to prepare students for the challenge of NDP's course of study.

The Gonzaga Program Purpose:

- Addresses the needs of students who have the potential to succeed within NDP's demanding college prep curriculum despite the presence of educational gaps
- Provides a progressive curriculum of specially designed core English and math classes, taken over a two-year period
- Offers extra support for students who struggle with executive functioning skills, specifically students who are diagnosed with ADHD or have educational gaps that are evident in middle school grades or the high school placement test
- Transitions students into a full college preparatory curriculum by the students' junior year with the help of The Resource Center

The Gonzaga Program provides a support system that offers:

- Smaller English and math classes with individualized instruction
- Skill-based English and math classes that move at a protracted pace
- Three semesters of English and mathematics are taken each year
- An organization and planning class that helps build executive functioning skills and provides students with guided study time during the school day
- Data-informed instruction; student growth closely monitored
- Weekly grade checks across all freshman and sophomore courses
- Frequent parent communication containing detailed summary of growth

Admittance into the Gonzaga Program is based on:

- A student's entrance exam performance
- Middle school grades
- Letters of recommendation, extra-curricular involvement, and interview with a member of the faculty.

While a careful review of the application indicates a strong potential for academic achievement, other factors suggest that additional support will be necessary to help ensure success at NDP. Since our entrance exam does not always accurately reflect the abilities of a student, all Gonzaga Program members are *required* to complete additional assessments in English and math. These assessments will assist in ensuring a student's appropriate placement into the Gonzaga Program and, when appropriate, into certain college-preparatory courses. Students whose secondary assessments indicate that they will need additional support will be admitted into the Gonzaga

Program and must take summer school courses to prepare for their first year at NDP. Families can apply to The St. Aloysius Gonzaga Program if a student has been diagnosed only with ADHD and has educational gaps based on middle school performance. All other students will be placed in the program after evaluating the High School Placement Test score.

### **Gonzaga Program Yearly Goals**

**9<sup>th</sup> Grade:** The goal for freshman year is for students to demonstrate appropriate growth in English and algebra. An extra semester of instruction allows for additional support in reading, writing, critical thinking and math computation. Students will be able to demonstrate organizational skills using planners and graphic organizers to promote academic success. Students will learn and apply a variety of study skills and learning strategies to foster academic growth throughout the freshman curriculum. Students can graduate from the Gonzaga program if they receive a B or higher in both English and algebra by the end of freshman year.

**10<sup>th</sup> Grade:** The goal for sophomore year is for students to demonstrate appropriate growth in English and geometry. An extra semester of instruction allows for additional support in reading comprehension, writing, critical thinking, and mathematical measurement and problem-solving skills. Sophomore year, students fully apply the organizational and study skills taught during freshman year. Students will demonstrate the ability to be successful within NDP's rigorous college preparatory curriculum by the end of sophomore year. Students can graduate from the program by the end of the first semester of sophomore year if they receive a B+ or higher in both English and geometry. At the end of 10<sup>th</sup> grade, students will be reassessed by administration with the help of the Director of Exceptional Learning and co-director of The St. Aloysius Gonzaga Program to determine if they are ready to be assimilated into the standard curriculum for junior year.

**11<sup>th</sup> and 12<sup>th</sup> Grades:** The goals for junior and senior years are for students to be able to academically achieve and earn an NDP diploma. Students will continue to be evaluated throughout both semesters for junior and senior year to ensure academic success. Students will also have access to The Resource Center if a student needs additional support for junior and senior years.

## Gonzaga Program Sample Schedules

### Freshman Year:

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
1 <sup>st</sup> Sem	Eng. 1	Alg. 1	Gonzaga (Extra English and Algebra)	Theo. 1	Physical Science	Fresh Seminar	PE/Health	Elective
2 <sup>nd</sup> Sem	Eng. 1	Alg. 1	Gonzaga (Extra English and Algebra)	Theo. 1	Physical Science	World Geo	PE/Health	Elective

### Sophomore Year:

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
1 <sup>st</sup> Sem	Geom.	Theo. 2	Biology	Eng. 2	Gonzaga (Extra English and Geom.)	WorldLa ng.	World History	Elective
2 <sup>nd</sup> Sem	Geom.	Theo. 2	Biology	Eng. 2	Gonzaga (Extra English and Geom.)	World Lang.	World History	Elective

### Junior Year:

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
1 <sup>st</sup> Sem	Alg 2	Theo. 3	Chem	Eng. 3	Resource Center	World Lang	U.S. History	Elective
2 <sup>nd</sup> Sem	Alg 2	Theo. 3	Chem	Eng. 3	Resource Center if needed/ Elective	World Lang	U.S. History	Elective

**Senior Year:**

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
1 <sup>st</sup> Sem	Variety of Math Options for Sr. Year	Theo. 4	Variety of Science Options	Eng. 4	Resource Center if needed/ Elective	World Lang	Gov / Econ	Elective
2 <sup>nd</sup> Sem	Variety of Math Options for Sr. Year	Theo. 4	Variety of Science Options	Eng. 4	Resource Center if needed/ Elective	World Lang	Gov / Econ	Elective

**St. Aloysius Gonzaga Program Inquiry**

For more information about the Gonzaga Program, please contact the Director of the ARC Exceptional Education Program, [George Prelock](#) at 480-634-8353 or Coordinator of Gonzaga Program, [Brooke Bales](#) at 480-634-8291.

**St. Joseph the Worker Program**

Named after St. Joseph the Worker, patron saint of families, fathers, and laborers, The St. Joseph the Worker Program offers academic support services for college-bound students with diagnosed learning differences. The St. Joseph the Worker Program services include classroom accommodations as appropriate according to students' individual student support plans.

The Academic Resource Center (ARC) class is a required course at NDP for all first-year students who have a psycho-education evaluation or have been diagnosed with specific learning disabilities. After evaluating a student's progress over his or her first semester attending NDP, each student will be reassessed to see if the class will be needed for the following semester. Students within the St. Joseph the Worker Program will qualify for an NDP diploma.

**Academic Resource Center Class Description:**

In the Academic Resource Center class, Becoming an Expert Learner, students learn study skills, time management, organization, self-advocacy, goal setting and receive academic support through mini-lessons and one on one advising. In addition, students will be exposed to various compensatory strategies and learn to utilize these skills in classroom situations and test-taking environments. Executive functioning skills will be addressed in alignment with the curriculum in order to reap maximum benefit and applicability. Students will be monitored frequently for academic progress, organization of materials, and time management. At the end of the 10<sup>th</sup> grade year, students will be reassessed by the administration with the help of the Director of Exceptional Education program and the Coordinator of the St. Joseph the Worker program to determine if they are ready to be assimilated into the standard college-prep curriculum for junior year.

**Academic Resource Center (ARC) Application and Qualification Requirements:**

- Psychoeducational Evaluation within the last 3 years
- Diagnosis with an identified impact on learning
- NOTE: 504 Plans are not accepted at NDP for qualification
- Are interested in the learning process, are motivated, and have an outstanding work ethic
- Have an ability to work in group situations with minimal distraction to themselves and others
- Can independently perform all activities of daily living such as toileting, dressing, washing, etc.

**If a student has a current Psycho-Educational Evaluation and Diagnosis:**

- Please send the documentation including the psychological-educational assessment to NDP Admissions for incoming students or to the Director of Exceptional Education for current students.
- The documentation will be reviewed by the Academic Resource Center team.
- Parents will be contacted, and accommodation will be put in place if appropriate.
- Any student with accommodations can join the Academic Resource Center class if there is space available and it fits within a student's current schedule. First-year students and upperclassmen transfer with evaluations and approved accommodations at NDP, regardless of grade level, are required to receive additional support within the St. Joseph the Worker Program through the Academic Resource Center class.

**If a student may have a learning disability that has yet to be diagnosed:**

- Contact the student's counselor to review overall academic performance and discuss academic interventions available or currently being used.
- If current academic interventions are insufficient, please contact the Director of Exceptional Education for options about seeking an independent psycho-educational evaluation.
  - The assessment must include both cognitive and achievement assessments and have a resulting diagnosed disability and outlines an impact on learning.
- Please send the documentation from the evaluation to the Director of Exceptional Education.
- The documentation will be reviewed by the Academic Resource Center team.
- Parents will be contacted, and accommodations will be put in place if appropriate.
- A student with learning disabilities can join the Resource Center class if there is space available, and it fits within a student's current schedule. First-year students with evaluations and approved accommodations at NDP, regardless of grade level, are required to receive additional support within the St. Joseph the Worker Program through the Academic Resource Center class. (Students will receive elective credit for this class).

## St. Joseph the Worker Program Sample Schedules

### Freshman Year:

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
1 <sup>st</sup> Sem	Eng. 1	Alg. 1	Elective	Theo. 1	Physical Science	Fresh Sem	PE/Health	ARC (Resource Center)
2 <sup>nd</sup> Sem	Eng. 1	Alg. 1	ARC or Elective	Theo. 1	Physical Science	World Geo	PE/Health	Elective

### Junior Year Transfer:

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
1 <sup>st</sup> Sem	Eng. 3	Alg. 2	World Lang	Theo. 3	U.S. History	Chem	Elective	ARC
2 <sup>nd</sup> Sem	Eng. 3	Alg. 2	World Lang	Theo. 3	U.S. History	Chem	Elective	ARC <i>or</i> Elective

## St. Joseph the Worker Program Inquiry

For more information on The St. Joseph the Worker Program, please contact Director of the ARC Exceptional Education Program, [George Prelock](#) at 480-634-8353 or Coordinator of St. Joseph the Worker Program, [Sheri Kreshock](#) at 480-634-8295.

### Peer Mentors

The Peer Mentors Program is a yearlong course where selected students have the opportunity to work with the students enrolled in the Exceptional Education program. The peer mentors act as academic role models, working with the students in the Exceptional Education program to create positive study skills. They assist in one-to-one tutoring and accompany students to their classes.

These mentors may also help facilitate social participation by eating with the students at lunch and attending school functions with them. Peer mentoring teaches the mentors qualities such as patience, character, tolerance, compassion, and respect. Living out these values encourages the rest of their student body to follow the example that the Exceptional Education Program sets. Applying these traits prepares the mentors and the NDP student body for a world beyond high school.

### St. Thomas Aquinas (STA) Program

Named after St. Thomas Aquinas, patron saint of educational and theological pursuits, the St. Thomas Aquinas (STA) Program is a highly competitive, integrated program of study that provides a challenging, well-rounded education to Notre Dame Prep's most gifted and motivated



students. The program of study stimulates academic and personal development through rigorous courses, unique cultural and academic field experiences, and advanced research opportunities.

Aquinas Scholars must meet rigorous academic requirements. The Aquinas Scholars program will not deter a student from participating in athletics, music, or extra-curricular programs. Mentorship and advising with the Capstone Experience includes personal contact with professional experts in their field, individualized support during the university discernment and application process, and analysis of potential career interests. Through their four years, Scholars will gain a better understanding of the world around them, their own selves, and be challenged to achieve to their fullest potential both at Notre Dame Preparatory and beyond.

Program graduation requirements include:

- Complete a minimum of 32 credit hours (30 Academic, 2 Christian Service)
- Maintaining a GPA of 3.95 or higher (weighted)
- Completion of 15 honors or AP-level courses
- Completion of a 4th level of consecutive study in the same World Language
- Completion of AP Seminar and AP Research Courses
- Participation in St. Thomas Aquinas Program meetings and activities
- End of year presentations

Scholars enjoy benefits from participation in the program such as:

- Scholarship Amount: \$2,500 per year, renewable each year for four years
- A team of dedicated faculty members who act as mentors and advisers to scholars on an ongoing basis
- Individualized support during the university discernment and application process and an analysis of potential career interests
- A curriculum that prepares scholars to succeed in the most rigorous institutions of higher learning
- Opportunities for field experiences and cultural enrichment during each academic year
- The substantial support of a peer group committed to similar goals of personal excellence and intellectual growth
- Designation as an Aquinas Scholar at Commencement and identification of the program and its requirements on all college applications
- Option to pursue AP Capstone Diploma

Enrollment in the St. Thomas Aquinas Program

Admission is based on an evaluation of letters of recommendation, GPA (suggested minimum of 3.95), and HSPT scores (generally, our STA Scholars score in the 85<sup>th</sup> percentile or higher) submitted to Notre Dame. In addition, Scholars must submit a Statement of Purpose to the

Directors of the St. Thomas Aquinas Scholars program to complete their application. Once applications have been reviewed, those considered for the St. Thomas Aquinas program will be asked to come for an additional interview.

Details for application deadlines can be found on the Notre Dame Prep Website:

<https://www.ndpsaints.org/academics/academic-programs/st-thomas-aquinas-scholars-program>

Yearly Goals of the St. Thomas Aquinas Program:

- 9th Grade: The goal for freshman year is to expand students' worldview. Through varied cultural experiences, students will learn to understand the vastness of the world around them and to empathize with people from different places and times.
- 10th Grade: The goal for sophomore year is for students to develop a critical and personalized lens with which to view the world. Students will analyze topics through different lenses for greater meaning and understanding. This will develop the students' abilities to think logically, analyze and solve problems, craft and assess arguments, and develop a personal moral and ethical compass. AP Seminar will help foster students' written and oral communication skills to prepare for their culminating research project.
- 11th Grade: The goal for junior year is to form students' research and critical thinking skills by reflecting inward. Juniors will construct a deeper understanding of themselves as they prepare to apply for colleges. This path will allow them to explore their own world and what they want to accomplish in the years to come at Notre Dame and beyond.
- 12th Grade: The goal for senior year is for students to bring their education full circle and apply their skills. They will pursue a research project of their choosing through AP Research. This is the culminating work of a student's studies and represents their ability to conduct research and write effectively.

**St. Thomas Aquinas Suggested Course of Study:  
Sample 9th Grade Schedule**

	English	Math	Science	Social Studies	World Lang	Theo	PE/ Health	Elective
Sem 1	Eng 1 Eng 1H	Alg 1 Alg 1H Geom GeomH	Physical Science OR Biology BiologyH	Fresh Sem	Span 1 Span 1H Span2 Span2H Fren 1 ASL 1	Theo1	Health and Well	Suggestion : required Tech elective
Sem 2				World Geo World Geo H				Suggestion : required Fine Arts elective

**Sample 10th Grade Schedule**

	English	Math	Science	Social Studies	World Lang.	Theo	AP Capstone	Elective
Sem 1	English 2 English 2H	Geom GeomH Alg 2 Alg 2H	Chem Chem Biology Bio H	World Hist World HistH World Hist AP	Span2 Span2H Span3 Span3H French 2 French 2H ASL 2	Theo 2	AP Seminar	Suggestion : required fine arts elective
Sem 2								Suggestion : required fine arts elective

**Sample 11th Grade Schedule**

	English	Math	Science	Social Studies	World Lang.	Theology	Elective	Elective
Semester 1	-Eng 3 -Eng 3H DE -Eng 3AP	-Algebra 2 -Algebra 2H -PreCalc -PreCalc H DE	-Engineer DE -Astronomy -Anatomy -AnatomyH -BioAP -ChemAP -Physics -Physics H -Physics AP	-US Hist -US HistH DE -US HistAP	-Spanish 3 -Spanish 3H -Spanish 4H -Span LangAP -Fren 3H DE	-Theology 3 -Theology 3H	-Suggestion: required art elective	-Elective of choice

Semester 2			-Enviro SciAP				-Suggesti on: required PE elective	-Elective of choice
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### Sample 12th Grade Schedule

	English	Math	Theology	Social Studies	AP Capstone	Science or Elective	World Lang., Elective or Free Period	Elective or Free Period
Semester 1	-Eng 4 -Eng 4H DE -Eng 4AP	-PreCalc -PreCalcH DE -CalcH -Calc AB AP -Calc BC AP -ProbandS tats -StatsAP	-Theolog y 4 -Theolog y 4H	-US Gov -US GovAP	-AP Research	-Enginee r DE -Astrono my -Anatom y -Anatom yH -Bio AP -ChemA P -Physics -Physics H -Physics AP -Enviro SciAP -Elective of choice	-Spanish 4H -Span LangAP -Span LitAP -Fren 4H DE -Elective of choice -Free 8 <sup>th</sup> period	-Electiv e of choice -Free 8 <sup>th</sup> period

Semester 2				-Econ -Econ DE		-Engineer DE -Astronomy -Anatomy -AnatomyH -BioAP -ChemAP -Physics -Physics H -Physics AP -Enviro SciAP -Elective of choice	-Spanish 4H -Spanish LangAP -Spanish LitAP -French 4H DE -Elective of choice -Free 8 <sup>th</sup> period	-Elective of choice -Free 8 <sup>th</sup> period
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Any questions regarding the program or application process should be sent to the STA program directors at [stthomasaquinas@ndpsaints.org](mailto:stthomasaquinas@ndpsaints.org).

### **Foreign Exchange Program**

Notre Dame Preparatory welcomes all foreign exchange students. We believe that a foreign exchange program can do much to create a better understanding between young people of different countries. For enrollment of a foreign exchange student at NDP, it is necessary that the student is enrolled in a high school in his home country and is residing with a family that wishes to send him or her to NDP. We also expect applications in the spring prior to enrollment, with a deadline of May 1st. Foreign exchange students must enroll for the entire school year (August–June).

The staff at Notre Dame Preparatory stands ready to assist the foreign exchange student in any way possible to make the transition a comfortable one. Special effort will be made to enter the student into classes comparable with their ability and interest. It is expected that foreign exchange students are able to communicate in English. Students are encouraged to take electives in areas that may be new to them. Foreign exchange students receive a Certificate of Attendance at the end of the school year, not a Notre Dame Preparatory diploma. Foreign exchange students are always encouraged to take part in school activities such as clubs, athletics, band, chorus, and other school-wide events.

Several services not provided by the school to foreign exchange students include free lunches, books, class rings, yearbooks, caps and gowns and the cost of field trips. These are all provided by the host parent unless otherwise indicated. The school is not responsible for recruiting families from its area to provide homes for students.

### Graduation Requirements

To receive an NDP Diploma, a student must complete credits and meet all requirements listed in the notes below. The courses required for all students are:

<b>Discipline</b>	<b>Class of 2024 - 2025</b>	<b>Class of 2026</b>	<b>Class of 2027 and Beyond</b>
Theology	4 Credits	4 Credits	4 Credits
English	4 Credits	4 Credits	4 Credits
Math	4 Credits	4 Credits	4 Credits
Science	3 Credits <sup>1</sup>	4 Credits <sup>1</sup>	4 Credits <sup>1</sup>
Social Studies	4 Credits	4 Credits	4 Credits
World Languages	3 Credits <sup>2</sup>	3 Credits <sup>2</sup>	3 Credits <sup>2</sup>
Fine Arts	2 Credits <sup>3</sup>	2 Credits <sup>3</sup>	2 Credits <sup>3</sup>
Technology	.5 Credits	.5 Credits	.5 Credits
Personal Fitness	1 Credit	1 Credit	1 Credit
Health	.5 Credits	.5 Credits	.5 Credits
Christian Service	2 Credits	2 Credits	2 Credits
Electives	2 Credits	3 Credits	2 Credits
Personal Finance	N/A	N/A	1 Credit <sup>4</sup>
<b>Credits Required</b>	<b>30 Credits</b>	<b>33 Credits</b>	<b>33 Credits</b>

Footnotes:

1. AP science courses are highly recommended for senior year.
2. Three years must be sequential and in the same world language course.
3. One year-long or two semester fine arts courses must be in the same discipline (visual arts, music, dance, etc.)
4. Personal finance course offerings are designed for juniors and seniors and include Personal Finance, Math & Money Management as well as additional courses still in development.

Notes:

- A student who transfers to Notre Dame Preparatory from another school where Theology was not taught must earn credit in Theology for every semester in attendance at Notre Dame Preparatory.
- Christian Service credits will be .5 credits per year upon completion of requirements (see Christian Learning section above). Students who do not meet the requirements of Christian Service will have their enrollment status reviewed and can be dismissed from Notre Dame Preparatory. Christian Service is completed outside of the school day.
- Only those courses taken at NDP will be averaged into the GPA of each student.
- Seniors who fail a core course in the first semester will have their enrollment status reviewed and can be dismissed from Notre Dame Preparatory.

- Current students who fail a core course either semester will have their enrollment status reviewed and can be dismissed from Notre Dame Preparatory. Please see additional information under Academic Information >> Failure Policy/Repeating Courses for Grades.
- **Beginning with the graduating class of 2025 and beyond, every student will also need to take the ACT and earn a score concomitant with their Grade Point Average in order to graduate. The school will offer the ACT test on site each spring.**

### **Career Pathways**

At Notre Dame Preparatory, we seek to prepare all students for a life of choice. We want students to feel prepared to attend the college of their choosing and immediately pursue a career that will bring them meaning. To help students discern a career, we have outlined courses we offer that align with a number of career pathways. Please note: these are not "locked-in" paths; students are not required to take courses from these lists. These are merely options for students to gain real experience and foundational skills to aid them in their careers. We encourage all students to consider these pathways during their course selection process.

**For example**, if a student is interested in pursuing a career in business, he or she might take the following classes IN ADDITION TO the core curriculum and other graduation requirements:

- 9th grade: Public Speaking
- 10th grade: General Business Studies and Personal Finance
- 11th grade: Intro. to Entrepreneurship and Intro. to Accounting
- 12th grade: Probability and Statistics and Intro. to Graphic Design

<b>Business, Finance, Marketing</b>	<b>Communications and Media</b>
<ul style="list-style-type: none"> <li>● Introduction to Business</li> <li>● Introduction to Accounting</li> <li>● Introduction to Entrepreneurship</li> <li>● Economics / Ethics, Economy, and Entrepreneurship</li> <li>● Personal Finance</li> <li>● US Government</li> <li>● Introduction to Graphic Design</li> <li>● Calculus</li> <li>● Probability and Statistics</li> <li>● Public Speaking</li> <li>● Math and Money Management</li> </ul>	<ul style="list-style-type: none"> <li>● Argumentation and Rhetoric</li> <li>● AP English – Language</li> <li>● AP English – Literature</li> <li>● Focus Research</li> <li>● Public Speaking</li> <li>● Film Critique A/B</li> <li>● Digital Journalism</li> <li>● Broadcasting</li> <li>● Photojournalism</li> <li>● Great Books</li> <li>● Creative Writing</li> <li>● Introduction to Entrepreneurship</li> </ul>

<b>Education, Child Development, and Family Services</b> <ul style="list-style-type: none"> <li>● Psychology</li> <li>● Sociology</li> <li>● Public Speaking</li> <li>● Christian Leadership</li> <li>● Great Books</li> <li>● Philosophy</li> <li>● American Sign Language (ASL)</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>● Environmental Science</li> <li>● Biology</li> <li>● Chemistry</li> <li>● Physics</li> <li>● Calculus</li> <li>● Introduction to Engineering and Design</li> </ul>
<b>Engineering</b> <ul style="list-style-type: none"> <li>● Introduction to Engineering and Design</li> <li>● AP Computer Science</li> <li>● Physics</li> <li>● Chemistry</li> <li>● Calculus</li> <li>● Probability and Statistics</li> <li>● Introduction to Coding</li> <li>● Introduction to Technical Drafting</li> </ul>	<b>Medicine and Health Services</b> <ul style="list-style-type: none"> <li>● Anatomy and Physiology</li> <li>● Biology</li> <li>● Sports Medicine 1-2</li> <li>● Chemistry</li> <li>● Calculus</li> <li>● Probability and Statistics</li> <li>● Medical Ethics</li> </ul>
<b>Foreign Service</b> <ul style="list-style-type: none"> <li>● Spanish or French I-IV</li> <li>● World History</li> <li>● Sociology</li> <li>● Philosophy</li> <li>● Street Law</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>● AP Computer Science Principles</li> <li>● Introduction to Coding</li> <li>● Digital Photo</li> <li>● Probability and Statistics</li> <li>● Introduction to Graphic Design</li> <li>● Introduction to Technical Drafting</li> </ul>



<b>Law, Justice, and Public Service</b> <ul style="list-style-type: none"> <li>● AP US History</li> <li>● Philosophy</li> <li>● Public Speaking</li> <li>● Argumentation and Rhetoric</li> <li>● AP English – Language</li> <li>● AP English – Literature</li> <li>● US Government/AP Government</li> <li>● Street Law</li> <li>● World History</li> <li>● Economics</li> <li>● Ethics, Economy, and Entrepreneurship</li> <li>● Psychology</li> </ul>	<b>Fine Arts</b> <ul style="list-style-type: none"> <li>● Drawing</li> <li>● Painting</li> <li>● Ceramics</li> <li>● Mosaics and Multimedia</li> <li>● Advanced Studio Art</li> <li>● Dance</li> <li>● Choir</li> <li>● Guitar</li> <li>● Acting</li> <li>● Jazz/Brass Ensemble</li> <li>● Music Theory and Composition</li> <li>● Philosophy</li> <li>● AP English – Language</li> <li>● AP English – Literature</li> </ul>
<b>Religious Life</b> <ul style="list-style-type: none"> <li>● Theology I-IV</li> <li>● Philosophy</li> <li>● Christian Leadership</li> <li>● Psychology</li> <li>● Great Books</li> <li>● Medical Ethics</li> <li>● Ethics, Economy, and Entrepreneurship</li> </ul>	<b>Sciences</b> <ul style="list-style-type: none"> <li>● Biology</li> <li>● Chemistry</li> <li>● Calculus</li> <li>● Physics</li> <li>● Environmental Science</li> <li>● Anatomy and Physiology</li> <li>● Introduction to Engineering and Design</li> <li>● Astronomy</li> <li>● Probability and Statistics</li> <li>● Psychology</li> </ul>

## **Four-Year Academic Planning Process**

### **Introduction**

The four-year plan is a road map created to chart a student's course of study through high school and is designed to get you ready for college and a career. It begins with the exploration of career interests coupled with the selection of freshman courses and is revised and refined annually in collaboration with the student's counselor to ensure that this individualized program is meeting the needs, interests, and goals of the student.

### **Objectives**

- The four-year plan will include all graduation requirements.
- It will be a well-rounded, appropriately challenging program that balances core academic courses with elective courses while incorporating post-high school aspirations and interests.
- It will be a balanced, manageable program that allows the student to pursue extracurricular and co-curricular interests as well.

Please note that a student's four-year plan will change over time as his or her needs and interests evolve throughout high school.

### Sample Notre Dame Preparatory Four-Year Plan: College Prep

Summer Before 9th Grade Year	9th Grade School Year _____ - _____		Summer Before 10th Grade Year	10th Grade School Year _____ - _____	
	Fall	Spring		Fall	Spring
	Freshman Seminar	World Geography		Theology 2	Theology 2
	English 1	English 1		English 2	English 2
	Algebra I or Beyond	Algebra I or Beyond		Geometry	Geometry
	Physical Science	Physical Science		Biology	Biology
	Theology 1	Theology 1		World History	World History
	World Language	World Language		World Language	World Language
	P.E. / Health	P.E./Health		Elective: Fine Arts	Elective: Fine Arts
	Elective	Elective		Elective: Technology	Elective: Technology

Summer Before 11th Grade Year	11th Grade School Year _____ - _____		Summer Before 12th Grade Year	12th Grade School Year _____ - _____	
	Fall	Spring		Fall	Spring
	Theology 3	Theology 3		Theology 4	Theology 4
	English 3	English 3		English 4	English 4

	Algebra II	Algebra II		4th Year of Math	4th Year of Math
	Chemistry	Chemistry		Govt./Econ.	Govt./Econ.
	US History	US History		4th Year of Science	4th Year of Science
	World Language	World Language		Elective	Elective
	Elective	Elective		Elective	Elective
	Elective	Elective		Elective or Free 8 <sup>th</sup> Period	Elective or Free 8 <sup>th</sup> Period

Notes: \_\_\_\_\_

### Sample Notre Dame Preparatory Four-Year Plan: Pre-Engineering

Summer Before 9th Grade Year	9th Grade School Year _____ - _____		Summer Before 10th Grade Year	10th Grade School Year _____ - _____	
	Fall	Spring		Fall	Spring
	Freshman Sem	World Geo		Theology 2	Theology 2
	English 1	English 1		Eng 2	Eng 2
	Alg I/Beyond	Alg I/Beyond		Geometry	Geometry
	Engineering I	Engineering I		Engineering II	Engineering II
	Biology	Biology		Chemistry	Chemistry
	Health/PE	Health/PE		World History	World History
	Theology 1	Theology 1		World Language	World Language
	World Language	World Language		Elective	Elective

Summer Before 11th Grade Year	11th Grade School Year _____ - _____		Summer Before 12th Grade Year	12th Grade School Year _____ - _____	
	Fall	Spring		Fall	Spring
	Theology 3	Theology 3		Theology 4	Theology 4
	Eng 3	Eng 3		Eng 4	Eng 4
	Alg II/Beyond	Alg II/Beyond		Pre-Cal/Beyond	Pre-Cal/Beyond
	Engineering III	Engineering III		Engineering IV	Engineering IV
	Physics	Physics		4th Year of Science	4th Year of Science
	US History	US History		Govt./Econ.	Govt./Econ.
	World Language	World Language		Fine Art Electives	Fine Art Electives

Notes: \_\_\_\_\_

**Notre Dame Preparatory Four-Year Plan: Your Plan**

What careers are you thinking about pursuing right now?

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What experience do you plan to pursue immediately following graduation from Notre Dame?

\_\_\_\_\_ University/College \_\_\_\_\_ Junior College \_\_\_\_\_ Technical School \_\_\_\_\_ Trade School

\_\_\_\_\_ Apprenticeship \_\_\_\_\_ Military \_\_\_\_\_ Work \_\_\_\_\_ Gap Year \_\_\_\_\_ Prep School

Name of the specific school or institution: \_\_\_\_\_

Summer Before 9th Grade Year	9th Grade School Year _____ - _____		Summer Before 10th Grade Year	10th Grade School Year _____ - _____	
	Fall	Spring		Fall	Spring

Summer Before 11th Grade Year	11th Grade School Year _____ - _____		Summer Before 12th Grade Year	12th Grade School Year _____ - _____	
	Fall	Spring		Fall	Spring


**Notes:** \_\_\_\_\_

**Sample Schedules:****Circle, highlight, or write-in your choices:****Mock Freshman Schedule**

	English	Math	Science	Social Studies	W. Language	Theology	PE	Elective
Semester 1	<b>-English 1 -English 1 H</b>	<b>-Algebra 1 -Algebra 1 H -Geometry -Geometry H</b>	<b>-Appl Phys. -Biology -Biology H</b>	<b>-Fresh Sem</b>	<b>-Spanish 1 -Spanish 1 H -Spanish 2 -Spanish 2 H -French 1 -ASL 1</b>	<b>-Theology 1</b>	<b>-Personal Health and Wellness</b>	-
Semester 2				<b>-Wor Geo -Wor Geo H</b>				-

**Mock Sophomore Schedule**

	English	Math	Science	Social Studies	W. Language	Theology	Elective	Elective
Semester 1	<b>-English 2 -English 2 H</b>	<b>-Geometry -Geometry H -Algebra 2 -Algebra 2 H</b>	<b>-Bio -Bio H -Chemistry -Chemistry H</b>	<b>-Wor Hist -Wor Hist H -Wor Hist AP</b>	<b>-Spanish 1 -Spanish 2 -Spanish 2 H -Spanish 3 -Spanish 3 H -French 1 -French 2 -French 2 H -ASL 1 -ASL 2</b>	<b>-Theology 2</b>	-	-
Semester 2							-	-

## Mock Junior Schedule

	English	Math	Science	Social Studies	W. Language	Theology	Elective	Elective
Semester 1	<b>-Eng 3</b> <b>-Eng 3 H DE</b> <b>-Eng 3 AP</b>	<b>-Algebra 2</b> <b>-Algebra 2 H</b> <b>-PreCal</b> <b>-PreCal H DE</b>	<b>-Chemistry</b> <b>-Chemistry H</b> <b>-Astronomy</b> <b>-Anatomy</b> <b>-Anatomy H</b> <b>-Engineer.D E</b> <b>-Bio AP</b> <b>-Chem AP</b> <b>-Physics</b> <b>-Physics H</b> <b>-Physics AP</b> <b>-Envir Sci AP</b>	<b>-US Hist</b> <b>-US Hist H DE</b> <b>-US Hist AP</b>	<b>-Spanish 2</b> <b>-Spanish 2 H</b> <b>-Spanish 3</b> <b>-Spanish 3 H</b> <b>-Spanish 4 H</b> <b>-Spa Lang AP</b> <b>-French 2</b> <b>-Fren 3 H DE</b> <b>-ASL 2</b> <b>-ASL 3</b>	<b>-Theology 3</b> <b>-Theology 3H</b>		
Semester 2								

## Mock Senior Schedule

	English	Math	Theology	Social Studies	Science or Elective	W. Language or Elective	Elective	Elective or Free Period
Semester 1	<b>-Eng 4</b> <b>-Eng 4 H DE</b> <b>-Eng 4 AP</b>	<b>-PreCal</b> <b>-PreCal H DE</b> <b>-Calc AB AP</b> <b>-Calc BC AP</b> <b>-Calc H</b> <b>-Stats</b> <b>-Stats AP</b> <b>-College Alg</b>	<b>-Theology 4</b> <b>-Theology 4H</b>	<b>-US Gov</b> <b>-US Gov AP</b>	<b>-Astronomy</b> <b>-Anatomy</b> <b>-Anatomy H</b> <b>-Engineer.D E</b> <b>-Bio AP</b> <b>-Chem AP</b> <b>-Physics</b> <b>-Physics H</b> <b>-Physics AP</b> <b>-Envir Sci AP</b> <b>-Elective:</b>	<b>-Spanish 3</b> <b>-Spanish 4 H</b> <b>-Spa Lang AP</b> <b>-Spa Lit AP</b> <b>-Fren 4 H DE</b> <b>-ASL 3</b> <b>-ASL 4</b>		
Semester 2				<b>-Econ</b> <b>-Econ DE</b>	<b>-Astronomy</b> <b>-Anatomy</b> <b>-Anatomy H</b> <b>-Engineer.D E</b> <b>-Bio AP</b> <b>-Chem AP</b> <b>-Physics</b> <b>-Physics H</b> <b>-Physics AP</b> <b>-Envir Sci AP</b> <b>-Elective:</b>	<b>-Spanish 3</b> <b>-Spanish 4 H</b> <b>-Spa Lang AP</b> <b>-Spa Lit AP</b> <b>-Fren 4 H DE</b> <b>-ASL 3</b> <b>-ASL 4</b>		



### Scoir

Scoir is a college and career-readiness platform used to assist NDP students with college planning. Once logged on, students will find numerous functions to help them with career search and choice, the college search and selection process, building their resume, as well as scholarship searches. Throughout their time at NDP, students will become acclimated to the various components of the program.

### College Application Timeline

Counselors have prepared a detailed college application timeline and checklist which is shared with parents and students during the junior year. In January of a students' junior year, parents will be invited to College Planning 101, an information meeting about the college application process.

### College Admissions Tests: SAT/ACT

**Beginning with the graduating class of 2025, every student will need to take the ACT their junior year and earn a score concomitant with their Grade Point Average in order to graduate. The school will offer the ACT test on site each spring.** Notre Dame Preparatory administers standardized college readiness assessments to measure each student's academic growth, evaluate the school's academic programs and offer valuable practice in college entrance standardized testing. Sophomores and juniors take the PSAT in October, and all juniors are required to take the ACT on campus in the spring. Standardized test dates can be found in the school calendar. We strongly encourage students to consider taking test-prep courses. Juniors and seniors can find the SAT and ACT test dates at the following websites:

<http://sat.collegeboard.com/home> and <http://actstudent.org/regist/dates.html>.

**NDP's School Code for testing: 030 392**

### College Acceptance Considerations

Students are encouraged to become involved in the many extracurricular activities offered by the school and community. Colleges consider a student's commitment to various extracurricular experiences when making admission decisions. However, involvement, while important, does not substitute for a strong academic record. Therefore, students and families should carefully consider the impact of commitment to extracurricular activities on the student's ability to maintain a healthy, balanced life. GPA, special talents (e.g., art, athletics, debate, dance, music, or theater), and performance on college admission tests are other factors in the admission process. In some instances, colleges also may consider legacies, personal recommendations, and the high school's reputation. Parents and students should anticipate starting the actual process of applying to college in the spring of the student's junior year.

### Placement of Incoming Freshmen

Notre Dame Preparatory uses the High School Placement Test (HSPT) in conjunction with middle school grades and eighth grade teacher recommendations to place students in the appropriate classes. The HSPT was the first test battery designed specifically to deal with selection and/or placement of students entering high school from various elementary schools. Since 1955, the HSPT has provided measures in the major skill areas as well as cognitive skill criteria resulting in the most comprehensive placement test available.

### **Course Load Requirements**

All students are automatically scheduled for a class or activity during each of the eight periods of the school day. Students who are lacking any credits in any given school year due to failure may not return to Notre Dame Preparatory the following fall semester unless deficient credits are completed during the summer. Students who do not repeat these courses during summer school will not be readmitted in the fall. It is the student's obligation to request that a transcript be sent from the summer school to Notre Dame Preparatory before school opens in August.

### **Course Selection Changes and Schedule Changes**

Choosing an appropriate program of study is an important part of each student's high school responsibilities and our process is student-centered through the counseling department. Parents are strongly encouraged to meet early in their child's tenure and participate in the yearly process of selecting courses that fulfill the requirements for graduation and meet the needs of their son/daughter. Schedule changes are subject to course availability and require the approval of the teacher(s), parent/guardian, and the counselor and/or Assistant Principal of Learning Services.

- Students must submit a Course Change Request Form to request a schedule change.
- All students are allowed one schedule change per semester.
- All Course Change Request forms are due within the first 5 school days of the semester.
- Requests for an elective change are based on course availability and the number of students in classes. Requests to change an elective cannot result in a teacher change in a core class. Core classes include English, Math, Social Studies, Science, Theology, and World Language.
- Requests for a level change from Honors/AP to Regular, or vice versa, are based on recommendation from the teacher and are decisions made in coordination with the student, parents, and counselor.

Schedule changes outside of the parameters above will only be granted in the case of:

- Computer error
- Changes required by health (broken arm – cannot be in weight training)
- Completion of an approved summer school course
- Changes needed to satisfy graduation requirements

### **Course Level Placement Changes**

Students who request an AP or Honors course are accepting the rigor that comes with these advanced academic courses. Students may request a level change from a regular level course to an honors level course within the first 15 days of the semester, provided there is sufficient data that such a change is merited and the teacher approves.

No level changes will be considered for students in advanced academic classes before the 15th day of the semester or after the 25th day of the semester. Only the teacher can recommend lower placement changes for students who are in an advanced academic class. The teacher will only consider a student for a lower placement if his or her effort is consistent with the expectation yet he or she shows limited success in the class.

### **Withdrawals**

Any student who withdraws from a class (regular, honors, or AP) after the first twenty (20) days of the semester, but before the end of the tenth (10) week will receive a grade of Withdraw Pass (WP) or Withdraw Fail (WF), and the student will continue to attend class until the end of the semester. Requests for class withdrawals will not be processed after the tenth (10) week of the semester. WP or WF grades will be posted on a student's transcript but not factored into GPA. Students who receive a WF will be ineligible for extra-curricular and AIA participation.

### **Course Progression**

Individual course progressions vary according to the goals and academic aptitude of each student and the academic requirements of the colleges to which they plan to apply. Students should plan their course progression under the guidance of their counselor and parents.

### **Honors Courses**

Students interested in Honors classes must have the approval of the department or instructor to take the course. Approval is based on a student's ability, motivation, and grades. If a student is not successful in an Honors class, he/she may be removed at the discretion of the teacher and the Assistant Principal of Learning Services.

### **College Courses and Dual Credit**

Students earn college credit either by passing an Advanced Placement (AP) exam or through the dual enrollment program with Scottsdale Community College (SCC) or University of Arizona (U of A). College credit earned through the Advanced Placement program is dependent upon the score accepted by the university or college.

### **Dual Credit Courses Offered at NDP**

Dual Enrollment (DE) courses are college level courses offered on campus at NDP. You can begin taking DE courses freshman year.

For an additional fee, you can receive college credit for these courses and begin your college GPA while in high school. This saves time and money by getting those college credits completed early.

Not every college will accept Dual Enrollment transfer credits. All Arizona state universities do, and a good resource is [www.aztransfer.com](http://www.aztransfer.com). For out of state universities/colleges, check their individual transfer credit policies to know if the DE credit will transfer.

Here is a list of Dual Enrollment classes NDP is currently offering through Scottsdale Community College unless otherwise specified:

- Pre-Calculus Honors
- Calculus Honors
- U.S. History Honors
- English 3 Honors
- English 4 Honors
- French 3 Honors
- French 4 Honors
- Guitar Orchestra Honors
- *Engineering and Design*  
*(University of Arizona)*

- *Ethics, Economy, and Entrepreneurship Honors (University of Arizona)*
- Rock Music and Culture
- Music Theory

*Note: Students who are taking Dual Enrollment classes through the University of Arizona will receive registration instructions through their Introduction to Engineering and Design or Economics teacher.*

**To register for Dual Enrollment classes through Scottsdale Community College, please be aware of the registration steps:**

- **TYPICAL FALL SEMESTER DEADLINES:** Online Registration due by September of that semester. Tuition and Fees due by October.
- **TYPICAL SPRING SEMESTER DEADLINES:** Online Registration due by February of that semester. Tuition and Fees due by March.

**STEP 1 – Apply for Admission at SCC**

<https://admissions.maricopa.edu/>

Please Note: If you have previously enrolled in SCC Dual Enrollment Classes, you may skip Step 1.

- Create a student account
- Select Scottsdale Community College
- Submit proof of identification
- When you finish your application, you will receive: MEID (User ID), Student ID Number, Maricopa email

**STEP 2 - College Readiness and Course Placement**

SCC utilizes multiple options to determine course placement for students

**Grades 11 or 12:** Unofficial high school transcripts can be provided. The unweighted GPA must be 2.6 or higher.

**Grade 10:** SAT score of 480 or higher, or a Composite ACT score of 22 or EdReady reading assessment test\*\*.

**Grade 9:** Students must take appropriate EdReady assessment tests to prove college readiness. For courses with prerequisites, the appropriate English or Math assessment tests are required. For courses with no prerequisites, the Reading assessment test is required to prove college readiness\*\*.

\*\*The EdReady Placement Test measures college readiness. This non-proctored, online testing option can be accessed through the Maricopa Community College website. Depending on which class you are taking will determine which subject test to take, and the score needed. Please check the SCC Dual Enrollment website for the prerequisites.

**STEP 3 - Submit Online Registration**

For each class:

1. Log in to your Student Center
2. Click “Manage Classes”
3. Select “Class Search and Enroll”
4. Enter class number and click the arrow

5. Enroll or add to Shopping Cart

6. Click “Submit”

• Please review the course offerings in which you plan to enroll under High School Partners and Classes. Once your request is processed, you will be sent confirmation to your SCC student email address. ***Please Note: Your enrollment submission may be delayed/returned if information or documentation is incomplete.***

#### **STEP 4 - Tuition and Fees**

The cost is \$85 per credit plus a \$15 registration fee per semester. You can pay tuition through the Student Center. For more information about Dual-Enrollment, please contact Deanna Larson in the Counseling Office.

#### **Advanced Placement Courses**

Advanced Placement is a program of rigorous college-level courses and examinations. They afford students an opportunity to earn high school credit as well as college credit and/or appropriate placement at the college level. In order to receive weighted credit and Advanced Placement designation on transcripts, students must successfully complete both semesters of any year-long Advanced Placement course and complete the Advanced Placement examination in that course. In order to earn college credit, a student must attain a specific score on a national standardized examination, and attend one of the many colleges and universities that recognize students' participation in the College Board's Advanced Placement Program.

By selecting an AP class during spring scheduling, a student is making a firm commitment to complete this course the following school year. Students enrolled in an AP course are required to take the related national Advanced Placement examination in the spring. AP courses are offered in social studies, world language, science, math, fine arts, and English.

#### **Advanced Placement Courses Offered at NDP:**

- |                            |   |
|----------------------------|---|
| ● AP Seminar               | ● AP U.S. History                       |
| ● AP Research              | ● AP U.S. Government and Politics       |
| ● AP Biology               | ● AP English Language and Composition   |
| ● AP Chemistry             | ● AP English Literature and Composition |
| ● AP Physics               | ● AP Spanish Language                   |
| ● AP Environmental Science | ● AP Spanish Literature                 |
| ● AP Calculus AB           | ● AP Computer Science Principles        |
| ● AP Calculus BC           |   |
| ● AP Statistics            |   |
| ● AP World History         |   |

#### **General Information for the Beginning of the Term**

Each teacher must provide to students, by the end of a course's second day of classes, a syllabus that includes a clear and complete description of the required work, the number and kinds of assignments, the approximate schedule of tests and due dates for major projects, and the grading criteria and procedures to be used. Two or more different teachers of the same course will give the same core summative assessments.

### **Assessment Philosophy**

All students should know that:

- The teaching staff understands that students learn in different ways and at different rates.
- Learning here requires hard work that prepares students for their future.
- Students will receive grades that are based upon multiple forms of assessment, such as tests, quizzes, projects, reports, collaborative work, presentations, laboratory reports and writing assignments.
- Students will receive ample formative assessment feedback to know how well they are doing and whether they should make changes in what they are doing.
- Students will receive rubrics and have access to exemplars whenever possible to guide practice.
- The way grades will be determined will be explained at the beginning of the course and with each assignment.
- Summative assessments will measure the extent to which a student has attained proficiency in meeting the standards of the course.
- Students will have opportunities to produce work of which they are proud, and at the teacher's discretion, opportunities will be given for self-correction and resubmission of work.
- Students will have opportunities to review their assessments, know which test items they missed, and know why their answers were unacceptable.

### **Homework Philosophy**

Homework is integral to engagement and success in Notre Dame Preparatory's rigorous curriculum. Failure to do homework and seek assistance from teachers are the two greatest reasons that students might not perform well at NDP. With homework comes shared responsibility among students, families, faculty, and administration to manage the effect of homework on students' ability to maintain a healthy and balanced life.

Because Notre Dame Preparatory teachers are trusted to use their professional judgment in assigning homework that complements the learning objectives of the various courses, it is to be expected that there will be variation in the type, frequency, and amount of homework for any given course. Yet, it is also expected that Notre Dame Preparatory teachers will be cognizant of and responsive to the fact that their respective courses are but one part of a student's overall high school experience.

It is understood that students and their families will have individual objectives for their high school experiences. To that end, NDP provides a wide variety of options with respect to the types and levels of courses as well as extracurricular activities. Students and their families are expected to consider the impact decisions, such as the number of major-credit courses and course levels, will have on the students' homework loads while developing and adjusting individualized courses of study geared toward achieving their personal objectives.

Finally, Notre Dame Preparatory's administration accepts its responsibility to continuously evaluate and improve the process by which information regarding homework expectations are

developed and communicated to students and families. The goal is to create sufficient information regarding the nature and kind of homework so that informed decisions can be made when developing individual programs of study.

### **Addressing Homework Issues During the School Year**

If the time spent on homework becomes an issue during the school year, the following steps can be helpful for a family:

- The student and his or her family should have a frank discussion about homework strategies and habits to determine if the student is utilizing his or her homework time as effectively as possible. This discussion should also include determining the impact of level changes and outside activities on the student's ability to utilize his or her homework time effectively.
- The student should discuss his or her homework challenges with all relevant teachers to determine if the student has a clear understanding of homework expectations and/or if there are more effective homework strategies for a specific class.
- Most situations will be successfully addressed through the actions mentioned above. For those few situations that are still unresolved, the parents should contact the teacher, with the goal of working together to determine the best course of action for the student.

### **Incomplete and Missing Work**

Students are responsible to complete and turn in all assignments by the assigned date due. Each department and/or teacher has a policy surrounding the grading and acceptance of late or incomplete work. Any incomplete work will merit no credit if such work is not made up by arrangement with the teacher within two weeks of the due date.

### **Grading**

The Notre Dame Preparatory grading scale records student progress and overall mastery of the essential standards and targets for a class, or how well the student understands the material in class. Ultimately, the final grade is a professional determination of the quality of the student's body of work with consideration of their growth over the course of the class. Please consult your counselor for details about weighted and unweighted GPA calculations.



### Grading Scale

Number Grade	Letter	GPA
92.5-100	A	4.00
89.5-92.4	A-	3.67
86.5-89.4	B+	3.33
82.5-86.4	B	3.00
79.5-82.4	B-	2.67
76.5-79.4	C+	2.33
72.5-76.4	C	2.00
69.5-72.4	C-	1.67
66.5-69.4	D+	1.33
62.5-66.4	D	1.00
59.5-62.4	D-	0.67
59.4-0	F	0.00

<u>Subject Achievement Marks:</u>	<u>Honor Roll:</u>
<p>A = Outstanding Achievement B = Above Average Achievement C = Satisfactory Achievement D = Below Average Achievement F = Failure I = Incomplete</p> <p><i>Note: Make-up exams must be completed within two weeks of the initial exam.</i></p> <p><i>**Incomplete work must be made up within two weeks of the original due date.</i></p>	<p>Principal's List - GPA of 4.0 or above</p> <p>Dean's List - GPA of 3.5 or above</p>

Please note: Honors courses earn an extra .5 Grade Point Equivalent; AP courses earn an extra 1.0 Grade Point Equivalent. **Cumulative GPAs are updated at the end of each semester.**



### Requirements to Graduate with Distinction

Graduate with Distinction for Class of 2024-Beyond		
	Summa Cum Laude:	Magna Cum Laude:
<b>Credits:</b>	32	32
<b>Weighted GPA:</b>	4.0	3.85
<b>Comments:</b>	-Rising seniors are considered to have met the Graduate with Distinction language requirements if they have completed a 4 <sup>th</sup> level of World Language at NDP. For example, if a current junior successfully completes Spanish IV this year, that student need not take another Spanish class to fulfill the requirement.	

*\*GPA will be checked for students eligible to Graduate with Distinction on March 1<sup>st</sup> (or the closest school day after). The final GPA check will occur on April 1<sup>st</sup> (or the closest school day after).*

### Calculating GPA

GPA is an averaged score which is calculated based on your final semester grade for each class and the weight of the courses you are taking.

- An Honors class carries a weight of .50 added to the grade earned.
- An AP class carries a weight of 1.0 added to the grade earned.

Example: Oliver takes 8 classes. One class is an honors class. His weighted GPA would be 3.69. (Calculated by adding up the points and dividing by the number of classes):

English: B (84%) = 3.00  
Social Studies: B+ (88%) = 3.33  
Math: B (83%) = 3.00  
Science: A- (90%) = 3.67  
Honors Spanish: A (97%) = 4.00 + .50 Honors weight= 4.50  
PE: A (95%) = 4.00  
Theology: A (96%) = 4.00  
Art: A (93%) = 4.00  
**Total points= 29.5**  
**29.5 ÷ 8 classes = 3.69 Weighted GPA**

### Contesting Grades

Students or parents who wish to contest a grade received on an assignment, test or report card must first attempt to resolve the disputed grade with the teacher. Should the matter be unresolved, the issue will be taken to the chairperson of the academic department. If the grade is still contested after that meeting, the issue may be referred to the Assistant Principal of Learning Services. Any request to contest a grade must be initiated within two weeks of the grade in question being reported in Canvas. Requests to contest a grade after ten school days may not be honored.

### Extra Credit

Grades are a measure of content mastery, so there is no extra credit offered to boost grades due to missing work or poor performance. Teachers may choose to add a bonus point for enrichment content on a quiz or allow retakes on assignments or assessments so that the grade is a better measure of students' growing mastery, if the overall grade reported does not exceed 100%.

### Progress Reports

Academic progress reports will be emailed to parents three times each semester after the fifth, tenth and fifteenth weeks. Student academic progress is provided online through Canvas to parents/guardians who wish more regular reports of progress.

### General Information for End of Term and Final Exams

The Principal regulates examinations and work assignments at the end of the term to ensure that student and faculty workloads do not become overwhelming. Students may expect that no faculty member will deviate from these rules except with prior permission of the Principal and that any such approved exception will be announced and appropriately emphasized early in the term.

There shall be no tests given within two school days of the beginning of Final Exams. No assignment will be due during this two-day period other than oral examinations given in World Language classes and credit given for completion of review packets.

### **Final Exam Policy**

Final examinations are administered only during final exam week and only at the time scheduled by the school except in emergency cases arranged with the Assistant Principal of Learning Services before the scheduled start time of the exam. Final exams must be taken according to the schedule. Absences on exam days must be approved by the Assistant Principal of Learning Services before the scheduled start time of the exam. Semester exams are given in each subject and make up no more than 20% of the semester grade. Specific requirements are according to the department and/or course policy and are included in the syllabus given to students at the beginning of the semester or school year.

### **Exemptions from Final Exams**

Seniors with a grade of 92.5% or above at the end of the fall semester, and prior to the final spring exam, may be exempted from the spring final exam. Seniors enrolled in an AP course or a course for dual enrollment may be required to take the final exam regardless of grades. Teachers are not required to give exemptions. Underclassmen are not allowed exemptions.

### **Report Cards and Transcripts**

Final semester grades are emailed to parents approximately three weeks after the conclusion of the semester. These report cards are in the form of unofficial transcripts, which list all completed courses. Parents may request official transcripts by contacting the registrar.

### **Eligibility for Co-Curricular Participation**

Student Academic Performance, Christian Service, and Disciplinary/Attendance records determine eligibility for co-curricular participation.

- A student must be in good academic standing. Good academic standing entails that students are earning C- or higher. Any student who is earning an F or 2 Ds will not be in good standing.
- Students who are not in good academic standing at the time of eligibility grade checks will not be eligible to participate in any co-curricular activity for a period of 7 days.
- Co-Curricular participation is defined as playing in games, performing in performances, traveling with teams, etc. Students who are deemed ineligible are still permitted to practice; however, they are highly encouraged to attend one hour of office hours with a teacher before attending practice or rehearsal in order to improve their grade.
- Grades will be checked for eligibility every Tuesday at 8 AM. The period of ineligibility begins on the Wednesday after the grade check at 8 AM and continues until the next grade check on the following Tuesday. Students who regain eligibility will be eligible to participate again beginning on the following Wednesday.
- This process of review and restriction will continue weekly for the remainder of the semester for students to become eligible.
- The first-grade check of the semester will be 6 weeks after the semester begins.

- Additional measures for a student's return to eligibility may be required at the discretion of the Principal.
- Disciplinary/Attendance Record should remain in good standing in order to participate in co-curricular activities. Please refer to attendance and disciplinary policies for clarification on ineligibility.
- Students who fail a first-semester course or fail to meet the minimum Christian service requirement will remain ineligible for the first six weeks of the second-semester term. At that time, eligibility will be re-determined each week.

### **Student/Parent/Teacher Conferences**

#### **Teacher-Initiated Conferences**

Formal required parent/teacher/student conferences are held in the fall semester around the fifth week of class when progress reports are also issued. They are intended to discuss the development of plans for learning improvement with the students that are having difficulty learning what we intend for them to learn. These conferences are invitational by the teacher and require the attendance of the parent and the student. Parent involvement and communication between parents and teachers are essential elements to the continued success of the students at Notre Dame Preparatory; therefore, the school also encourages informal parent/teacher conferences. These may be scheduled any time during the school year by appointment. Parent/Teacher/Student conferences may be initiated by teacher, student, or by parent/guardian whenever a need arises.

### **Academic Contract & Probation**

A student who receives a failing grade (F) or two Ds at the end of the semester, or whose GPA falls below 2.0 for the semester is not successfully progressing toward satisfying the school's graduation requirements and college preparation. In such a case, the student will be considered on academic probation, and a meeting to discuss the terms of the academic contract will be conducted with the student, parents, counselor, and an administrator in order to develop an appropriate course of action to help the student succeed. Students who are placed on academic probation are instructed to take the necessary steps in their contract to improve their academic standing, which may include requirements such as tutoring, teacher conferences, counseling, and other measures.

It is the goal of the school to assist students in being academically successful. Therefore, students on academic probation will develop an academic contract in conjunction with their counselor, parent(s)/guardian, and school administrator. Additional measures may be added to an academic contract at the discretion of the Principal or Assistant Principal of Learning Services.

**In all cases of a student failing a course or failing to meet the 2.0 GPA each semester, the student's continued enrollment at Notre Dame Preparatory will be evaluated.**

### **Failures and Required Summer School**

A student who fails a semester of any required core course, must retake and pass that same course through either BluePrint EDU, Catholic Virtual or Archdiocese of Miami Virtual\*. A class must be repeated in these circumstances:

- Any required class in which a student receives an F must be repeated with a passing grade.
- If a student fails a first-semester course in any World Language, Mathematics, or Chemistry course, he/she must drop the second-semester course and retake the failed first-semester course first.
- Whenever a student earns a failing grade or a D+, D, or D- in the second semester of any World Language or Mathematics course, it is required that a grade of C or better is earned in a summer school course through one of the virtual options listed above before the student moves on to the next level in the fall. The retake grade does not replace the NDP grade.
- Any student who fails to complete a required make-up course before Aug. 1st will be withdrawn from Notre Dame Preparatory.

**\*Note: All costs for repeating required coursework will be incurred by the student's family.**

### **Summer School and Off-Campus Courses**

Classes completed during the summer outside of NDP will not be awarded credit and will not be included on the NDP transcript or in the NDP GPA. However, NDP will recognize the class and allow the student to move into the next level class in the Fall semester. Students may not take classes outside of NDP to complete NDP graduation requirements. All credits required for graduation must be taken on the NDP campus. A student who fails a semester of a required core course, must retake and pass that same course through either BluePrint EDU, Catholic Virtual or Archdiocese of Miami Virtual.

### **Awards and Recognitions**

#### **National Honor Society**

Membership in the Mater Dei Chapter of the National Honor Society (NHS) is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of scholarship, service, leadership, and character. Five faculty advisors review applications and determine whether candidates will be invited to join the NHS.

- Candidates eligible for election to this chapter must be members of the sophomore or junior class and must have been in attendance for a period of at least one semester at Notre Dame Preparatory High School.
- Candidates eligible for selection to the chapter shall have a minimum cumulative weighted GPA of 3.95 (out of 4.0). This scholastic level of achievement shall remain fixed and shall be the required minimum level of scholastic achievement for consideration for admission into NHS.
- Candidates eligible for selection to the chapter shall have submitted a completed application by the posted deadline. Late applications, for any reason, will not be accepted.
- Students must be involved in any combination of school-based activities for at least four consecutive academic quarters prior to application. Strong applicants have demonstrated leadership and qualitative involvement on the school campus. Simple membership in clubs or activities does not guarantee acceptance.

- Complete disciplinary records will be reviewed as part of the application process. Excessive infractions will negatively affect one's application and may result in non-acceptance.
- Candidates with any disciplinary referrals for major infractions, such as drugs/alcohol/tobacco, cheating, stealing or harassment, may be denied acceptance. Current members that commit these disciplinary infractions may be asked to sit before the NHS Faculty Council and may be dismissed or given other consequences.
- Upon meeting the acceptance criteria outlined above, candidates shall then be considered based upon their service, leadership, and character.
- The selection of members to this chapter shall be by a majority vote of the Faculty Council, consisting of five faculty members. The chapter advisor(s) shall be the non-voting, ex-officio member(s) of the Faculty Council.
- Membership in NHS is considered a privilege and thus can be revoked if the student fails to meet the standards by which he/she was initially accepted. Failure to maintain these standards may result in dismissal from the NHS. The Faculty Council may impose disciplinary sanctions upon a member as deemed appropriate.

### **Academic Letters**

Students who have achieved high academic standing may apply to be awarded an academic letter in the spring. A combination of academic achievements such as high GPA, Honor Society membership, department awards, high AP/PSAT/SAT/ACT scores, and participation in certain academic events will be considered for eligibility to earn an academic letter. The academic letter consists of the chenille Notre Dame Prep "NDP" and can be affixed to a letter jacket or framed. Academic letters will be presented in the spring of each year at the NDP Awards Ceremony. Students who earn an academic letter but have already received a letter for athletics will receive an academic patch. For specific criteria required to earn points towards an academic letter, please see your counselor. Applications for academic letters will open on March 1 each year, and completed applications should be submitted to the Counseling Department by March 31.

*Note: A student on disciplinary or academic probation at the time of the application will not be eligible for an academic letter.*

### **Graduation Awards**

**Mater Dei Award** is voted on by the faculty and staff and awarded to three or four female seniors and three or four male seniors who each embody the qualities of a Notre Dame Prep graduate. This is the highest honor bestowed on an NDP graduate. While all honored students excel in the classroom, on the stage, or in athletics, it is the way Mater Dei students live out Reverence, Respect and Responsibility that truly sets them apart.

### **Valedictorian and Salutatorian**

Any senior who wishes to apply for valedictorian or salutatorian must:

- Have been enrolled at least three years at Notre Dame Preparatory;
- Have three years active participation in additional NDP-sponsored activities such as Honor Societies, clubs and/or athletics.

- Be among the top ten students with rank determined after 7 semesters.
- Have consistently evidenced the Notre Dame Preparatory ISOs of Reverence, Respect and Responsibility
- Complete application process through the Assistant Principal of Learning Services.

The selection committee for valedictorian and salutatorian shall be composed of the Principal, Assistant Principal of Learning Services, English Department Chair, Director of Counseling, Campus Minister, and Dean of Students.

### **Patron Saint Awards**

- The St. Francis of Assisi Award for Discipleship is given to the student who demonstrates deep personal spirituality and lives it out through his or her everyday life. Award recipients are recognized by their obvious commitment to their faith as seen through daily actions.
- The St. Teresa of Calcutta Award for Service and Justice is presented to a student who is spiritually and intellectually devoted to social action and justice, as demonstrated by their passionate commitment to service, particularly with the poor and marginalized of our world.
- The St. Thomas Aquinas Award for Scholarship is presented to a student who exemplifies overall academic excellence. Going well beyond demonstrating excellence simply by their level of achievement, but their desire to learn for learning's sake by possessing an inquisitive and critical mind.
- The St. Katharine Drexel award for Leadership is given to a student who does not only possess the ability to lead, motivate and inspire, but also the courage to do so both privately and publicly for the promotion of our school's mission.
- The St. Augustine Award for Promise and Growth recognizes the student who demonstrates exemplary personal growth over his or her career at NDP, growth that has not only benefited the individual person, but also our school community.

**Senior Saints Awards** are awarded to graduating seniors who have demonstrated the highest level of achievement over four years at NDP in the following categories:

- The Saints Performing Arts Award is for the graduating senior who in four years has demonstrated the highest level of achievements in music, dance and/or theater.
- The Saints Visual Arts Award is for the graduating senior who in four years has demonstrated the highest level of achievements in 2D, 3D, and/or digital arts.
- The Scot Bemis Award is presented to two graduating seniors, one female and one male, whose engagement in NDP's athletic department is exemplified by extraordinary talent and commitment to NDP athletics. These recipients also have a love of NDP, they lead by example and have a "Get After It" mentality. This award is presented in honor of Mr. Scot Bemis, whose dedication to NDP and NDP athletics encompassed those qualities for which these two graduating seniors possess.



- The Saints Pride Award is for a senior student who bleeds purple and gold, a student who always shows his or her school pride. This student is a role model for good sportsmanship and school spirit.
- The Spirit of Courage Award is given to the senior or seniors who have successfully navigated and overcome personal and other challenges, all the while living out the mission of NDP in their daily life.

**National Merit Scholarship Awards** are awarded annually to 50,000 students with the highest PSAT/NMSQT Selection Index scores (calculated by doubling the sum of the Reading, Writing and Language, and Math Test scores) qualify for recognition in the National Merit Scholarship Program. In September, these high scorers are notified through their schools that they have qualified as either a Commended Student or Semifinalist.

- **Commended Students:** In late September, more than two-thirds (about 34,000) of the approximately 50,000 high scorers on the PSAT/NMSQT receive Letters of Commendation in recognition of their outstanding academic promise. Commended Students are named on the basis of a nationally applied Selection Index score that may vary from year to year and is typically below the level required for participants to be named Semifinalists in their respective states. Although Commended Students do not continue in the competition for National Merit Scholarships, some of these students do become candidates for Special Scholarships sponsored by corporations and businesses.
- **Semifinalists:** In early September, about 16,000 students, or approximately one-third of the 50,000 high scorers, are notified that they have qualified as Semifinalists. To ensure that academically talented young people from all parts of the United States are included in this talent pool, Semifinalists are designated on a state-representational basis. Semifinalists are the highest scoring entrants in each state. Qualifying scores vary from state to state and from year to year, but the scores of all Semifinalists are extremely high. NMSC provides scholarship application materials to Semifinalists through their high schools. To be considered for a National Merit® Scholarship, Semifinalists must advance to Finalist standing in the competition by meeting high academic standards and all other requirements explained in the information provided to each Semifinalist.
- **Finalists:** In February, some 15,000 Semifinalists are notified by mail at their home addresses that they have advanced to Finalist standing. High school principals are notified and provided with a Certificate of Merit to present to each Finalist.
- **Winner Selection:** All winners of Merit Scholarship awards (Merit Scholar designees) are chosen from the Finalist group based on their abilities, skills, and accomplishments—without regard to gender, race, ethnic origin, or religious preference. A variety of information is available for NMSC selectors to evaluate: the Finalist's academic record, information about the school's curricula and grading system, PSAT/NMSQT Selection Index score, the high school official's written recommendation, information about the student's activities and leadership, and the Finalist's own essay.

**Advanced Placement Scholar Awards** are academic distinctions for students to cite among their credentials on applications and résumés. Students do not receive any monetary award from the College Board.



- AP Scholar is awarded to students who receive scores of 3 or higher on three or more AP Exams
- AP Scholar with Honor is awarded to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams
- AP Scholar with Distinction is awarded to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
  - The student's average AP score is determined based on all exams taken this year and in previous years.
  - The student's exam scores are checked to see which count toward the various AP Scholar Awards.

### **Arizona Seal of Biliteracy**

NDP graduates interested in earning The Arizona State Seal of Biliteracy on their diploma will be required to show high levels of proficiency in both English and a second language. Students who qualify will demonstrate proficiency in English as well as another language by successfully completing all English requirements for graduation with an overall grade point average in those classes of 2.0 or higher on a 4.0 scale. Students must also show high levels of proficiency in English by receiving a passing score in English on the national assessment (SAT or ACT). Students will show high levels of proficiency in a second language by receiving a 3 or higher on an AP language exam (such as AP Spanish) or receive a passing score on the ACTFL Assessment of Performance towards Proficiency in Languages.

To determine eligibility and apply, students need to complete the Seal of Biliteracy Student Eligibility Form by October 15 during the fall of their senior year. If you have questions prior to completing your application, please contact the World Languages Department Chair, Brooke Dauphinais: (480) 634-8321 or [bdauphinais@ndpsaints.org](mailto:bdauphinais@ndpsaints.org).

### **Academic Department Awards**

Each year we recognize students who represent not only the highest levels of achievement in each department, but also are models of leadership and participation in the classroom. They have been hand selected by each department and are to be commended for having stood out among many qualified students.

Awards are given in the following academic departments:

- |                           |                              |
|---------------------------|------------------------------|
| ● English                 | ● Visual Arts: 2-D and 3-D   |
| ● Mathematics             | Non-digital Media            |
| ● Social Studies          | ● Visual Arts: Digital Media |
| ● Science                 | ● Performing Arts: Music     |
| ● Theology                | ● Performing Arts: Dance     |
| ● World Language: Spanish | ● Performing Arts: Theater   |
| ● World Language: French  | ● Engineering (STEM)         |
| ● World Language: ASL     | ● Physical Education         |

### **Baccalaureate Mass /Graduation Activities**

Coinciding with the traditional graduation ceremonies and conferral of diplomas, the Baccalaureate Mass gives senior students the opportunity to honor and thank God before all else for the blessings he has bestowed on them and their families during their time at Notre Dame. Graduation, as well as all other activities associated with it, formally recognizes the completion of the Notre Dame Preparatory requirements by graduates. In order to participate in graduation activities and receive a diploma, seniors must complete all academic and Christian service requirements. In addition, students who violate disciplinary contracts or fail drug/alcohol test(s) may lose the right to graduate with their classmates. Participation in graduation activities is a privilege, not a right. Diplomas may be picked up at the front office after the graduation ceremony once all academic, disciplinary, and financial obligations are met. Baccalaureate Mass and graduation rehearsal are required events for all graduating seniors. Failure to participate in these events will prevent participation in the graduation ceremony.

Students participating in the Baccalaureate Mass and graduation ceremony are required to comply with the following dress guidelines: Boys - a dress shirt and tie, dress pants, dress shoes, and socks. Girls - a modest dress, skirt, or dress pants with a dress shoe or sandal.

All boys and girls will wear the approved Notre Dame purple graduation gown at both ceremonies (graduation caps and tassels are worn for graduation only). Notre Dame provided cords or stoles for honor society membership, and medals received at the Senior Awards Ceremony may also be worn. Students are not permitted to wear other medals or attire without the approval of the administration. Students may not decorate or otherwise adorn graduation caps.

### **Academic Honesty and Integrity**

As members of an academic and spiritual community, students, faculty, and staff at NDP are engaged in a collaborative educational endeavor. Together, we work to create, “an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body, and spirit that characterize educated, skilled, and free human beings.” Therefore, all members of the NDP community are expected to embrace and adhere to the following pledge:

***As a member of the Notre Dame Prep community, I acknowledge that it is my responsibility to learn and abide by principles of intellectual honesty and academic integrity, and therefore I will not participate in or tolerate academic dishonesty.***

As members of the Notre Dame Preparatory community, we honor academic honesty and integrity. Notre Dame Preparatory is a community of faith whose mission is to call its students to full participation in the community and to challenge them to achieve superior standards of educational excellence. Academic honesty and integrity are core values that support the mission and philosophy of Notre Dame Preparatory.

Enrollment at Notre Dame Preparatory requires adherence to a certain set of standards. Our academic honesty and integrity standards include the expectations that no student will engage in dishonest academic behaviors which include but are not limited to cheating, plagiarism, fabrication, obtaining an unfair advantage, aiding and abetting dishonesty, falsification of records

and/or official documents and unauthorized access to academic or administrative records or systems. Students that do not adhere to these expectations will be subject to disciplinary action. Students who violate the policy on academic honesty and integrity have deliberately misrepresented themselves to their teachers and to their peers. In addition, students who are academically dishonest devalue the accomplishments of those students who have done their work honestly.

All suspected violations of cheating will be referred to the Dean of Students. If a student is responsible for cheating, they will be found in violation of the school's Academic Honesty and Integrity Policy and will receive any additional sanctions determined necessary by the Dean of Students.

### **Definitions Related to Academic Dishonesty**

Academic dishonesty is defined as an act of deceiving. Academic dishonesty includes, but is not limited to, any of the following behaviors:

1. Copying another person's OR allowing another to copy test/assignment answers.
2. Copying another person's OR allowing another to copy homework.
3. Lending or receiving materials via electronic instruments or equipment, sharing of electronic files via email, jump drive, CDs or network drive.
4. Copying from pre-written answers or "cheat sheets" during an assessment.
5. Using unapproved software or electronic resources including but not limited to Artificial Intelligence (AI), electronic translators or internet translators.
6. Giving one's work to another.
7. Submitting material that is not your original work.
8. Communicating with another person during or after a test or quiz.
9. Using materials, such as a calculator, that are not permitted during a test or quiz.
10. Providing answers, ideas or work so that another can pass them off as his or her own.
11. Borrowing a report (or paying another person to do one's own paper) and then handing it in as original work.
12. Having possession of a current or previous test, quiz, or answer sheet without specific permission from the teacher.
13. Using any service, by digital or other means, to do your schoolwork for you or provide answers to your schoolwork.

### **Academic Dishonesty: Summative Tests and Final Exams**

Notre Dame Preparatory works to provide fair and equitable assessments of student learning. At no time should a student violate a testing environment or be placed in a situation where they are being intimidated/forced/enabled to violate any of the following. A violation of testing procedures includes but is not limited to the following behaviors:

1. Verbal or nonverbal communication with another student while an exam is in progress
2. Use of an electronic device during a testing period without permission of the instructor
3. Divulging test questions to another student or sharing test material using online resources (e.g., Quizlets)
4. Possession of notes or class materials within view of any student taking an exam

Note: Instructors will determine if a violation has been made and will make a report to the Dean's Office.

### **Consequences for Academic Dishonesty**

*Please note: The following academic consequences apply to all courses over a student's academic career at NDP. Additional behavior consequences such as detentions or co-curricular suspensions may also be imposed through the Dean's Office.*

- First Offense: For a summative assignment, the student is given an alternative assessment/different test, but the score will be capped at 60%. On formative assessments, students receive a zero (0%). A disciplinary referral is written, and parents will be contacted in all cases of academic dishonesty.
- Second Offense: Procedures for a first offense are followed. For both formative and summative assignments, the student will receive a zero (0%).
- Third Offense: A student will face additional consequences up to and including dismissal.

### **Plagiarism**

Plagiarism is a unique form of academic dishonesty, so it requires a developmental response as we understand that students at this level are learning to correctly paraphrase and cite the work of others in academic writing. The use of another person's ideas, words, or work is considered a form of cheating. Students at Notre Dame Preparatory are expected to properly cite sources in their papers and reports. Plagiarism is the act of intentionally or unintentionally treating work done by someone else as though it were one's own, copying portions of reports (including reports in books, encyclopedias and magazines, from those written by other students, or from Internet/online/AI sources) without giving credit to the people who wrote these reports.

Plagiarism includes:

- Direct copying of another person's work.
- Using any amount of material or ideas without proper documentation
- Paraphrasing another person's original material without proper documentation.

To avoid plagiarism, students should do the following:

- Enclose words, phrases or sentences written by someone else in quotation marks and cite the source(s) parenthetically.
- Cite information that is not specifically quoted but is paraphrased and is the opinion or material belonging to someone else, parenthetically (or as specified by the teacher).
- Write all uncontested or common knowledge information in his/her own words and sentence structure.
- Do not use anyone else's structure of the report or organization of the facts unless required or common knowledge.

Turnitin.com is an online tool used to discern plagiarism. All teachers will require students to submit written work (research papers, writing projects, etc.) to [turnitin.com](https://turnitin.com), which in turn scans the document for copying/plagiarism. (Please refer to the Purdue On-Line Writing Lab at

[www.owl.english.purdue.edu](http://www.owl.english.purdue.edu) for assistance on how to appropriately cite sources and how to avoid plagiarism.)

If plagiarism is suspected in a student's work, the following actions will occur:

**Freshmen** - Suspected plagiarism violations will be referred to the Dean of Students and Assistant Principal of Learning Services. Papers with verified plagiarism or incorrectly cited sources must be re-written correctly for a maximum grade of 75%. No additional points may be earned for the re-write assignment. If the re-write is not completed by the date assigned, zero credit will be earned for the assignment. Incidents of plagiarism will be documented by the Dean via PowerSchool, and parental notification of the re-write completion date will be communicated by the teacher to the student's parents via e-mail. A second instance of plagiarism in the freshman year will receive a grade of zero. A third instance of plagiarism in the freshman year will result in a referral to the Discipline Review Board or the principal and may result in consequences up to and including withdrawal.

**Sophomores, Juniors, and Seniors** - Suspected plagiarism violations will be referred to the Dean of Students and Assistant Principal of Learning Services. Papers with verified plagiarism or incorrectly cited sources must be re-written correctly for a maximum grade of 60%. No additional points may be earned for the re-write assignment. If the re-write is not completed by the date assigned, zero credit will be earned for the assignment. Incidents of plagiarism will be documented by the Dean via PowerSchool, and parental notification of the re-write completion date will be communicated by the teacher to the student's parents. A second instance of plagiarism during a student's four years at NDP will receive a grade of zero. A third instance of plagiarism in any year will result in a referral to the Discipline Review Board or the principal and may result in consequences up to and including withdrawal.

## **Course Descriptions**

### **Business Courses**

#### **\*\*\*Introduction to Entrepreneurship: Designing a Social Enterprise and an Impact Driven Business**

1 semester - 0.5 credit – Elective (10-12) *Prerequisite: Completion of English 1 or Honors English 1*

This Introduction to Entrepreneurship course is for more than students interested in business - this is a course for designers, engineers, techies, writers, and all students interested in starting their OWN business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful by learning how to come up with new business ideas, attract investors, market their business, and manage expenses. Students will also be exposed to different types of innovative entrepreneurial concepts, such as design thinking, rapid prototyping, and team-building. Students will be challenged to identify and develop their professional strengths along with their innovative spirits.

#### **\*\*\*Personal Finance**

1 semester - 0.5 credit – Elective (10-12)

This course gives students a consistent framework for thinking through financial choices to improve their well-being. Decisions require action. Students who take charge of their finances are better prepared to invest in themselves and cope with the financial ups and downs that life will bring. Subjects discussed: budgeting basics, saving money, credit and debit, consumer awareness, career readiness, college planning, financial services, insurance, income and taxes, housing and real estate, and investing and retirement. An activity and project-based approach will be used.

#### **\*\*\*Introduction to Accounting**

1 semester - 0.5 credit – Elective (11-12) *Prerequisite: A grade of B or higher both semesters in the student's previous math class*

This course provides an introduction to accounting: the language of business. Understanding how to properly account for transactions and assess the health of a company will equip students with the tools necessary to make successful business decisions. Topics include: the accounting cycle; recording business transactions affecting assets, liabilities, equity, revenues and expenses; preparing and analyzing financial statements; and addressing the stakeholders of such information.

#### **\*\*\*General Business Studies**

1 semester - 0.5 credit – Elective (11-12)

This course provides students with the opportunity to learn about a broad range of business topics at a high level. Students will be introduced to business language and concepts. They will use critical thinking skills to address various complexities and opportunities in the multifaceted world of business. Topics include: communication; leadership and management; financial management; marketing; human resources; ethics; and corporate social responsibility. Students will be studying already-established businesses, not learning how to start a new business.



### **\*\*\*DECA Marketing**

2 semesters - 1.0 credit – Elective (9-12) *Prerequisite: None.*

DECA is an association of marketing students that encourages the development of business and leadership skills through academic conferences and competitions.

### **Engineering and Technology Courses**

#### **\*\*Project Lead the Way (PLTW) - 4-year Engineering Program**

This series of courses focus on the processes of applying scientific, technological, engineering, and mathematical principles (STEM) in the design, production, and operation of products, structures, and systems. These hands-on courses are designed to provide students interested in engineering careers to explore experiences related to specialized fields, such as software, civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. This is a four-year program designed to help students develop the skills needed to succeed in our global economy. PLTW courses are aligned with State Standards for Math and English Language Arts, Next Generation Science Standards, and other national and state standards. Courses and units are designed to complement math and science courses.

**\*\*\*Engineering 1: Honors Introduction to Engineering Design (IED)** Semesters: 2 Credits: 1.0 Grade Level: 9. *Prerequisite: None.*

Course Description: (IED) Introduction to Engineering and Design is an introductory course, which develops student problem solving skills with emphasis on the development of three-dimensional (3-D) solid models. Students will work both individually and in teams to design solutions to a variety of problems using 3D modeling software. Students use the design process, applying math, science, and engineering standards to hands-on projects. Models of product solutions are created, analyzed and communicated using Autodesk Inventor. This course also works in a variety of project-based learning activities such as The Innovation Challenge, Canstruction, and Mission to Engineer.

**\*\*\*Engineering 2: Honors Principles of Engineering (POE)** Semesters: 2 Credits: 1.0 Grade Level: 10. *Prerequisite: Engineering 1. To be offered in 2023-2024 School Year.*

Course Description: Principles of Engineering (POE) is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, electrical and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and projection systems in developing and presenting solutions to engineering problems.

**\*\*\*Engineering 3A: Honors Aerospace Engineering (AE)** Semesters: 2 Credits: 1.0 Grade Level: 11. *Prerequisite: Engineering 1 and 2 or permission from instructor. To be offered in 2024-2025 School Year.*

Course Description: Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion systems, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.

**\*\*\*Engineering 3B: PLTW Principles of Biomedical Science (PBM)** Semesters: 2 Credits: 1.0 Grade Level: 11. *Prerequisite: Engineering 1 and 2 or permission from instructor. To be offered in 2024-2025 School Year.*

Analyze the evidence found at a crime scene and help the medical examiner uncover clues left on a body to solve a mystery. Question, diagnose, and propose treatment and care for patients in a family medical practice. Track down the source of a mysterious outbreak at a local hospital. Access and stabilize a patient during an emergency and prepare for medical surge and mobile medical care. Collaborate with professionals in other fields to innovate and design solutions to local and global medical problems. Whether seeking a career in medicine or healthcare or simply looking for the challenge of real-world problems, students in Principles of Biomedical Science will practice how to think creatively and critically to innovate in science and will gain practical experience with experimental design and the design process.

**\*\*\*Engineering 3C: PLTW Civil Engineering and Architecture (CEA)** Semesters: 2 Credits: 1.0 Grade Level: 11. *Prerequisite: Engineering 1 and 2 or permission from instructor. To be offered in 2024-2025 School Year.*

Course Description: Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs (Revit) will allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis will be placed on related transportation, water resources, and environmental issues. Activities will include the preparation of cost estimates, structure design, surveying, model building, as well as a review of regulatory procedures that would affect the project design.

**\*\*\*Engineering 3D: PLTW Computer Science Principles (APCSP)** Semesters: 2 Credits: 1.0 Grade Level: 11. *Prerequisite: Two Engineering and Tech courses or permission from instructor. To be offered in 2024-2025 School Year.*

Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and



introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

**\*\*\*Engineering 4: Honors Engineering Design and Development (EDD) Semesters: 2**

Credits: 1.0 Grade Level: 12. (Formerly named *Intro to Engineering DE.*) *Prerequisite: Engineering 1, 2 and 3.*

Course Description: Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problems. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses. This course also engages students in critical thinking and problem-solving skills, time management and teamwork skills, a valuable set for students' future careers.

**\*\*\*Introduction to Coding**

1 semester - 0.5 credit - Elective

Computer programming is becoming a necessary skill throughout many career fields. Introduction to coding provides a complete introduction to program and game development using the Python programming language. By the end of this course, students will be able to demonstrate application of programming Python. Guided by best practices students will become proficient with syntax, object oriented principles, memory management, functional concepts and more in programming with Python. Starting from the ground up, students will work on a final product due at the end of the semester.

**\*\*\*AP Computer Science Principles**

2 semesters - 1 credit. *Prerequisites: Intro to Coding; Corequisite: Algebra 1*

This course introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computation content, develops computational thinking skills, and engages students in the creative aspects of the field. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them.

Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using a process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Students are required to complete the AP requirements, portfolio and test, in May and are responsible for all fees.

### **\*\*\*AP Computer Science**

2 semesters - 1 credit – Elective (11-12). *Prerequisite: Geometry or Honors Geometry.*

Students should have a basic understanding of how a computer works and have a desktop or laptop computer available to use outside of class.

This course is a college level introduction to object-oriented programming in Java. Students will focus on a problem-solving approach designed to focus attention on programming algorithms and data structures. Students will be fluent in the syntax and logic structures of the Java programming language as well as familiar with the Java API. Students complete difficult programming challenges, reflect on these exercises, and share their discoveries with their peers. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*Introduction to Technical Drawing**

1 semester - 0.5 credit – Elective (10-12).

Introduces fundamentals of drafting and basic drawing techniques. Students learn about topics that include geometrics, sectional views, and multi-view drawing. Students also study lettering, tolerance, and dimensioning. Using the most recent version of Fusion360, students gain experience with computer drafting systems. Students will also use 3-D printing and conventional methods to construct models of their designs.

### **\*\*\*Introduction to Graphic Design**

1 semester - 0.5 credit – Elective (9-12).

Required: A minimum 32GB flash drive is recommended for this class.

***Cross-listed with Fine Arts.*** *Students must declare whether the course will count for Fine Arts or Technology credit.*

This course encourages students to use computer-based tools to explore creative uses of technology to produce graphic art. Students learn Illustrator and Photoshop to create various artistic and graphic images. When students complete the course, they will be able to take elements created in Illustrator and PhotoShop to create original artwork. Students will also learn to design using color theory, type, typefaces, images and graphics following the essential principles of design. Digital techniques will be taught to create visually pleasing and effective graphic communications. Custom projects will include magazine covers, movie posters, business cards, flyers, and brochures.

### **\*\*\*Yearbook/Desktop Publishing 1**

2 semesters - 1 credit – Elective (11-12). *Prerequisite: Completion of Digital Photography or Computer Graphics with a B or better and a B or better in all English classes and instructor approval. Students must have a basic knowledge of the computer.* ***Cross-listed with Fine Arts.*** *Students must declare whether the course will count for Fine Arts or Technology credit.*

Students will learn and apply the principles of visual arts (composition, elements of visual arts, and design) and the elements of digital photography for the creation of the yearbook. During this course, students will learn and use Adobe InDesign, Adobe Photoshop, and Jostens YearTech to create assigned pages on a variety of subjects. Students must adhere to the principles of design and composition to create pleasing layouts for both pages describing events and for paid ads. Students must be able to complete pages within prescribed deadlines. Acceptance to Yearbook/Photojournalism is partially based on photographic and artistic abilities and English teachers' recommendations.

### **\*\*\*Yearbook/Desktop Publishing 2**

2 semesters - 1 credit – Elective (12). *Prerequisite: Completion of Yearbook/Desktop Publishing 1. **Cross-listed with Fine Arts.** Students must declare whether the course will count for Fine Arts or Technology credit. Will satisfy year-long Fine Arts credit if taken with Yearbook/Desktop Publishing 1.*

Students will learn and apply the principles of visual arts (composition, elements of visual arts, and design) and the elements of digital photography to the creation of layouts to be used in a variety of school publications. During this course, students will learn and use Adobe InDesign, Adobe Photoshop, and Jostens YearTech to create assigned pages on a variety of subjects. Students must adhere to the principles of design and composition to create pleasing layouts for both pages describing events and for paid ads. This class will familiarize students with graphic design and layout principles used by professionals.

### **\*\*\*Animation and Motion Arts**

1 semester - 0.5 credits – Elective (9-12). ***Cross-listed with Fine Arts.** Students must declare whether the course will count as Fine Arts or Technology credit.*

This course teaches animation skills to begin preparing students for a variety of fields including entertainment, game design, the web, advertising, broadcasting, social media, and mobile apps. Using industry-standard 2D and 3D animation technologies from Adobe CC, students develop skills for creative expression and visual storytelling. Knowledge of Adobe Illustrator and PhotoShop, and basic drawing skills will ensure success in this class.

### **\*\*\*Advanced Animation AND 3-D Motion/Independent Study**

1 semester - 0.5 credit – Elective (9-12) *Prerequisite: Animation and 3-D Motion. **Cross-listed with Fine Arts.** Students must declare whether the course will count as Fine Arts or Technology credit.*

Students will compare various styles of animation and will create and develop more comprehensive characters, storyboards, and elaborate environments to be animated. Writing and editing script for a specific audience will be practiced. Sound and audio files and will be created, and edited for special effects.

### **\*\*\*Choreography for the Camera**

1 semester – 0.5 credit (10-12). This is only offered in the fall semester. *Prerequisite: Dance 2, Dance Company, or previous dance experience. **Cross-listed with Fine Arts.** Students must declare whether the course will count as Fine Arts or Technology credit.*

Students will learn and develop their choreography skills for the camera. They will learn how to use Adobe's Premier Pro to edit their videos. Students will be expected to create numerous site-specific dance videos throughout the semester that will develop their ability to tell a cinematic story through dance.

### **\*\*\*Digital Painting**

1 semester - 0.5 credit

***Cross-listed with Fine Arts.** Students must declare whether the course will count as Fine Arts or Technology credit.*

This class focuses on the image manipulation and painting tools of PhotoShop and translates traditional painting techniques to the computer. This course will provide the knowledge necessary to use Adobe Photoshop CC software as a painting tool. Students will explore traditional artists and copy their techniques for creating digital art. The artwork will begin with simple projects to familiarize the students with paint tools and increase in difficulty and creativity in the class as the semester progresses.

### **\*\*\*Digital Photography 1**

1 semester - 0.5 credit. ***Cross-listed with Fine Arts.*** *Students must declare whether the course will count as Fine Arts or Technology credit.*

Required: A digital camera, preferably a DSLR with 8.0 megapixels or better.

This class will teach the casual photographer more about the digital camera and its components. Characteristics of the visual arts will be discussed. Elements of photography will be taught and applied to assignments. A digital portfolio of photographs will be developed by the end of the semester. The student will learn to use photo editing software. Ethics of photojournalism will be discussed.

### **\*\*\*Digital Photography 2**

1 semester - 0.5 credit – Elective (9-12) *Prerequisite: Digital Photography 1.* ***Cross-listed with Fine Arts.*** *Students must declare whether the course will count as Fine Arts or Technology credit.*

Digital Photography 2 will build upon the skills in which students gained in Digital Photography I such as photographic techniques and using technology such as Photoshop and Bridge. This course will advance those techniques by challenging the students in more rigorous ways, improving techniques used for focusing, framing, and using light.

### **\*\*\*School Media**

1 semester - 0.5 credit – Elective (10-12) *Prerequisite: Digital Photography 2.* ***Cross-listed with Fine Arts.*** *Students must declare whether the course will count as Fine Arts or Technology credit.*

Students will use their photographic, video, and English skills to cover and report on school events. Events include sporting events, pep rallies, MASS, NHS, classroom activities (from all departments), school dances, Freshman Plunge, Shadow Day, etc. Photos and stories created in this class may be published in school newsletters, webpages, print publications, online galleries, etc. This course will teach students how to photograph, interview, and write as a journalist.

### **\*\*\*Intro to Videography**

1 semester - 0.5 credit – Elective (10-12) *Prerequisite: Digital Photography 1*

This one-semester course is an entry-level, hands-on class to familiarize and enable students to use basic video/film/audio production. Students will use their basic photography and Adobe skills from Digital Photography I and apply it to video and editing. The course is for students who wish to develop the ability to capture video and audio as well as create and edit those two elements together to tell a story. Using classic, modern, and original techniques and theory, students will learn the essentials in creating, editing, and dissemination of video projects. During the course each student will learn how to operate a video camera, understand basic principles of

capturing video and audio and how to narrate a story by combining video and audio. Students can focus on live events, staged events, and news-like productions.

### **\*\*\*Filmmaking 101**

2 semesters - 1.0 credit – Elective (9-12) *Prerequisite: None. Recommended (not required) courses that provide helpful background include journalism, broadcast journalism, screenwriting. Students who do not have this experience may apply by indicating experience with video/film and provide recommendation from teacher or advisor.*

Students will begin this year-long course by gaining background in film crew jobs (director, writer, producer, cinematographer, and editor) and the basics of film production (writing, developing, preparing, shooting, editing, and distribution). In the second semester, students will strengthen camera skills and learn more about documentaries & copyright laws. Students will create a variety of “shorts” (short films), including silent films, commercials, music videos, promotional videos and more. They will learn the process required to create films, from start to finish including: planning, research, location, lighting, blocking, directing, storyboarding, copyright, green-screen, editing, distribution and more. Students will participate in group critiques for each project, learning from each other. Students will also be exposed to other award-winning student work, learning from them, plus engage in dialogue with industry professionals. Students will create a digital portfolio of their work at the end of each semester and will have opportunities to enter their work in a variety of contests.

### **\*\*\*Introduction to Graphic Design**

1 semester - 0.5 credit – Elective (9-12). *Cross-listed with Fine Arts. Students must declare either fine arts or technology credit.*

Required: A minimum 32GB flash drive is recommended for this class.

This course encourages students to use computer-based tools to explore creative uses of technology to produce graphic art. Students learn Illustrator and Photoshop to create various artistic and graphic images. When students complete the course, they will be able to take elements created in Illustrator and PhotoShop to create original artwork. Students will also learn to design using color theory, type, typefaces, images and graphics following the essential principles of design. Digital techniques will be taught to create visually pleasing and effective graphic communications. Custom projects will include magazine covers, movie posters, business cards, flyers, and brochures.

### **\*\*\*Broadcast 1: Intro to Broadcast Journalism**

2 semesters - 1.0 credit – Elective (10-12). *Prerequisite: B or better in English.*

*Cross-listed with Fine Arts. Students must declare whether the course will count as Fine Arts or Technology credit.*

This is a unique opportunity for students to write scripts for NDP Live Announcements and also focus on learning skills for being on-camera. This introductory course focuses on writing scripts, editing, and presenting on camera. Additional video requests, special projects and NDP Live video announcements will be introduced.

### **\*\*\*Broadcast 2: Broadcasting and Video Production Advanced**

2 semesters - 1.0 credit – Elective. *Prerequisite: Photojournalism or Broadcast 1. Satisfies year-long fine arts requirement. Cross-listed with Fine Arts. Students must declare whether the*

*course will count as Fine Arts or Technology credit. Required: A minimum 500GB USB passport drive.*

This is a continuation advanced course for students who want to be either behind or in front of the camera with NDP Live. The course builds on the foundational skills in shooting video, synthesizing composition, and producing video communications. Students will continue to work with story planning, audio planning and recording, video editing, project scheduling, peer review, and redesign. As students advance through the course from semester to semester, they will build on and develop skills as well as more in-depth content and advanced editing, audio, and motion graphic techniques. They will develop video production skills that solve specific communication challenges and engage audiences and clients in creating videos, such as commercials, documentaries, PSAs, and scoreboard videos. Students develop a variety of videos focused on genres, such as an action video, a news story, and public service announcements. Students will be involved in creating videos for NDP events, including sporting events, Gala, Auction/Fashion Show, the website, and scoreboard. Students will be expected to attend functions that occur outside of the regular school day and on weekends. Students will also create a digital portfolio to display all their work.



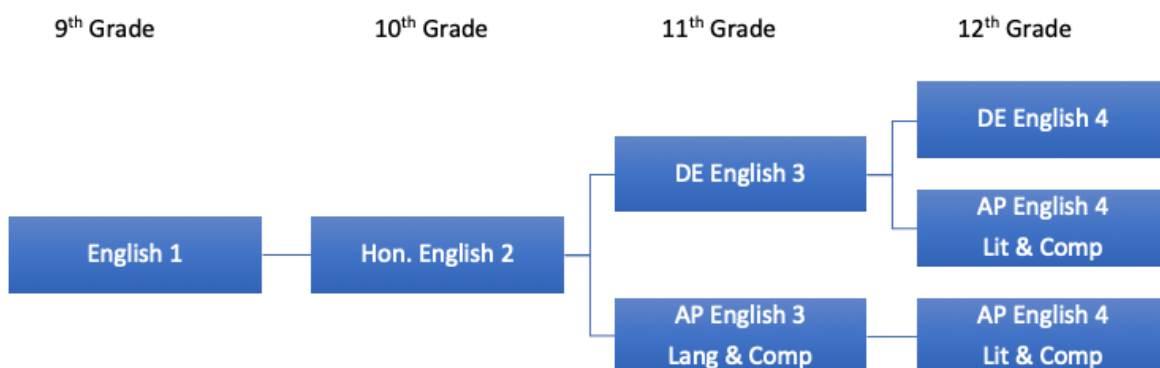
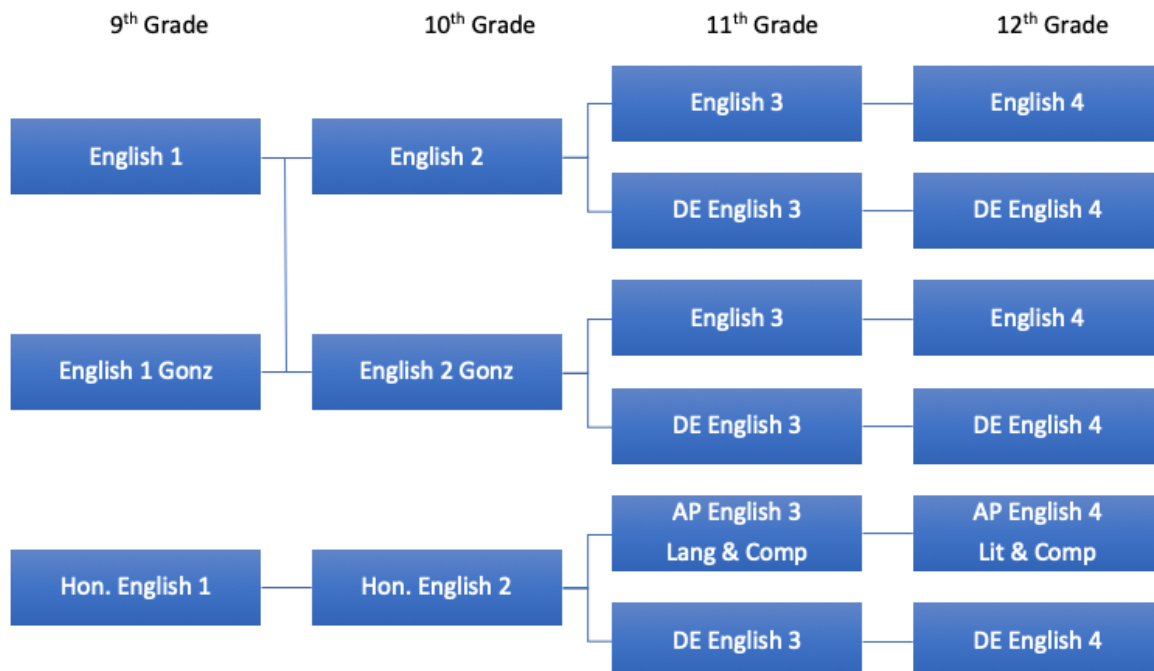
## English Courses

### *English Scope and Sequence*

There are several English pathways at NDP depending on student placement test results. Review carefully to plan schedules accordingly.

Please note:

- Review grade requirements for advancing to higher levels.
- Students are required to be in an English class every year at NDP.
- English 3 and English 4 have a Dual Enrollment (DE) option for Honors credit.



### **\*\*\*English 1 – Gonzaga Program**

2 semesters - 1 credit (.5 extra for Gonzaga 9 swing class with Algebra)

Placement determined by admissions portfolio. Concurrent enrollment in Gonzaga 9.

This course is designed to assure that each student has the skills necessary to master the English Language Arts standards for all ninth graders in the Diocese of Phoenix. Students will be taught study skills to become better critical readers, writers, and thinkers as they study both literature and informational texts. A portfolio of selected writing assignments is begun and moves with the student through his/her four years for the purpose of demonstrating writing progress and assessing student development. Recognition of the key elements of the literary genres autobiography, biography, short story, drama, poetry, and non-fiction is emphasized. The basics of research and research writing utilizing MLA style are taught. Outside reading choices are determined by the instructor. This year-long class provides additional support for students, strengthening their English grammar and composition skills. Work will be individualized for each student in order to focus on specific reading, writing, and grammar skills. The goal of this class is to develop good, solid writers and more effective readers who can advance to English 2.

### **\*\*\*English 1**

2 semesters - 1 credit

Placement determined by admissions portfolio.

This course is designed to strengthen students' critical reading, writing, speaking, and listening skills through the study of both American and world literature. The curriculum integrates informational texts and technology projects to create a blended learning environment. Students will be taught the Jane Schaffer writing method. Additional emphasis is placed on identifying individual and common writing weaknesses and solving and addressing those weaknesses. Mastery of the key elements of the literary genres, short stories, drama, poetry, and non-fiction is emphasized. The basics of research and research writing following MLA style are taught. Outside reading choices are determined by the instructor.

### **\*\*\*Honors English 1**

2 semesters - 1 credit

Placement determined by admissions portfolio. This class is for students who choose to be challenged beyond the standard class curriculum. Focus is on writing, grammar, critical thinking, public speaking, and vocabulary development in a blended learning environment. Students will refine writing skills using the Jane Schaffer writing method and will study the elements of fiction through short stories, novels, plays, and informational texts. This course is designed to prepare students for Advanced Placement English courses and has a heavy emphasis on writing, particularly development of sentence fluency and higher-level analysis in process essays. Successful completion of this course requires strong reading skills as well as a disciplined and conscientious work ethic.

### **\*\*\*English 2 – Gonzaga Program**

2 semesters - 1 credit (.5 extra for Gonzaga 9 swing class with Geometry)

*Prerequisite: Completion of English 1 - Gonzaga Program. Concurrent enrollment in Gonzaga 10.*

This course is designed to assure that each student has the skills necessary to master the English Language Arts standards for all tenth graders in the Diocese of Phoenix. Students will continue



to develop study skills to become better critical readers, writers, and thinkers as they study both literature and informational texts. This class refines skills learned in English 1 Gonzaga, using the five-paragraph essay, with an emphasis on clear writing and the use of more complex sentences to extend meaning. Emphasis is placed on the development of the persuasive essay and personal narrative. Students will continue to use the Jane Schaffer Method with an emphasis on developing weaving skills. Writing strengths are enhanced and writing weaknesses are addressed. World literature study is either thematic or genre-based, presenting the works of authors who influenced literary movements around the world. A portfolio of selected writing assignments is continued for the purpose of showing writing progress and assessing student development. Research and research writing skills utilizing MLA style are developed and manifested in a guidance department-supported career study. This year-long class provides additional support for students, strengthening their English grammar and composition skills. Work will be individualized for each student in order to focus on specific reading, writing, and grammar skills. The goal of this class is to develop good, solid writers and more effective readers who can advance to English 3.

### **\*\*\*English 2**

2 semesters - 1 credit. Prerequisite: Completion of English 1.

This class refines skills learned in English 1, with an emphasis on clear writing and the use of more complex sentences to extend meaning. Emphasis is placed on expository writing, including response to literature, comparison, and research-based writing. Research and research writing skills utilizing MLA style are developed as a part of their ongoing growth as writers. Students will continue to use the Jane Schaffer Method of writing, and will also study and practice more advanced styles of writing. Writing strengths are enhanced and weaknesses addressed, with an emphasis on revision and the writing process. The world literature course is built chronologically, presenting the works of authors who represent history and society from around the world, following closely with their World History curriculum. Students continue to refine their critical thinking and analysis skills through essays, multimedia presentations, and projects.

### **\*\*\*Honors English 2**

2 semesters - 1 credit. *Prerequisite: Completion of English 1 with an A in both semesters or completion of Honors English 1 with a B or better both semesters.*

This class is for students who choose to be challenged beyond the standard class curriculum. An emphasis on critical analysis and thinking shapes students' essays, multimedia presentations and class discussions in this course. Students look to advance their writing, utilizing complex sentences to achieve clearer meaning in their written work. Emphasis is placed on the development of expository writing and academic research utilizing MLA style to develop students in their growth as writers, as well as analyzing texts to create meaning. Students in the honors curriculum are exposed to a wide variety of literary elements and allusions. Their skills of analysis and synthesis are honed through the practice of critical reading to deepen their understanding of the written word. Writing strengths are enhanced and weaknesses addressed, with an emphasis on revision and the writing process. The world literature course is built chronologically, presenting the works of authors who represent history and society from around the world, following closely with their World History curriculum.

### **\*\*\*English 3**

2 semesters - 1 credit. *Prerequisite: Completion of English 2.*

English 3 focuses on an introduction to the foundations and diversity of American culture through a survey of its literature, including minority writers. Students will explore various facets of American culture from the Puritan and Colonial times to modern times, and will study ethnic, racial, and immigrant experiences as they relate to the American Dream. American Literature is divided into two semesters. During the fall semester, students will read plays and speeches by American authors, about American identity and history. First semester, students review foundational writing skills, resulting in a formal character development essay and an argument essay. The second half of semester one is dedicated to building language and skills related to rhetorical analysis. Second semester, students focus on student-led discussions with American novels and research skills. Students write a short research paper related to one of the essential questions of the course. A strong emphasis is placed on expanding and refining writing abilities to prepare for the SAT and ACT, which most students take during their junior year. This will include timed written essays as well as multi-draft essays. Vocabulary will be practiced through Membean and grammar will be enhanced through NoRedInk.

### **\*\*\*DE Honors English 3**

2 semesters - 1 credit. Dual Enrollment option. *Prerequisite: Completion of English 2 with an A both semesters or English 2 Honors with a B or better both semesters.*

This course allows students to receive high school credit for Honors English 3 at Notre Dame Preparatory and Dual Enrollment (DE) elective credit at Scottsdale Community College (SCC). The course is divided into two semesters. DE H English 3 focuses on American literature and covers the requirements for ENH 110 (Introduction to Literature) and ENH 111 (Literature and the American Experience) for dual enrollment. Both fiction and non-fiction will be studied, and students are expected to read outside of class regularly. A strong emphasis is placed on expanding and refining writing abilities to prepare for the SAT and the ACT. This will include timed written essays as well as multi-draft essays. Vocabulary will be practiced through Membean and grammar will be enhanced through NoRedink. As an Honors-level course, the class focuses on written expression as the primary method of demonstrating understanding.

### **\*\*\*AP English (3) - Language and Composition**

2 semesters - 1 credit. *Prerequisite: Completion of Honors English 2 with a B+ or better both semesters or completion of English 2 with an A both semesters, writing sample & AP teacher approval. Transfer students will take a pre-test with an AP-style writing prompt to determine readiness for AP English courses before registration. Required: Completion of or concurrent enrollment in Honors Argumentation and Rhetoric.*

The AP English Language and Composition course is designed to enable students to become critical readers and writers who recognize rhetorical strategies in their analysis of non-fiction literature and who utilize rhetorical strategies in their own written work. AP students will increase their awareness of the interactions among a writer's purpose, audience expectations, and subjects as well as the way conventions and styles of language contribute to effective writing, speaking, and listening skills. This course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communications as well as the personal and reflective writing that fosters the ability to write in a variety of contexts. In addition, this course will teach students to analyze primary and secondary sources, to synthesize

materials from these texts in their own compositions, and to cite sources using conventions recommended by the Modern Language Association (MLA). Engaging in varied writing tasks, students will become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading. Concurrently, to reflect the increasing importance of graphics and visual images in texts published in print and electronic media, students will analyze how such images both relate to written texts and serve as alternative forms of texts themselves. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*English 4**

2 semesters - 1 credit. *Prerequisite: Completion of English 3.*

Students will study various novels, short stories, and essays following thematic units; students will also study the art of composition through various writing assignments. This course provides an approach to the study of literature that emphasizes individual and group projects, discussion, in-class writing, and enrichment activities designed to engage students in the issues and values of these diverse narratives. Students are encouraged to make connections between literature and the arts, ethics, and their own character development. Further development of writing skills is continued as students complete a variety of formal essay assignments, including personal narrative, textual analysis and criticism, and an MLA-style research project. Writing strengths are enhanced and writing weaknesses addressed.

### **\*\*\*DE Honors English 4**

2 semesters - 1 credit. Dual Enrollment option. *Prerequisite: Completion of English 3 with A both semesters or English 3 DE/AP with B or better both semesters.*

This course allows students to receive high school credit for Honors English 4 at Notre Dame Preparatory and Dual Enrollment (DE) credit at Scottsdale Community College (SCC). The course is divided into two semesters. DE Honors English 4 covers the requirements for ENG 101 and ENG 102 (First-Year Composition) for college credit. The primary purpose of English 101 is to help students conceptualize, organize, and compose their writing in order to most effectively communicate their ideas and prove their points to an audience. Through various readings and research, students will explore how authors convey messages about issues in our lives. Students will analyze the ideologies expressed in texts and consider the merit of each author's perspective; moreover, they will respond to texts in a way that shows their ability to synthesize different viewpoints with their own in order to construct a well-rounded, coherent argument. ENG 102 emphasizes and expands upon the necessary rhetoric and composition skills needed in college-level writing assignments with a focus on persuasive, research-based writing and a deeper understanding of writing as a process and a craft. Students will develop advanced writing strategies through four or more writing projects comprising at least 4,000 words in total by the end of the semester.

### **\*\*\*AP English (4) - Literature and Composition**

2 semesters - 1 credit. *Prerequisite: Completion of AP English 3 with B or better, or English 3DE with a B+ or better both semesters or completion of English 3 with an A both semesters, writing sample, and AP teacher approval. Transfer students will take a pre-test with an AP-style writing prompt to determine readiness for AP English courses before registration. Required: Completion of Honors Argumentation and Rhetoric.*

The AP Literature and Composition course is part of the Advanced Placement Program sponsored by the College Board. In this college level course, both poetry and prose are studied throughout the year. Writing instruction enhances the student's ability to develop and organize ideas in clear, coherent, and persuasive language. Emphasis is placed on helping students develop stylistic maturity that is characterized by wide-ranging vocabulary, mastery of literary devices/figures of speech, variety of sentence structures, logical organization, and illustrative detail. Nightly reading is the norm and the range of works studied is wide and deep, ranging from Ancient Greece to the 20th century. Close reading includes the experience (subjective), interpretation (analysis), and evaluation (assessment and artistic achievement) of literature. Students will complete both multi-draft longer essays and in class timed writes throughout the year. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*AP Seminar - STA Sophomore Required Course**

2 semesters – 1.0 credit. Elective (10). Placement determined by admissions portfolio. AP Seminar is a full-year course designed for highly motivated students. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Required for St. Thomas the Aquinas Scholars. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*AP Research - STA Senior Required Course**

2 semesters - 1.0 credit. Elective (12) *Prerequisite: AP Seminar*  
AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Required for St. Thomas the Aquinas Scholars.

### **\*\*\*Honors Argumentation and Rhetoric**

1 semester - 0.5 credit – Elective (10-12). *Prerequisite: Completion of Honors English or Social Studies classes with a B or better and regular level English or Social Studies classes with an A. Required: Must be taken prior to or concurrent with AP English 3 or any AP History.*  
This class is designed to help students develop the writing and critical reading skills necessary to be successful in both AP English and history classes and on AP exams. Students will learn how

to make sense of a difficult text, analyze arguments, and gather evidence to defend their arguments. They will write critical and expository essays, displaying effective control of language. They will practice writing well-focused essays with references to the text, practicing the steps of the writing process. Students will learn rhetorical forms in text, such as example, definition, comparison-contrast, classification, process analysis, description, narrative, cause-and-effect, and assertion/justification. Historical argumentation, along with the appropriate use of relevant historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis will be addressed.

### **\*\*\*Creative Writing**

1 semester - 0.5 credit – Elective (10-12).

Creative writing is a semester course offering both exposure to and practice in writing skills specific to fiction and poetry. Students will produce stories and poems that have been revised as much as time will allow, and each piece is subjected to a formal critique process called workshopping. Students will also participate in discussions of the writer's craft based on group and independent reading assignments. Students will gain confidence in their unique perspectives as well as develop skills that lead to mastering the power of language. The course will emphasize the diverse work of contemporary American writers because good writers are good readers first. An equal emphasis will be placed on the student's own work and the work of his/her peers.

### **\*\*\*Film Critique A/B**

2 semesters - 1.0 credit – Elective (9-12) *Prerequisite: None.*

This year-long course is designed to give the student a basic "cineliteracy." Students will explore the major language systems and spectrum of techniques used by filmmakers in conveying meaning, all the while viewing, analyzing, critiquing, and appreciating several major works of the twentieth century. First semester students learn how to engage in close reading of films, the cinematic terminology associated with film, and begin to build a historical knowledge of the development of film and film history. Second semester students will learn the work of well-known directors of major films in film history, and they will learn to analyze techniques such as camera angles, lighting, sound and setting in films, and the rudiments of film and video production. Besides the daily viewing and critiquing of major films, students explore previsualization techniques such as storyboarding and screen writing in order to produce and direct a short film themselves. Consequently, students will concentrate on important filmmakers and video production. This major class project will take place in small groups. Students in Film Critique B will study six (6) components of film-making: dramatization, story, writing, ideology, critique, and synthesis. Using numerous film-clip examples as well as several full length films, students will learn the basics of film analysis and appreciation and the skills necessary to produce effective verbal and written critique of films as a piece of storytelling art.

### **\*\*\*Focus: Honors Seminar**

1 semester - 0.5 credit – Elective (11). *Prerequisite: Completion of Honors English or Social Studies classes with a B or better and regular level English or Social Studies classes with an A.* By analyzing multiple perspectives of real-world topics and issues, students will engage in dynamic and interactive research-based conversations. Students will develop writing, presentation, and especially research skills in an interdisciplinary framework. These skills include finding and analyzing academic journal articles along with other advanced sources, as



well as evaluating information, analyzing different perspectives, and crafting compelling evidence-based arguments. Work will be done individually and in groups, fostering a unique blend of independent thinking and teamwork.

**\*\*\*Focus: Honors Research/Academic Writing**

1 semester - 0.5 credit – Elective (12). *Prerequisite: Completion of Focus: Honors Seminar with a B or better.*

Focus Research: Academic Writing is a culminating assessment for seniors who exhibit what they have learned through intensive research. This class will demonstrate the students' abilities to research, write, interview, work with a mentor, and present their findings and learning to an audience. Students will work on a research topic of their choice, which is approved by the teacher.

**\*\*\*Focus: Honors Research/Visual Arts and Humanities**

1 semester - 0.5 credit – Elective (12). *Prerequisite: Completion of Focus: Honors Seminar with a B or better AND at least two semesters of any of the following: Drawing 1, Drawing 2, Painting 1, Painting 2, Ceramics 1, Ceramics 2, Advanced Studio Art, Mosaics and Multimedia Studio Art with a B or better.*

Focus Research: Visual Arts and Humanities is a culminating assessment for seniors who exhibit what they have learned through intensive research. This class will demonstrate the students' abilities to research, write, interview, and present their findings and learning to an audience. Students will work on a research topic of their choice, write the paper, and create an original work of art that expresses the research.

**\*\*\*Great Books**

1 semester - 0.5 credit – Elective (10-12). This class will explore classic and modern literature through discussion, research, and analysis. Participants will read assigned and group-selected texts based on a particular time period or topic and explore the meaning behind the book and its impact on society and popular culture. The aim of this class is to come away with a stronger knowledge base and enjoyment for well-known works and their importance to the literary canon. This class is for those students who enjoy reading and discussing how literature has helped shape our world.

**\*\*\*Great Books – Asynchronous Online Course**

1 semester - 0.5 credit – Elective (10-12). *Counselor recommendation required.*

This course is Great Books for the 21st Century. Students will decide as a class which books to read, four total for the first four months of the semester. Books must have received a national award or recognition or some type of acclaim, which means it is more likely to become a modern-day classic—and one worth the time to read. For the last month, students will choose a project that highlights insights gained about life and literature. This course includes weekly Teams Book Club meetings, but the rest of the course will be asynchronous, including a weekly online discussion of plot/characters/themes/questions. The last class session of the week will include a short reflection: an insight or revelation from the book or learned from the class.

**\*\*\*Journalism**

1 semester - 0.5 credit – Elective (10-12). *Prerequisite: At least a B both semesters in English 1.*

This course introduces students to the foundations of journalism and allows students to practice skills necessary to communicate in the print or broadcast media. This course will prepare students interested in print or broadcast media for further studies, but will provide all students with the knowledge to interview effectively, write precisely, and think critically. Instruction will progress from a focus on interview techniques and the organization of a news story to exploring genres within journalistic writing such as Opinion, Feature, Sports, and Photojournalism. Students submit a 500 word story about every two weeks. This course is a great opportunity to learn tie management and interview and interpersonal skills while becoming more thoughtful writers. Some exceptional pieces may be published on the website or other online and print publications.

### **\*\*\*Digital Journalism**

1 semester - 0.5 credit – elective. *Prerequisite: Completion of Photojournalism or Broadcast 1, B or better in current English class. Can be repeated for credit. Satisfies year-long fine arts requirement if taken following Photojournalism or Broadcast 1. Cross-listed with English electives.*

This is an advanced course in writing and editing for the digital school newspaper. Skills include interviewing and fact-gathering, writing news, features, sports, and opinion pieces, including movie and restaurant reviews. Students in this course will examine how social media and new technologies have altered the reporter's toolkit. How is journalism offering exciting new opportunities? An examination of journalism ethics rounds out the course.

### **\*\*\*Photojournalism 1 - Asynchronous Online Course.**

1 semester - 0.5 credit – elective (9-12). *Counselor recommendation required.*

*Required: DSLR or point-and-shoot camera for Smartphone. Cross-listed as English elective.*

Photojournalism introduces students to the world of photography and journalism, using digital images to tell a story. The different types of photojournalism will be studied: spot news, events, features, portraits, sports -- as well as nature (landscape and animal) photography, magazine photography, and basic video storytelling. Discussion topics will include photojournalism ethics and photojournalists as agents of social change. Work will include capturing people and events in and around NDP. How to take better photos with your Smartphone will be taught throughout the semester. There are no tests in this project-based class.

### **\*\*\*Photojournalism 2 - Asynchronous Online Course.**

1 semester - 0.5 credit – Elective (10-12) *Satisfies year-long Fine Arts requirement if taken following Photojournalism 1. Prerequisite: Photojournalism 1 and a DSLR or point-and-shoot camera for Smartphone. Cross-listed as English elective.*

A continuation of Photojournalism 1, this class will review basic principles learned previously and explore new areas, including food and fashion photography and pictorial photojournalism, a new approach to photography that emphasizes beauty of subject matter, tonality, and composition rather than the documentation of reality to tell a story. A deeper dive into editing, color, and design techniques will help you to make your photos stand out. There are no tests in this project-based class. Students will have more ownership in their learning by creating during the month of May a topic they believe would be a beneficial photojournalism future module. The final project will be the creation of a portfolio of the students' best photographs. Photographs,

standing alone or as a photo package, continue to provide photojournalists a uniquely powerful window onto the world in which we live.

### **\*\*\*Public Speaking**

1 semester - 0.5 credit – Elective (9-12). *Cross-listed with Fine Arts.*

Speech and Debate curriculum has been designed with the specific goal of enhancing the student's communication and debate skills. The course begins with an overview of the contexts and elements of communication and quickly progresses to the preparation and delivery of speeches. A variety of speeches will be reviewed and practiced, including oratory; expository, extemporaneous, and impromptu speaking; dramatic interpretation; oral interpretation (prose, poetry, and humorous); duo acting; and duo interpretation. In addition, the second quarter of the class focuses on debate techniques and mastery. In the debate portion of the class, students will be introduced to the formal rudiments of debate – analytical thinking, persuasive writing, and public speaking. Throughout the quarter, students will present prepared and extemporaneous persuasive speeches and participate in various forms of debate (Lincoln-Douglas, Public Forum, and Congressional). Units in philosophy, political theory, and current events will help students become more effective debaters. Students may be provided with the opportunity to compete in local speech and debate contests through the Arizona Interscholastic Association.



### **Exceptional Education Courses**

#### **\*\*\*ARC (Academic Resource Center)**

1 semester - 0.5 credits - Pass/Fail - Elective (9-12). *Prerequisites: Students are enrolled in or transitioned from the Gonzaga program and/or have a Student Support Plan in place. May be repeatable for credit.*

This course combines knowledge on the concepts of executive function, metacognition, neurodiversity, and self-advocacy through practical application in the general curriculum. Rather than a "one-size fits all" approach, the goal is for each student to develop a better understanding of him/herself as a learner, acquire a toolkit of skills, and make strategic decisions about how and when to use the skills while working through their core academic courses. Teachers provide ongoing 1-1 coaching and feedback to support the development of skill development.

#### **\*\*\*Gonzaga 9**

2 semesters - 1 credit - Pass/Fail

*Open only to students in the Gonzaga Program.*

This class provides support to students in English 1-Gonzaga and Algebra 1-Gonzaga.

#### **\*\*\*Gonzaga 10**

2 semesters - 1 credit - Pass/Fail

*Open only to students in the Gonzaga Program.*

This class provides support to students in English 2-Gonzaga and Geometry-Gonzaga.

#### **\*\*\*Peer Mentoring**

1 semester - 1 credit – Elective (10-12). Can be repeated for credit.

Peer mentors will accompany students with significant learning challenges due to disabilities.

Neurodiverse students will benefit from a peer who has taken the course, understands the student's learning differences, and can collaborate with the teacher to ensure curriculum modifications are made. Peer mentors will receive training on how to work with students in their courses and how to collaborate with the teacher of the course and teachers in the ARC to modify lessons as needed. Peer mentors will create written and verbal reflections which are discussed with the instructor each week. These discussions will provide feedback on specific questions related to mentoring, opportunities for reflection on mentoring, and the ongoing accommodations and modifications necessary for the student's success.

## **Fine Arts: Visual Arts Courses**

Please note:

- Students are required to take **four semesters** of Fine Arts.
- At least one year-long or two semester courses must be **from the same discipline; for example: dance, music, theater, or visual arts.**

### **\*\*\*Drawing 1**

1 semester - 0.5 credit

Drawing 1 students are introduced to the universal elements of art and principles of design while developing their drawing skills. This a beginning class where students have a chance to explore a variety of media in order to practice rendering both realistic and creative drawing techniques. Students learn how to create value, line, texture, shape, form and composition with their artwork. Media used includes pencil, charcoal, colored pastel, pen and ink. Drawings might include but are not limited to still life, portraiture, and perspective. Students will also begin to respond, analyze, and interpret their artwork and the work of others using the vocabulary of the elements of art and principles of design.

### **\*\*\*Drawing 2**

1 semester - 0.5 credit. *Prerequisite: Completion of Drawing 1 with a C or better. Satisfies year-long fine arts requirement if taken following Drawing 1.*

Drawing 2 continues the development of technical and perceptual skills relating to the basic elements of design for the advanced artist. It encourages the use of a variety of materials and increasing levels of advanced content. Emphasis is given to personal thematic development and advanced skill building, especially important for students wishing to pursue more art classes. Media used could include charcoal, colored pastel, pen and ink, watercolor, acrylic ink, and linoleum block carving. Projects could include portrait, realism, abstraction, and larger sized works. Students will demonstrate their ability to respond, analyze, and interpret artwork through discussions and critiques.

### **\*\*\*Fabrics I**

1 semester - 0.5 credit – Elective (9-12) *Prerequisite: None.*

Students will be introduced to artmaking techniques related to fiber arts. The process of Japanese Shibori, printmaking on fabric and batik will be explored. Students will learn basic terminology and tools necessary for completing artwork using these processes. Through teacher-led demonstrations and videos, students will learn and execute fibers techniques in the construction of artworks that are specifically designed to focus on the surface treatment of fabrics. Students will learn and apply the Elements of Art and the Principles of Design as part of the design process. Students will learn how these processes play a role in the larger context of Art History. Students will also learn to analyze and interpret their own artwork and the works of others through critique and discussion.

### **\*\*\*Painting 1**

1 semester - 0.5 credit

This is an introductory class where students will learn a variety of painting techniques, basic color mixing, and methods of application of paint. Students will learn basic color theory, creative color wheels, color psychology and marketing trends. Paintings might include still life and

reproductions of famous masters' paintings, Catholic identity and other choice projects. Students will also do research on a favorite artist. This class is a must for students interested in art and design studies. The primary medium is acrylic paint.

### **\*\*\*Painting 2**

1 semester - 0.5 credit. *Prerequisite: Completion of Painting 1 with C or better. Satisfies year-long fine arts requirement if taken following Painting 1.*

Students will be introduced to advanced painting techniques and color theory while developing their individual strengths and style. Students will also learn about artists and their influence on the world. Painting 2 will challenge students to create larger works and develop their own portfolio of paintings. Projects may include still life, pop culture, Catholic identity, animals, portraits, and choice projects. Students will respond to, analyze, and interpret their own work and the work of others through critique and discussion. The primary media are acrylic paint and watercolor.

### **\*\*\*Advanced Studio Art**

1 semester - 0.5 credit. *Prerequisite: Completion of two sequential art classes (such as Drawing 1 and Drawing 2 with a grade of B or better) and instructor approval. Can be repeated for credit.*

This class is designed for the motivated art student who possesses a strong desire for an art-related career or who has a passion for the lifelong joy of art. Students will develop a competitive portfolio of artwork, develop their work thematically, and continue to work on the progression of their individual style and creative problem-solving skills. They will experiment with media, art concepts, discussion and critique as well as increase their knowledge of art history through this course. Media choices could include graphite, charcoal, watercolor, pastels, colored pencil, acrylic, and mixed media.

### **\*\*\*Ceramics 1**

1 semester - 0.5 credit

Students will be introduced to the nature, functions, and techniques of the art of ceramics. They will learn the basic terminology and tools of ceramics as well as the three hand-building techniques used to create functional and decorative works. Through teacher-led demonstrations and videos, students will learn and execute various techniques used in construction, decoration, and surface treatment of clay. The elements of art and principles of design will be learned as they apply to 3-D art. Students will also learn to analyze and interpret their own artwork and the work of others through critique and discussion.

### **\*\*\*Ceramics 2**

1 semester - 0.5 credit. *Prerequisite: Completion of Ceramics 1 with C or better. Satisfies year-long fine arts requirement if taken following Ceramics 1.*

Students will use the skills from Ceramics 1 to create larger and more advanced hand-built vessels and sculptures as well as learn to make a variety of forms on the potter's wheel (if conditions permit). They will perfect their techniques in the use of the elements of art and principles of design in the formation and surface treatment of their art. Craftsmanship and creativity will be the focus of their work, as well as the traditions of great ceramic artists from

past and present. Students will also analyze and interpret their own work and the work of others through critique and discussion.

### **\*\*\*Advanced Ceramics**

1 semester - 0.5 credit. *Prerequisite: Completion of Ceramics 1 and 2 with B or better. Can be repeated for credit.*

Students in this class will improve their skills from previous ceramics classes to create larger, more advanced, and challenging pieces. They may choose to spend most of their time on either hand building or wheel-throwing. Students will be encouraged to “think like an artist” as they build a portfolio of work based on a thematic approach. They will enlarge their views of the art world through discussions, art history, and critiques.

### **\*\*\*Multimedia and Mosaics 1**

1 semester - 0.5 credit. *Prerequisite: None.*

Students will be introduced to the elements of art and principles of design, especially as they relate to both 2-D and 3-D design. They will develop their creative skills using a variety of media and techniques, and they will learn the art of mosaics. The course will derive ideas from artists and art movements in history. Projects might include multimedia mosaics, traditional mosaics, relief sculpture, and multimedia 2-D design. Students can incorporate drawing, painting, ceramics, and design creatively as they model work from different art history movements. They will also participate in discussions and critiques of their work and the work of others.

### **\*\*\*Multimedia and Mosaics 2**

1 semester - 0.5 credit. *Prerequisite: Multimedia and Mosaics 1 (grade of C or better or instructor approval). Satisfies year-long fine arts requirement if taken following Multimedia and Mosaics 1.*

Students will use a variety of media and techniques to further explore the art world through the lens of traditional art such as mosaics and more modern, multimedia art movements from the twentieth and twenty-first century. They will experiment with 2-D and 3-D design and build upon their own personal interpretations of thematic ideas based on art history. This course will provide the opportunity for students of all skill levels in the traditional arts of drawing and painting to advance and develop their artistic visions with multiple types of materials. Students will use mosaic tiles, drawing, painting, ceramics, and more. They will participate in discussions and critiques of their work and the work of others that will enhance their knowledge of art and its role in our world.

### **\*\*\*Digital Photography 1**

1 semester - 0.5 credit. ***Cross-listed with Technology.*** *Students must declare whether the course will count as Fine Arts or Technology credit.*

Required: A digital camera, preferably a DSLR with 8.0 megapixels or better.

This class will teach the casual photographer more about the digital camera and its components. Characteristics of the visual arts will be discussed. Elements of photography will be taught and applied to assignments. A digital portfolio of photographs will be developed by the end of the semester. The student will learn to use photo editing software. Ethics of photojournalism will be discussed.

### **\*\*\*Digital Photography 2**

1 semester - 0.5 credit – Elective (9-12) *Prerequisite: Digital Photography 1. Cross-listed with Technology. Students must declare whether the course will count as Fine Arts or Technology credit.*

Digital Photo II will build upon the skills in which students gained in Digital Photo I such as photographic techniques and using technology such as Photoshop and Bridge. This course will advance those techniques by challenging the students in more rigorous ways, improving techniques used for focusing, framing, and using light.

### **\*\*\*School Media**

1 semester - 0.5 credit – Elective (10-12) *Prerequisite: Digital Photography 2. Cross-listed with Technology. Students must declare whether the course will count as Fine Arts or Technology credit.*

Students will use their photographic, video, and English skills to cover and report on school events. Events include sporting events, pep rallies, MASS, NHS, classroom activities (from all departments), school dances, Freshman Plunge, Shadow Day, etc. Photos and stories created in this class may be published in school newsletters, webpages, print publications, online galleries, etc. This course will teach students how to photograph, interview, and write as a journalist.

### **\*\*\*Intro to Videography**

1 semester - 0.5 credit – Elective (10-12) *Prerequisite: Digital Photo 1*

This one-semester course is an entry-level, hands-on class to familiarize and enable students to use basic video/film/audio production. Students will use their basic photography and Adobe skills from Digital Photo I and apply it to video and editing. The course is for students who wish to develop the ability to capture video and audio as well as create and edit those two elements together to tell a story. Using classic, modern, and original techniques and theory, students will learn the essentials in creating, editing, and dissemination of video projects. During the course each student will learn how to operate a video camera, understand basic principles of capturing video and audio and how to narrate a story by combining video and audio. Students can focus on live events, staged events, and news-like productions.

### **\*\*\*Advanced Animation AND 3-D Motion/Independent Study**

1 semester - 0.5 credit – Elective (9-12) *Prerequisite: Animation and 3-D Motion.*

Students will compare various styles of animation and will create and develop more comprehensive characters, storyboards, and elaborate environments to be animated. Writing and editing script for a specific audience will be practiced. Sound and audio files and will be created, and edited for special effects.

### **\*\*\*Filmmaking 101**

2 semesters - 1.0 credit – Elective (9-12) *Prerequisite: None. Recommended (not required) courses that provide helpful background include journalism, broadcast journalism, screenwriting. Students who do not have this experience may apply by indicating experience with video/film and provide recommendation from teacher or advisor.*

Students will begin this year-long course by gaining background in film crew jobs (director, writer, producer, cinematographer, and editor) and the basics of film production (writing, developing, preparing, shooting, editing, and distribution). In the second semester, students will strengthen camera skills and learn more about documentaries & copyright laws. Students will create a variety of “shorts” (short films), including silent films, commercials, music videos, promotional videos and more. They will learn the process required to create films, from start to finish including: planning, research, location, lighting, blocking, directing, storyboarding, copyright, green-screen, editing, distribution and more. Students will participate in group critiques for each project, learning from each other. Students will also be exposed to other award-winning student work, learning from them, plus engage in dialogue with industry professionals. Students will create a digital portfolio of their work at the end of each semester and will have opportunities to enter their work in a variety of contests.

### **\*\*\*Digital Painting**

1 semester - 0.5 credit. **Cross-listed with Technology.** *Students must declare whether the course will count as Fine Arts or Technology credit.*

This class focuses on the image manipulation and painting tools of PhotoShop and translates traditional painting techniques to the computer. This course will provide the knowledge necessary to use Adobe Photoshop CC software as a painting tool. Students will explore traditional artists and copy their techniques for creating digital art. The artwork will begin with simple projects to familiarize the students with paint tools and increase in difficulty and creativity in the class as the semester progresses.

### **\*\*\*Introduction to Graphic Design**

1 semester - 0.5 credit – Elective (9-12).

*Required: A minimum 32GB flash drive is recommended for this class.*

**Cross-listed with Technology.** *Students must declare either fine arts or technology credit.*

This course encourages students to use computer-based tools to explore creative uses of technology to produce graphic art. Students learn Illustrator and Photoshop to create various artistic and graphic images. When students complete the course, they will be able to take elements created in Illustrator and PhotoShop to create original artwork. Students will also learn to design using color theory, type, typefaces, images and graphics following the essential principles of design. Digital techniques will be taught to create visually pleasing and effective graphic communications. Custom projects will include magazine covers, movie posters, business cards, flyers, and brochures.

### **\*\*\*Yearbook/Desktop Publishing 1**

2 semesters - 1 credit – Elective (11-12). *Prerequisite: Completion of Digital Photography or Computer Graphics with a B or better and a B or better in all English classes and instructor approval. Students must have a basic knowledge of the computer.* **Cross-listed with Technology.** *Students must declare either fine arts or technology credit.*

Students will learn and apply the principles of visual arts (composition, elements of visual arts, and design) and the elements of digital photography for the creation of the yearbook. During this course, students will learn and use Adobe InDesign, Adobe Photoshop, and Jostens YearTech to create assigned pages on a variety of subjects. Students must adhere to the principles of design and composition to create pleasing layouts for both pages describing events and for paid ads.



Students must be able to complete pages within prescribed deadlines. Acceptance to Yearbook/Photojournalism is partially based on photographic and artistic abilities and English teachers' recommendations.

### **\*\*\*Yearbook/Desktop Publishing 2**

2 semesters - 1 credit – Elective (12). *Prerequisite: Yearbook/Desktop Publishing 1.*

**Cross-listed with Technology.** *Students must declare either fine arts or technology credit.*

Students will learn and apply the principles of visual arts (composition, elements of visual arts, and design) and the elements of digital photography to the creation of layouts to be used in a variety of school publications. During this course, students will learn and use Adobe InDesign, Adobe Photoshop, and Jostens YearTech to create assigned pages on a variety of subjects.

Students must adhere to the principles of design and composition to create pleasing layouts for both pages describing events and for paid ads. This class will familiarize students with graphic design and layout principles used by professionals.

### **\*\*\*Broadcast 1: Intro to Broadcast Journalism**

2 semesters - 1.0 credit – Elective 10-12). *Prerequisite: B or better in English.*

**Cross-listed with Technology.** *Students must declare whether the course will count as Fine Arts or Technology credit.*

This is a unique opportunity for students to write scripts for NDP Live Announcements and also focus on learning skills for being on-camera. This introductory course focuses on writing scripts, editing, and presenting on camera. Additional video requests, special projects and NDP Live video announcements will be introduced.

### **\*\*\*Broadcast 2: Broadcasting and Video Production Advanced**

2 semesters - 1.0 credit – Elective. *Prerequisite: Photojournalism or Broadcast 1. Satisfies year-long fine arts requirement.* **Cross-listed with Technology.** *Students must declare whether the course will count as Fine Arts or Technology credit. Required: A minimum 500GB USB passport drive.*

This is a continuation advanced course for students who want to be either behind or in front of the camera with NDP Live. The course builds on the foundational skills in shooting video, synthesizing composition, and producing video communications. Students will continue to work with story planning, audio planning and recording, video editing, project scheduling, peer review, and redesign. As students advance through the course from semester to semester, they will build on and develop skills as well as more in-depth content and advanced editing, audio, and motion graphic techniques. They will develop video production skills that solve specific communication challenges and engage audiences and clients in creating videos, such as commercials, documentaries, PSAs, and scoreboard videos. Students develop a variety of videos focused on genres, such as an action video, a news story, and public service announcements. Students will be involved in creating videos for NDP events, including sporting events, Gala, Auction/Fashion Show, the website, and scoreboard. Students will be expected to attend functions that occur outside of the regular school day and on weekends. Students will also create a digital portfolio to display all their work.

### **\*\*\*Advanced Video Production**

1 semester - 0.5 credit – elective. Only offered second semester. *Prerequisite: Completion of Broadcast 1 and 2. Can be repeated for credit.*

Required: A minimum 500GB USB passport drive.

This course will enhance the students' video editing and equipment use. Students will learn advanced video techniques by utilizing features of the camera, lighting, digital imaging, importing/exporting graphics, movies, animations, sound synchronization and other sound effects. Skills learned will include commercial making, marketing, music, and creating videos for classroom projects. Students will also create an advanced digital portfolio to display all their work.

### **\*\*\*Digital Journalism**

1 semester - 0.5 credit – elective. *Prerequisite: Completion of Photojournalism or Broadcast 1, B or better in current English class. Can be repeated for credit. Satisfies year-long fine arts requirement if taken following Photojournalism or Broadcast 1. Cross-listed with English electives.*

This is an advanced course in writing and editing for the digital school newspaper. Skills include interviewing and fact-gathering, writing news, features, sports, and opinion pieces, including movie and restaurant reviews. Students in this course will examine how social media and new technologies have altered the reporter's toolkit. How is journalism offering exciting new opportunities? An examination of journalism ethics rounds out the course.

### **\*\*\*Photojournalism 1 - Asynchronous Online Course.**

1 semester - 0.5 credit – elective (9-12). *Counselor recommendation required.*

*Required: DSLR or point-and-shoot camera for Smartphone. Cross-listed as English elective.*

Photojournalism introduces students to the world of photography and journalism, using digital images to tell a story. The different types of photojournalism will be studied: spot news, events, features, portraits, sports -- as well as nature (landscape and animal) photography, magazine photography, and basic video storytelling. Discussion topics will include photojournalism ethics and photojournalists as agents of social change. Work will include capturing people and events in and around NDP. How to take better photos with your Smartphone will be taught throughout the semester. There are no tests in this project-based class.

### **\*\*\*Photojournalism 2 - Asynchronous Online Course.**

1 semester - 0.5 credit – Elective (10-12) *Satisfies year-long Fine Arts requirement if taken following Photojournalism 1. Prerequisite: Photojournalism 1 and a DSLR or point-and-shoot camera for Smartphone. Cross-listed as English elective.*

A continuation of Photojournalism 1, this class will review basic principles learned previously and explore new areas, including food and fashion photography and pictorial photojournalism, a new approach to photography that emphasizes beauty of subject matter, tonality, and composition rather than the documentation of reality to tell a story. A deeper dive into editing, color, and design techniques will help you to make your photos stand out. There are no tests in this project-based class. Students will have more ownership in their learning by creating during the month of May a topic they believe would be a beneficial photojournalism future module. The final project will be the creation of a portfolio of the students' best photographs. Photographs,



standing alone or as a photo package, continue to provide photojournalists a uniquely powerful window onto the world in which we live.

### **Fine Arts: Performing Arts Courses**

#### **\*\*\*Guitar 1**

1 semester - 0.5 credit. Required: An acoustic guitar.

This is a course for beginning students with no previous experience, as well as for students with minimal experience on the guitar. An acoustic guitar is required, and neither electric guitars nor amps will be allowed. Students will learn to read music, learn basic chords, finger picking, and will perform in a guitar ensemble. Students will memorize fret boards, and by learning power chords and bar chords, the student will have a better understanding of the guitar fret board as well as increased technical facility. Students will be tested individually on class material. A public performance may be added. A mandatory concert performance will be given at the end of the semester, the date to be determined.

#### **\*\*\*Guitar 2**

1 semester - 0.5 credit. *Prerequisite: Completion of Guitar 1. Required: An acoustic guitar. Satisfies year-long fine arts requirement if taken following Guitar 1.*

This is a course for intermediate students with some previous experience on the guitar. An acoustic guitar is required, and neither electric guitars nor amps will be allowed. Students will learn to read music, learn basic chords, finger picking, and will perform in a guitar ensemble. Students will memorize fret boards, and by learning power chords and bar chords, the student will have a better understanding of the guitar fretboard as well as increased technical facility. Students will be tested individually on class material. A public performance may be added. A mandatory concert performance will be given at the end of the semester, the date to be determined.

#### **\*\*\*Advanced Guitar**

1 semester - 0.5 credit. *Prerequisite: Completion of Guitar 2 or instructor approval via audition. Satisfies year-long fine arts requirement if taken following Guitar 1/2.*

Required: An acoustic guitar.

This course builds on the knowledge from the previous classes and incorporates a more in-depth view of chord and scale concepts. Emphasis will be placed on learning the art of improvisation as well as the disciplines of jazz and blues. This course will focus on advanced chords, scales, progressions, improvisation, and compositional techniques. Students will have performance exams on the material discussed in class. A mandatory concert performance, as well as an in-class project performance will occur at the end of the semester.

#### **\*\*\*Guitar 4 (Advanced Improvisation)**

1 semester - 0.5 credit (S2 only) elective. *Prerequisite: Completion of Guitar 1, Guitar 2, Advanced Guitar, and/or instructor approval/audition.*

Guitar 4 Advanced Improvisation is a course designed for the advanced guitar player looking to improve their skills and technique in scales, theory, chord and song formulas as well as improvisational concepts in the genres of jazz, rock, and funk idioms. One final project is due at the end of the semester. There will be weekly performance opportunities during the class as well.

### **\*\*\*Honors Guitar Orchestra**

2 semesters - 1 credit. Dual Enrollment option. *Prerequisite: Completion of Guitar I. Music reading proficiency. Can be repeated for credit. Satisfies year-long fine arts requirement.*

Required: An acoustic guitar.

Designed for guitarists who read standard musical notation. Members of the Guitar Orchestra study, perform, and record music for multiple guitars and bass from Renaissance through 20th-century composers. Students learn improvisation, composition, and arranging techniques. The literature includes compositions written for guitar ensembles and arrangements of pieces originally written for other settings, ranging from solo instruments such as piano to full orchestras. The ensemble brings individual skills to bear effectively on a collaborative effort, resulting in beauty of execution and expression along with pride for the members in the ability to communicate as one with an audience.

### **\*\*\*Honors Jazz Ensemble**

2 semesters - 1 credit. *Prerequisite: Audition required. Can be repeated for credit. Satisfies sequential fine arts requirement.*

This course provides students with opportunities to develop musicianship skill in a small to large jazz ensemble setting. The program aims at developing a characteristic sound, tone, and performance techniques, such as phrasing, dynamics, tempo, and improvisation. The band literature explored includes jazz and blues from the early 20th century to the present. Students will study scales in all keys, utilizing rhythm and melody with emphasis on reading and improvisation. Critical listening skills continue to be developed. Students will need to rent instruments if they do not have their own. At least one public concert and competitions are required each semester. In each subsequent year of study, students will be required to accomplish increasingly difficult solo and ensemble repertoire, advance in sight reading skills, improvisation, stylization, and become section leaders with rehearsal responsibilities.

### **\*\*\*Honors Brass Ensemble**

1 semester - 0.5 credit. *Prerequisite: Intermediate instrument experience.*

In this class, students learn about and practice performing ensemble music. Class activities emphasize the development of instrument technique, tone production, tuning, fundamentals of music theory, music reading, and listening skills. This is a continuation course for students with intermediate instrumental band experience. Emphasis is on the advancement of brass instrument technique, the further development of ensemble performance skills, and rehearsal and performance of intermediate-level band music.

### **\*\*\*Honors String Orchestra**

2 semesters - 1 credit. *Prerequisite: Previous experience with musical instrument and audition with instructor. Satisfies year-long fine arts requirement because the course is two semesters.*

String Orchestra is offered to entering 9th grade Orchestra students and 10th-12th grade students as a continuation for students with previous orchestral experience. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small

group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group. Honors String Orchestra will perform outside of class on a regular basis.

### **\*\*\*Piano 1**

2 semesters - 1.0 credit – Elective (9-12) *Prerequisite: None.*

This course is for students who wish to learn to play piano in a group setting. Little to no experience is required as the course starts with training in basic skills. Students will learn beginning keyboard technique, music theory, note reading, and repertoire on an individual keyboard console. Students should be able to play simple melodies with a left-hand chorded accompaniment by the end of the first nine weeks of the course and continue their studies with intermediate level music on the piano by the end of the second nine weeks.

### **\*\*\*Piano 2**

2 semesters - 1.0 credit – Elective (9-12) *Prerequisite: Audition*

This course will build on skills and knowledge from beginner piano. Students will achieve greater technical proficiency, interpretive skills and good musicianship. This course will emphasize all qualities of triads and seventh chords, playing from lead sheets and development of a widening repertoire that includes Jazz, Blues and contemporary music. Students will achieve greater technical proficiency, interpretive skills, and good musicianship in solo ensemble playing and develop a widening repertoire and enjoy increased opportunities to perform.

### **\*\*\*Dance 1**

1 semester - 0.5 credit. *Prerequisite: Completion of physical prior to beginning of class.*

Course fee: \$50.00 for costumes

This course is for beginner level dancers with little or no dance experience. Students will learn the fundamentals of dance by studying jazz dance, Broadway dance and hip hop. Students will learn basic choreography skills and gain a solid understanding of rhythm, tempo, energy, alignment, and technique. Students will also learn the history of jazz, hip hop and Broadway dance. The class will participate in a mandatory dance concert at the end of each semester.

### **\*\*\*Dance 2**

1 semester - 0.5 credit. *Prerequisite: Dance 1 or instructor approval. Completion of physical prior to beginning of class. Can be repeated for credit. Will be offered both fall and spring. Satisfies year-long fine arts requirement when taken following Dance 1.*

Course fee: \$75.00 for costumes

Dance 2 is designed for students with some dance training. Students will study ballet, contemporary and jazz dance. Students will learn partnering and improvisational skills along with building on their choreography skills. Students will have a foundational knowledge of the history of contemporary dance. Students will be expected to participate daily in class, learn new movements and work on choreography projects. The class will participate in a mandatory dance concert at the end of each semester.

### **\*\*\*Honors Dance Company – Advanced**

2 semesters - 1.0 credit. *Prerequisite: Audition or instructor approval. Can be repeated for credit. Satisfies year-long fine arts requirement when taken for full year (two semesters).*

Course fee: \$100.00 for costumes

This class is for advanced dancers. Throughout this course, students will be challenged to develop their performance abilities and artistry. Students will learn choreography created by the dance teacher, guest artists, as well as pre-selected student pieces. Students will perform in a Winter and Spring Concert along with performances during specific school events. This class is designed as a preparatory class for a university dance program or commercial dance work.

### **\*\*\*Choreography for the Camera**

1 semester – 0.5 credit (10-12). This is only offered in the fall semester. *Prerequisite: Dance 2, Dance Company, or previous dance experience.*

**Cross-listed with Technology.** *Students must declare whether the course will count as Fine Arts or Technology credit.*

Students will learn and develop their choreography skills for the camera. They will learn how to use Adobe's Premier Pro to edit their videos. Students will be expected to create numerous site-specific dance videos throughout the semester that will develop their ability to tell a cinematic story through dance.

### **\*\*\*Public Speaking**

1 semester - 0.5 credit – Elective (9-12). **Cross-listed with English electives.**

Public speaking curriculum has been designed with the specific goal of enhancing the student's communication and debate skills. The course begins with an overview of the contexts and elements of communication and quickly progresses to the preparation and delivery of speeches. A variety of speeches will be reviewed and practiced, including oratory; expository, extemporaneous, and impromptu speaking; dramatic interpretation; oral interpretation (prose, poetry, and humorous); duo acting; and duo interpretation. In addition, the second quarter of the class focuses on debate techniques and mastery. In the debate portion of the class, students will be introduced to the formal rudiments of debate – analytical thinking, persuasive writing, and public speaking. Throughout the quarter, students will present prepared and extemporaneous persuasive speeches and participate in various forms of debate (Lincoln-Douglas, Public Forum, and Congressional). Units in philosophy, political theory, and current events will help students become more effective debaters. Students may be provided with the opportunity to compete in local speech and debate contests through the Arizona Interscholastic Association.

### **\*\*\*Introduction to Theatre Arts**

1 semester - 0.5 credit. *Satisfies year-long fine arts requirement if taken with Public Speaking or Advanced Theatre Arts.*

This one-semester course is an introduction to theatre arts, the skills of acting, and to basic performance practices. No previous performance experience is necessary. From onstage to backstage, theatre helps students build real-world skills for a lifetime; public-speaking experience, self-confidence, a sense of community and cooperation, motivation and commitment, respect for colleagues, and compassion for differences. Through theatre games, improvisation, play readings, and principles of production, students come to understand the relationship between theatre and other disciplines, and the importance of creative problem-solving, one of the most sought-after skills in today's job market. Students will participate in a mandatory department showcase at the end of the semester.

### **\*\*\*Honors Advanced Theatre Arts**

1 semester - 0.5 credit. *Prerequisite: Completion of Introduction to Theatre Arts or instructor approval. Can be repeated for credit. Satisfies year-long fine arts requirement if taken following Introduction of Theater Arts.*

This is an intermediate acting class for students with previous stage experience or for those who have satisfactorily completed Acting 1. The goal is self-discovery through the creative process. In addition to essential ensemble-building, this class will compare plays and playwrights from different periods and styles to build an appreciation of theatre as both an actor and as an audience member. This class also includes improvisation, principles of directing, and an introduction to Musical Theatre. There will be staged readings as well as performances open to the public. Students will participate in the mandatory department showcase at the end of the semester.

### **\*\*\*Honors Saints Theater Company**

2 semesters - 1.0 credit – Elective (11-12) *Prerequisite: None.*

Saints Theater is a full-year elective where students interested in acting, directing, designing, and playwriting come together to produce a full length play. This is meant to be an honors elective and is intended for those who desire for a career in theater and want to build their portfolios for college auditions or in order to enter into residency at a theater out of high school. Students in the troupe work in residency together to produce short plays and a full length play at the end of the school year. The design of this course is based on professional residency theaters like Steppenwolf in Chicago where you have a collective of actors, directors, designers, and playwrights working together toward the goal of producing plays and theatrical experiences.

### **\*\*\*Playwriting, Screenwriting, and Directing**

1 semester - 0.5 credit (9-12). *Prerequisite: None.*

Playwriting, Screenwriting, and Directing is designed to teach students the art of dramatic writing for stage and film as well as how to effectively implement a script primarily as a stage director. Students learn about play and film structure through analyzing films, recorded plays, and reading scripts. Students also develop dramatic writing skills in order to craft their own scripts. At the end of the semester the students will present their scripts in a live reading to be presented as part of the performing arts night. Throughout the semester students will have the opportunity to submit their scripts for playwriting competitions around the country.

### **\*\*\*Advanced Playwriting, Screenwriting, and Directing**

1 semester - 0.5 credit – Elective (10-12) *Prerequisite: Playwriting, Screenwriting & Directing.*

Advanced Playwriting, Screenwriting, and Directing is a one semester course that builds upon the foundations learned in Playwriting, Screenwriting, and Directing. Students take the fundamentals from that course and implement them to craft longer form plays, screenplays, and how to produce and direct a full length play. At the end of the semester students will either pitch their full length screenplays to a live audience or pitch a stage play production at the Fine Arts Drama night.

### **\*\*\*Basic Staging and Technical Design**

1 Semester - 0.5 credit - Elective (9-12).

This course focuses on the foundations of design and introduces students to the world stage and technical design. Students apply design concepts to topics including set, costume, hair, make-up, and prop design. Students interpret the written word of plays into tactile design elements in order



to bring a production to life on stage. Through analysis, interpretation, and creation students will gain the necessary skills to begin their journey in the design world of theater.

### **\*\*\*Advanced Staging and Technical Design**

1 Semester - 0.5 credit - Elective. May be repeatable for credit.

This course expands upon the foundation created in Basic Staging and Technical Design. Students are introduced to sound and lighting design as well as deepening their skills and knowledge of set, costume, hair, make-up, and prop design. Students have the opportunity to specialize in a particular type of stage design in order to hone their skills. Through analysis, interpretation, and creation students will develop their skills in order to enter into the collegiate or professional world of theatrical design.

### **\*\*\*Honors Bella Voce (Women's Chorus)**

2 Semesters - 1 credit. (9-12). *Prerequisite: None. Satisfies year-long fine arts requirement because the course is two semesters.*

New Member Course Fee: Attire Expense of \$50-\$100

This course is a beginner-level choir. This performance-based class is for students of all ages who want to learn more about singing. Students will learn basic vocal technique, sight reading skills and introductory music theory knowledge. The choir will perform a variety of choral literature, including Classical, Broadway, jazz, and contemporary. Students will advance their vocal technique, sight singing, and musicianship and perform for school and community functions.

### **\*\*\*Honors Saints Chorale (Honors Choir)**

2 Semesters - 1 credit. (10-12). *Prerequisite: Two semesters of high school choir or by audition and teacher recommendation. Satisfies year-long fine arts requirement because the course is two semesters.*

New Member Course Fee: Attire Expense of \$50-\$100

This course is a performance-based class and acceptance is by audition only. Students must exhibit advanced vocal technique, sight reading skills and music theory knowledge. The choir will perform a variety of choral literature, including Classical, Broadway, jazz, and contemporary. Students will advance their vocal technique, sight singing, and musicianship and perform for school and community functions. Performances may include off-campus events.

### **\*\*\*Music Theory and Composition - DE**

1 semester - 0.5 credit (10-12). Dual Enrollment option

This course is for students who have a basic knowledge of music theory and want to expand and develop their theoretical understanding of musical concepts. These concepts will then be applied directly to the compositional process. Students will have the opportunity to compose in various styles and then have them performed. Some of these styles include classical, Romantic, Baroque, contemporary, and modern. This course is highly encouraged for students interested in pursuing music in college or career. This is a semester course, but enrollment in both the Fall and Spring semesters is highly encouraged.

### **\*\*\*Rock Music and Culture – DE**

1 semester - 0.5 credit (10-12). Dual Enrollment option

This course is devoted to understanding the cultural, social, political, and economic conditions that shaped popular music in America through the twentieth and twenty-first centuries. By the completion of this course all students should be able to explain the development of popular music in the United States noting important contributors, controversies and contradictions; outline the roots, influence, and impact of rock music on our society; as well as identify influential individuals and representative songs connected with the development of American popular music.

## Mathematics Courses

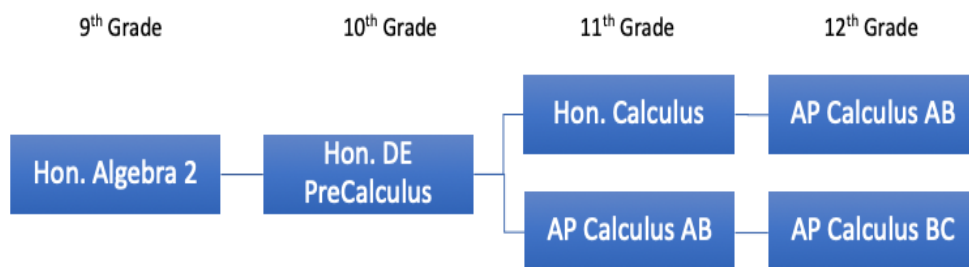
*Math Scope and Sequence: There are several math pathways at NDP depending on student placement test results. Review carefully to plan schedules accordingly.*

Please note:

- Students are required to be in a math class every year at NDP.
- Honors PreCalculus and Honors Calculus has a Dual Enrollment (DE) option.
- With Department Chair approval, a student may be able to accelerate through math classes by taking summer school.







### \*\*\*Algebra 1 – Gonzaga Program

2 semesters - 1 credit. Placement determined by admissions portfolio. Concurrent enrollment in Gonzaga 9.

The topics will include algebraic expressions, solving linear equations in one and two variables, operations on polynomials, factoring polynomials, function notation, solving rational equations, graphing and interpreting one- and two-variable equations and functions, solving quadratic equations, simplifying radical expressions, and extended problem solving. Conceptual reasoning and problem-solving skills are emphasized.

### \*\*\*Algebra 1

2 semesters - 1 credit. Placement determined by admissions portfolio.

This is a college preparatory class. The topics will include algebraic expressions, solving linear equations in one- and two variables, operations on polynomials, factoring polynomials, function notation, solving rational equations, graphing and interpreting one and two-variable equations and functions, solving quadratic equations, simplifying radical expressions, and extended problem solving. Conceptual reasoning and problem-solving skills are emphasized.

### \*\*\*Honors Algebra 1

2 semesters - 1 credit. Placement determined by admissions portfolio.

This is an accelerated college preparatory class that goes into greater depth in the following topics: algebraic expressions, solving linear equations in one and two variables, operations on polynomials, factoring polynomials, function notation, solving rational equations, graphing and interpreting one- and two- variable equations and functions, solving quadratic equations, simplifying radical expressions, and extended problem solving. Conceptual reasoning and problem-solving skills are emphasized.

### \*\*\*Geometry – Gonzaga Program

2 semesters - 1 credit. *Prerequisite: Completion of Algebra 1 - Gonzaga. Concurrent enrollment in Gonzaga 10.*

The major studies include deductive reasoning and proofs, properties of angles, properties of parallel lines and perpendicular lines, properties of triangles, congruent and similar triangles, properties of special quadrilaterals, similarity, right triangles and basic trigonometry, circles, areas of polygons and circles, and surface area and volume, and coordinate geometry. Conceptual reasoning, problem solving skills, and algebra skills are emphasized.

### **\*\*\*Geometry**

2 semesters - 1 credit. *Prerequisite: Completion of Algebra 1.*

This course is the study of Euclidean Geometry. The curriculum aims to develop logical reasoning and to affirm the continuity of the mathematical system. The major studies will include deductive reasoning and proofs, the properties of angles, parallel and perpendicular lines, congruent and similar triangles, special quadrilaterals, characteristics of circles, the areas of polygons, the surface area and volume of solids, coordinate geometry and basic trigonometry.

### **\*\*\*Honors Geometry**

2 semesters - 1 credit. Incoming freshmen: placement by admissions portfolio. *Prerequisite: Completion of Algebra 1 with an A each semester or Honors Algebra 1 with a B or better each semester.*

This course stresses strong logical reasoning and deductive analysis. In a manner consistent with the analytical process, it covers properties of angles, parallel and perpendicular lines, triangles (congruent and similar), special quadrilaterals, similarity, right triangles and basic trigonometry, circles, areas of polygons and circles, surface area volume, and coordinate geometry. It fosters rigorous analysis of concepts and proofs. Conceptual reasoning and problem solving skills are emphasized.

### **\*\*\*Algebra 2**

2 semesters - 1 credit. *Prerequisite: Geometry.*

This course is based on the basic axioms of algebra. The curriculum aims to develop logical reasoning and to affirm the continuity of the mathematical system. The major studies will include applying Algebraic Linear Equations, Inequalities Functions and Systems in one and two variables. Solving and graphing Quadratic, Exponential, Logarithmic and Rational Functions. Counting Methods, Probability, Data Analysis, and Statistics will be applied and modeled.

### **\*\*\*Honors Algebra 2**

2 semesters - 1 credit. *Prerequisite: Completion of Geometry and Algebra 1 with an A each semester or Honors Geometry and Honors Algebra 1 with a B or better each semester.*

The curriculum aims to develop logical reasoning and to affirm the continuity of the mathematical system. The major studies will include applying Algebraic Linear Equations, Inequalities Functions and Systems in one and two variables. Solving and graphing Quadratic, Exponential, Logarithmic, Rational, Conic, and Trigonometric Functions.

### **\*\*\*College Algebra**

2 semesters - 1 credit. *Prerequisite: Completion of Algebra 2.*

This terminal math course is designed for those students who need a strong foundation in concepts of relation and function prior to taking Algebra in college. The course will include topics such as the general concepts of relations and functions and specifically of polynomial, exponential, logarithmic, and trigonometric functions; the ability to solve systems of equations by utilizing matrices and determinants; and the ability to solve practical problems using algebra. Conceptual reasoning and problem-solving skills are emphasized.

### **\*\*\*Pre-Calculus**

2 semesters - 1 credit. *Prerequisite: Completion of Algebra 2 with a B- or better each semester.* This course prepares students to study calculus. It explores topics in algebra, trigonometry, analytic geometry, and an introduction to calculus. This course summarizes what the student needs to know in mathematics prior to taking calculus in college. Conceptual reasoning and problem-solving skills are emphasized.

### **\*\*\*DE Honors Pre-Calculus**

2 semesters - 1 credit. Dual Enrollment option. *Prerequisite: Completion of Honors Algebra 2 with a B or better each semester.*

This accelerated course is designed to prepare students for the rigors of AP Calculus. Topics of study include graphic and algebraic applications of polynomial, exponential, logarithmic, and trigonometric functions, analytic trigonometry, analytic geometry, linear systems and matrices, limits, and a brief introduction to differential calculus. Conceptual reasoning and problem-solving skills are emphasized.

### **\*\*\*Probability and Statistics**

2 semesters - 1 credit. *Prerequisite: Completion or concurrent enrollment in Pre-Calculus OR a senior that completed Algebra 2.*

Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. The main focuses of the course will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs. Conceptual reasoning and problem-solving skills are emphasized.

### **\*\*\*AP Statistics**

2 semesters - 1 credit. *Prerequisite: Completion or concurrent enrollment in Pre-Calculus OR a senior that completed Algebra 2.*

The AP Statistics course is part of the Advanced Placement Program sponsored by the College Board. AP Statistics is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*DE Honors Calculus**

2 semesters - 1 credit. Dual-enrollment option. *Prerequisite: Completion of Pre-Calculus with an A or DE Honors Pre-Calculus with a B or better each semester.*

This accelerated course is designed to introduce students to the fundamental principles of differential calculus, while providing algebraic review. Topics covered include limits, continuity, differentiation of polynomial, exponential, logarithmic, and trigonometric functions,

maxima-minima related-rate applications, and various integration techniques. Conceptual reasoning and problem-solving skills are emphasized. This course is not intended as preparation for the Advanced Placement Calculus exam; however, a dual enrollment option is available.

### **\*\*\*AP Calculus (AB)**

2 semesters - 1 credit. *Prerequisite: Completion of DE Honors Pre-Calculus with a B+ or better each semester.*

The AP Calculus course is part of the Advanced Placement Program sponsored by the College Board. This course is a rigorous analysis of Calculus AB in line with the AP requirements. Combining a theoretical and application approach, this course discusses differentiation and integration with special emphasis on mathematical modeling. The fundamental concept of limits and its importance in the analysis of quantifiable phenomena are prominent features of this course. Conceptual reasoning and problem-solving skills are emphasized. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*AP Calculus (BC)**

2 semesters - 1 credit. *Prerequisite: Completion of AP Calculus (AB) with a B or better each semester, or DE Honors Pre-Calculus with an A each semester AND department recommendation.*

AP Calculus BC begins with a brief review of functions, limits, continuity, an extension of derivatives and their applications, and continues with integration. Topics include the calculus of polynomial, rational, exponential, trigonometric, polar, and parametric functions; the calculus of vectors; infinite series; and an introduction to differential equations. Graphing calculators are used extensively in this course. Conceptual reasoning and problem-solving skills are emphasized. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*Math and Money Management**

1 semester - 0.5 credits – elective (12).

This course focuses on real-world applications of mathematics. Students apply math concepts to topics including personal income, taxes, savings, loans and payments, car leasing and purchasing, home mortgages, retirement planning and more. Through problem solving, communication, quantitative reasoning skills and mathematical connections, students will gain the confidence and knowledge necessary to begin their journey towards financial success.

## **Physical Education Courses**

### **\*\*\*Personal Health and Wellness**

2 semesters - 1 credit. Required course: Open to freshmen only.

The purpose of this course is to provide students with opportunities to promote and increase lifetime physical fitness. This will be achieved through participation in many activities, including individual, dual, and team sports with other forms of cardiovascular activities. This course also provides students with the opportunity to develop and enhance critical life management skills necessary to make sound decisions and take positive actions for healthy and effective living. Topics include positive emotional development, interpersonal relationships and communication skills, functions of the body, nutrition and weight management, substance abuse, CPR, and first aid. Study skills will be incorporated into this class throughout the year.

### **\*\*\*Athletic Personal Health and Wellness**

2 semesters - 1 credit. Fulfills Health requirement for freshmen.

The purpose of this course is to provide students with opportunities to promote and increase lifetime physical fitness. This will be achieved through participation in many activities, including strength training, and team sports with other forms of cardiovascular activities. This course also provides students with the opportunity to develop and enhance critical life management skills necessary to make sound decisions and take positive actions for healthy and effective living. Topics include positive emotional development, interpersonal relationships and communication skills, functions of the body, nutrition and weight management, substance abuse, CPR, and first aid. Study skills will be incorporated into this class throughout the year.

### **\*\*\*Team Sports**

1 semester - 0.5 credit. (10-12). *Prerequisite: Completion of Personal Health and Wellness/PE. Can be repeated for credit.*

This class is designed for students who would like to continue to participate in a physical education course that emphasizes team sports play. Activities include basketball, volleyball, football, pickleball, badminton, among other sports. The course grade is based upon a student's participation.

### **\*\*\*Weight Training**

1 semester - 0.5 credit. (9-12). *Prerequisite: Completion of Personal Health and Wellness/PE. Can be repeated for credit.*

Required: Discuss with your counselor if you are in a current sports season or if a sport requirement.

Weight training and conditioning is for the student desiring an intensified and structured weight training program with an emphasis on various exercises that accentuate strength, power, and flexibility. The course grade is based upon a student's participation.

### **\*\*\*Stretching and Pilates**

1 semester - 0.5 credit. (10-12). *Prerequisite: Completion of Personal Health and Wellness/PE. Can be repeated for credit.*

This class is designed to provide students with different types of movement activity and to gain an understanding and appreciation for the different forms of stretching. It is a blend of Pilates, sports-related stretching, yoga stretch, and athleticism. The different dynamics of the movement

performed in this class will increase the knowledge in areas of focus, strength, balance, flexibility, agility, and reflection. The Stretching and Pilates course offers strategies that will help the student to be aware of the kinesthetic concepts to help enhance performance ability and reduce the risk of injury. In addition to the different types of stretches, the class is designed to provide instruction about the human body, how to apply anatomical and biochemical principles, as well as understanding the function of the muscular system. The student will participate in various physical activities and learn fitness habits that promote a healthy lifestyle. No prior experience is necessary. The course grade is based upon a student's participation.

### **\*\*\*Sports Medicine 1-2**

2 semesters - 1 credit (10-12). *Prerequisites: Completion of Health/Personal Health and Wellness, and Biology. Biology may be taken concurrently. Sophomores are encouraged to take this course to prepare for Sports Medicine 3-4.*

Recommended: First Aid/CPR training

In this course, students will learn the basics of anatomy, physiology, biomechanics, kinesiology, general nutrition, and basic athletic training procedures. Instructional materials and activities support attainment of National Safety Council, American Sports Medicine Association, and The National Athletic Trainers' Association industry standards. Lab sessions cover training-room operations, taping and wrapping, athletic injury assessment, advanced First Aid, use of heat and cold modalities, record-keeping, rehabilitation, and time management skills.

### **\*\*\*Sports Medicine 3-4**

2 semesters - 1 credit (11-12). *Prerequisite: Completion of Sports Medicine 1-2. Instructor approval.*

Recommended: First Aid/CPR training

In this course, students will build upon those attained in Sports Medicine 1-2. Students will learn rehabilitation strategies, indications and contraindications of modalities, advanced nutrition, myology (muscle physiology), protocols, and others. Also included are job shadow and internship opportunities. Extended hours are required per instructor's specifications.

### **\*\*\*Advanced Physical Education –Basketball**

1 semester - 0.5 credit - (10-12). *Prerequisite: Completion of Personal Health and Wellness/PE and permission of instructor/coach. Open to freshmen with instructor and coach's approval. Fall and Spring period 8 only. Can be repeated for credit.*

This course is recommended but not required for varsity athletes participating on an official school team. Students enrolled in the course receive PE credit. Enrollment will be opened if a student makes a school team after the official registration date.

### **\*\*\*Advanced Physical Education - Football**

1 semester - 0.5 credit - Pass/Fail (10-12). *Prerequisite: Completion of Personal Health and Wellness/PE and permission of instructor/coach. Open to freshmen with instructor and coach's approval. Can be repeated for credit.*

This course is recommended but not required for varsity athletes participating on an official school team. Students enrolled in the course receive PE credit. Enrollment will be opened if a student makes a school team after the official registration date.



### **\*\*\*Advanced Physical Education – Girls Volleyball**

1 semester - 0.5 credit (10-12). *Prerequisite: Completion of Personal Health and Wellness/PE and permission of instructor/coach. Open to freshmen with instructor and coach's approval. Can be repeated for credit.*

This course is recommended but not required for varsity athletes participating on an official school team. Students enrolled in the course receive PE credit. Enrollment will be opened if a student makes a school team after the official registration date.

### **\*\*\*Advanced Physical Education – Golf**

1 semester - 0.5 credit - Pass/Fail (10-12). *Prerequisite: Completion of Personal Health and Wellness/PE and permission of instructor/coach. Open to freshmen with instructor and coach's approval. Fall and Spring period 8 only. Can be repeated for credit.*

This course is recommended but not required for varsity athletes participating on an official school team. Students enrolled in the course receive PE credit. Enrollment will be opened if a student makes a school team after the official registration date.

### **\*\*\*Advanced Physical Education – Tennis**

1 semester - 0.5 credit - Pass/Fail (10-12). *Prerequisite: Completion of Personal Health and Wellness/PE and permission of instructor/coach. Open to freshmen with instructor and coach's approval. Fall and Spring period 8 only. Can be repeated for credit.*

This course is recommended but not required for varsity athletes participating on an official school team. Students enrolled in the course receive PE credit. Enrollment will be opened if a student makes a school team after the official registration date.

### **\*\*\*Advanced Physical Education – Girls Soccer**

1 semester - 0.5 credit - Pass/Fail (10-12). *Prerequisite: Completion of Personal Health and Wellness/PE and permission of instructor/coach. Open to freshmen with instructor and coach's approval. Fall and Spring period 8 only. Can be repeated for credit.*

This course is recommended but not required for varsity athletes participating on an official school team. Students enrolled in the course receive PE credit. Enrollment will be opened if a student makes a school team after the official registration date.

### **\*\*\*Advance Physical Education-Cheerleading**

2 semesters - 1.0 credit – Pass/Fail (9-12) *Prerequisite: Completion of Personal Health and Wellness/PE and permission of instructor/coach. Open to freshmen with instructor and coach's approval. Can be repeated for credit.*

Students will possess the ability to work collaboratively and build healthy relationships with individuals and in groups. Workouts will increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy. As well as working on stunting, tumbling and dance skills.

### **\*\*\*Softball Weight Room**

1 semester - 0.5 credit – Pass/Fail (9-12) *Prerequisite: Completion of Personal Health and Wellness/PE and permission of instructor/coach. Open to freshmen with instructor and coach's approval. Can be repeated for credit.*

Students will possess the ability to work collaboratively and build healthy relationships with individuals and in groups. Workouts will increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy. You will also learn the safety principles of weight training and conditioning. Emphasis will be placed on the proper techniques of weight training and conditioning.

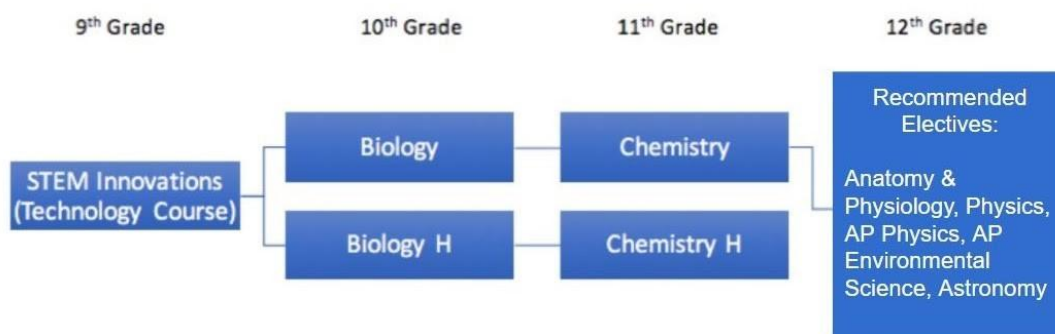


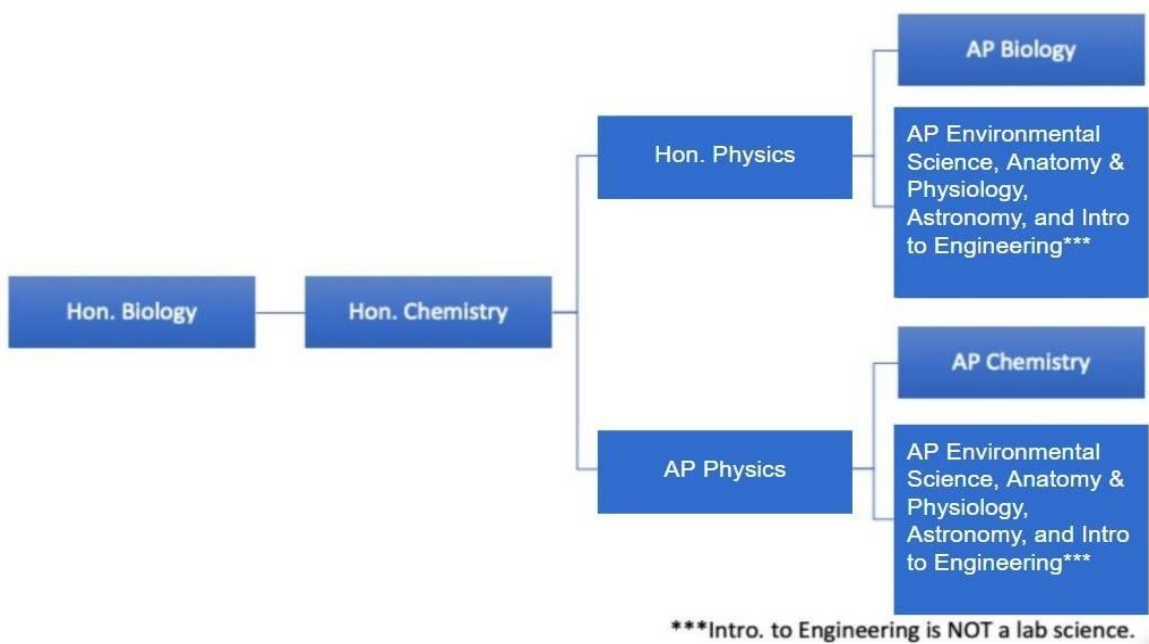
## Science Courses

*Science Scope and Sequence: There are several science pathways at NDP depending upon student placement test results. Review carefully to plan schedules accordingly.*

Please note:

- Review grade requirements for advancing to higher levels.
- Students should review Required Elective offerings in the Course Description Guide.
- For Class of 2026 and beyond: Students must take Foundations of Applied Physics/STEM or Physics, Biology, Chemistry, and one required elective of his or her choosing during senior year. Please note that Physics or Foundations of Applied Physics/STEM is a requirement to graduate. **(4 credits total)**
- For Class of 2025: Students must take Foundations of Applied Physics/STEM or Physics, Biology, and Chemistry. It is recommended that students choose a Science elective their senior year. Please note that Physics or Foundations of Applied Physics/STEM is a requirement to graduate. **(3 credits total)**
- For Class of 2024: Students must take Foundations of Applied Physics/STEM, Biology, and Chemistry. It is recommended that students choose a Science elective their senior year. **(3 credits total)**





### \*\*\*Foundations of Applied Physics STEM

2 semesters - 1 credit. Required for all freshmen unless placed into Honors Biology or PLTW Biomedical Science Cohort.

An active approach to problem solving, scientific reasoning and engineering design are at the core of this lab science course. Students will use algebraic physics and chemistry concepts as they apply knowledge to synthesize solutions, create models and solve real-world problems. Different technology tools are embedded throughout the class to enhance scientific communication. Course content includes: forensics, matter, motion, energy, electricity, magnetism, and waves. Students will complete a design project that includes inquiry and analysis of a design opportunity, conceptual design development, refinement, testing, and evaluation.

### \*\*\*Honors Principles of Biomedical Science (PLTW)

2 semesters - 1.0 credit – (9th grade) 4- year Science Cohort Program. *Prerequisite: None.* Principles of Biomedical Science (PBS) is a full-year high school course in the Project Lead The Way (PLTW) Health Sciences Program. This course is designed for freshmen and serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field. This is the first course

in a series of 4 for students with a strong interest in health science careers. This course is considered a lab science for freshmen.

### **\*\*\*Biology**

2 semesters - 1 credit. *Prerequisite: Completion of Physical Science/Applied Physics/STEM or admissions portfolio.*

The course covers the general spectrum of biology, including but not limited to introductory biology concepts, chemistry of life, cell structure and function, genetics, and ecology. It includes laboratory procedures and investigations that provide a hands-on experience of topics covered in class. Students will be expected to complete one or more projects. Lab skills will be stressed.

### **\*\*\*Honors Biology**

2 semesters - 1 credit. *Prerequisite: Completion of Physical Science/Applied Physics/STEM with an A both semesters or by admissions portfolio.*

In-depth studies of the standard spectrum of biology are explored and lab skills are stressed. Topics include, but are not limited to: introductory biology concepts, chemistry of life, cell structure and function, genetics, and ecology. This course is designed for academically motivated students. Individual and/or group projects are required. Students are expected to do extra readings, projects, or term papers.

### **\*\*\*AP Biology**

2 semesters - 1 credit. *Prerequisite: Completion of Honors Biology and Honors Chemistry with a B+ or better each semester or completion of Biology and Chemistry with an A both semesters.*

The AP Biology course is part of the Advanced Placement Program sponsored by the College Board. This is a full-year course for students who wish to pursue a college level biology course in high school. The course follows the AP Biology program. The lab work includes descriptive and experimental exercises that will encourage students to develop important science skills and higher order thinking which are most often found in general college biology courses. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*Chemistry**

2 semesters - 1 credit. *Prerequisite: Completion of Biology.*

Chemistry is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety. As an applied math class, this course also includes mathematical problem solving. Students will be required to keep a lab notebook and will be required to design and carry out laboratory experiments.

### **\*\*\*Honors Chemistry**

2 semesters - 1 credit. *Prerequisite: Completion of Honors Biology with a B or better each semester or Biology with an A both semesters. Students must also earn a B or better both*

*semesters in Honors Geometry or an A both semesters in Geometry OR be concurrently enrolled in Geometry WITH an A both semesters in Algebra I or a B both semesters in Honors Algebra I.* The course is structured and designed for students with strong interests in math and science. It uses experiments to introduce the principles of chemistry. The course content includes the study of atomic structure, chemical bonding, reactions, mass relationships in reactions, gasses, liquids, solids, solutions, acids and bases, kinetics and equilibrium, oxidation and reduction, organic and nuclear chemistry. Laboratory experiments will be used to reinforce topics studied. Students will be expected to keep a lab notebook and to produce projects and design experiments.

### **\*\*\*AP Chemistry**

2 semesters - 1 credit. *Prerequisite: Completion of Honors Chemistry with a B+ or better both semesters or Chemistry with an A both semesters AND completion or concurrent enrollment in Algebra 2.*

The AP Chemistry course is part of the Advanced Placement Program sponsored by the College Board. AP Chemistry is a full-year course for students who wish to pursue a college-level chemistry course in high school. This course follows the AP Chemistry program. The lab work includes exercises in both quantitative analysis as well as those exercises typically found in a general college chemistry course. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*Physics**

2 semesters - 1 credit. *Prerequisite: Completion of Chemistry.*

This course focuses on the physical nature of our world. This course requires some basic algebra and basic trigonometry (taught and/or reviewed in class as needed) to work out numerical problems applying the concepts learned. The course is designed as an introduction to physics for the college-bound student who plans a career in the health-care field or in technology. The class involves frequent labs with appropriate lab reports. Topics include motion, force, work, energy, and waves.

### **\*\*\*Honors Physics**

2 semesters - 1 Credit. *Prerequisite: Open to juniors and seniors who have completed Honors Chemistry with a B or higher both semesters or Chemistry with an A both semesters who have completed Honors Algebra 2 with B+ or better both semesters and will be concurrently enrolled in Pre-Calculus or higher and have a teacher recommendation.*

This advanced course involves a more rigorous application of mathematics to mechanics. The class involves frequent labs with appropriate reports/presentations. Topics include: Motion, Force, Work, Energy, Momentum, Circular Motion, and Waves. This is for the student who is preparing for a college major in science.

### **\*\*\*AP Physics 1**

2 semesters - 1 credit. *Prerequisite: Honors Physics, B or better both semesters in all Honors science and math courses through Honors Pre-Calculus OR an A both semesters in all science and math courses through Pre-Calculus.*

The AP Physics 1 course is part of the Advanced Placement Program sponsored by the College Board. AP Physics 1 is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular

momentum); work, energy, and power; and mechanical waves. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*Anatomy and Physiology**

2 semesters - 1 credit. *Prerequisite: Completion of Biology and Chemistry.*

This year-long course presents a study of human anatomy. The nine systems of the body will be studied, focusing upon the themes of homeostasis, the inter-relationship of body systems, and the balance of structure and function. Throughout the course, students will exercise their analytical and problem-solving skills. Classroom learning is accompanied by required laboratory dissection.

### **\*\*\*Honors Anatomy and Physiology**

2 semesters - 1 credit. *Prerequisite: Completion of Biology and Chemistry with an A both semesters or Honors Biology and Honors Chemistry with a B or better both semesters.*

This course is for students interested in a science or health-related career. A detailed study of the structures and functions of the human body from the cellular level through the systems level will be included. Major components of this class are dissection lab work and writing in-depth lab reports.

### **\*\*\*Astronomy**

2 semesters - 1 credit. *Prerequisite: Completion of Biology and Chemistry.*

This inquiry-based science class will focus on the fundamental study of the universe. Students will investigate the foundation and tools of astronomy. The composition and peculiarities of the planets and our moon will be examined. The students will investigate stars and the dynamics of the solar system. The creation of the universe including different theories will be explored. Students will investigate these phenomena and others through a sequence of lab activities where they will make observations, analyze data, and complete research in order to develop an understanding of how these forces affect the Earth.

### **\*\*\*AP Environmental Science**

2 semesters - 1 credit. *Prerequisite: Open to juniors and seniors who have completed Biology and Chemistry with an A both semesters or Honors Biology and Honors Chemistry with an A both semesters OR teacher recommendation.*

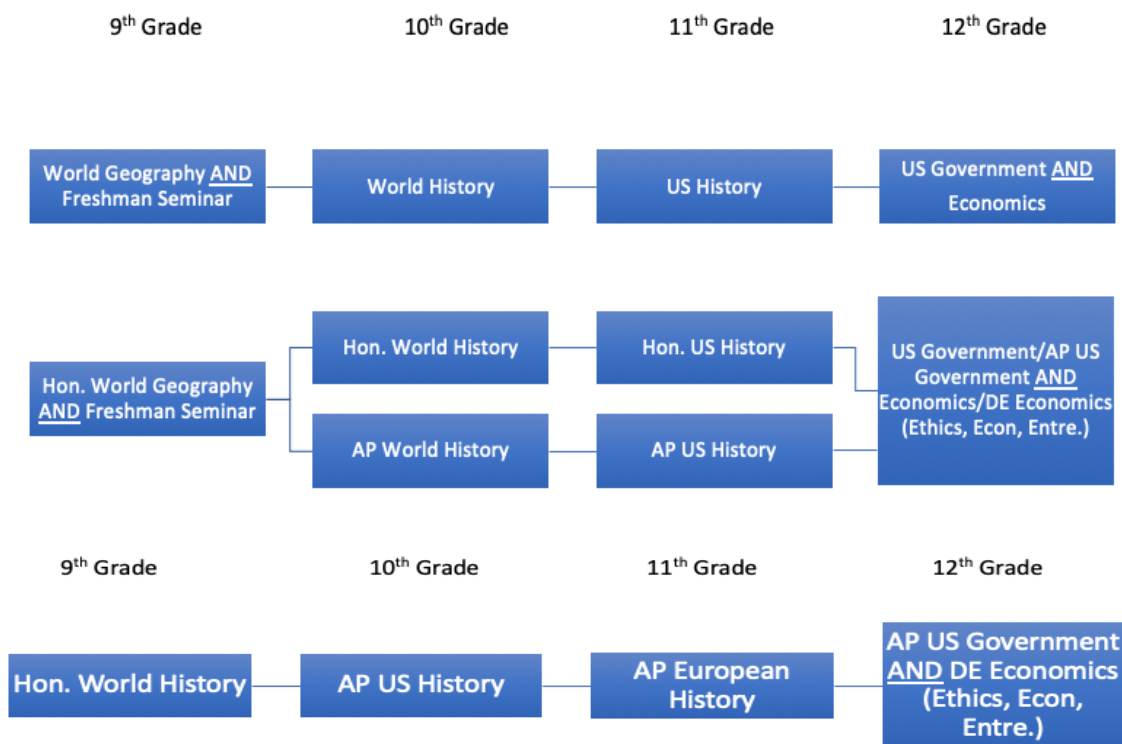
The AP Environmental Science course is part of the Advanced Placement Program sponsored by the College Board. Students will use scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. As Environmental Science is interdisciplinary, a wide variety of topics from different areas of study will be examined, including earth systems, the living world, ecology, natural resources, energy resources, natural resource consumption, and pollution. Oral and written reports and laboratory experiments are incorporated into this course. Students are required to take the AP exam in May and are responsible for exam fees.

## Social Studies Courses

*Social Studies Scope and Sequence: There are several social studies pathways at NDP depending on student placement test results. Review carefully to plan schedules accordingly.*

Please note:

- Review grade requirements for advancing to higher levels.
- Economics and Honors U.S. History has a Dual Enrollment (DE) option.



### \*\*\*Freshman Seminar

1 semester - 0.5 credit. Required for all freshmen..

This course has been designed to equip students with the skills necessary to establish a successful middle school to high school transition and beyond. Students will learn both personal and academic skills to help them navigate the social and academic aspects of high school in order to be a successful, contributing member of both the NDP community and beyond. Major topics to be covered are: organization, time management, note taking, study skills, college preparation, career and life skills.

### \*\*\*World Geography

1 semester - 0.5 credit. Placement determined by admissions portfolio.

This course focuses on the themes of geography (location, place, movement, and region) and their influences on the historical development of religion, philosophy, technology, and the arts throughout the world. Along with learning about the importance of geography and its effects on human behavior, this course provides a broad-based overview of the development of eastern and



western cultures. This course will be intermixed with current events throughout the year, allowing the students to make a modern-day connection to the countries of the world.

### **\*\*\*Honors World Geography**

1 semester - 0.5 credit. Placement determined by admissions portfolio.

This is a one-semester world geography course for students who would like to prepare for Honors or AP level work. In addition to covering the major aspects of world geography, the course takes students to higher levels of research and study. The course goes beyond merely memorizing places and focuses upon understanding and explaining some of the political, historical, economic, and cultural relationships that bind people together. There is the inclusion of more detail in all areas, including population, migration, language, development, agriculture and industry, urban patterns, and resource problems. Socratic seminars, current events, oral presentations, and debates are additional forms of assessment in this course. The student must have excellent reading, writing, and speaking skills.

### **\*\*\*World History**

2 semesters - 1 credit. *Prerequisite: Completion of World Geography or placement determined by admissions portfolio.*

This course is a survey of world history from prehistoric times to the present emphasizing both content and thinking skills. The course introduces all regions of the world, although special emphasis is given to those regions which are particularly important in shaping today's culture and issues, including Europe, the Middle East, and China. The role of Catholicism throughout history is emphasized. The historical development of religion, philosophy, technology, and the arts are also studied.

### **\*\*\*Honors World History**

2 semesters - 1 credit. *Prerequisite: Completion of Honors World Geography with a B+ or better or World Geography with an A; or placement determined by admissions portfolio.*

The purpose of this course is to provide students with a comprehensive understanding of world history, from earliest times to the present day. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the manner in which the modern historian works. In the first semester, particular attention will be paid to the development of civilization by studying examples of cultures found in each region of the world. In this process, particular attention will be paid to the role of religion in the development and spread of these civilizations. In the second semester, focus will be placed upon the appearance of modern political ideologies; and the roles they have played, independently and interdependently, in shaping the modern world. This course will maintain a fast pace as it proceeds through the material. It is expected that the students will do outside work in order to be prepared for class. It is further expected that the students in this course will contribute frequently and positively to class discussion. In addition to the textbook, supplementary readings are required.

### **\*\*\*AP World History: Modern**

2 semesters - 1 credit (10). *Prerequisite: Completion of Honors World Geography with an A- or better and completion of or concurrent enrollment in Honors Argumentation and Rhetoric.*

AP World History is a course designed for highly motivated students of World History. In AP World History, students will develop a greater understanding of the evolution of global processes



and contacts, focusing on the time period from 1200 A.D. to present after offering a brief overview of earlier times. The course highlights the nature of changes in international frameworks and their causes and consequences. In this course, students will learn how historians create the story of our past, thus developing habits of mind that help refine their analytical abilities and critical thinking skills. These include making arguments using primary source evidence, making informed comparisons, and developing interpretations of cause and effect in human society. One goal for the course is to provide an engaging and rigorous curriculum that motivates students. The long-term objective is for students to demonstrate an understanding of how the big picture of world history assists in understanding the complexities of today's global arena. The course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college course. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*U.S. History**

2 semesters - 1 credit. *Prerequisite: Completion of World History.*

This course is a one-year survey course of American History from the Colonial Period and American Revolution through the 21st Century, with an emphasis on the major social, political, economic, and military changes throughout the time period. The course will analyze the causes and effects of historical events through critical thinking of assigned readings, supplemental primary and secondary sources, and documentaries. Students will be expected to work individually and in groups to write, present, and discuss critically the conventional accounts of history.

### **\*\*\*Honors U.S. History DE**

2 semesters - 1 credit. *Prerequisite: Completion of Honors World History with a B+ or better in both semesters; or World History with an A in both semesters. Dual Enrollment credit is available through Scottsdale Community College (SCC) at an extra cost.*

This course is an in-depth, college-level investigation of American history from the Colonial Period and the American Revolution through the 21st Century. Students develop and use skills and methods of historical analysis to analyze primary and secondary sources, develop historical arguments, and make historical connections. This course will emphasize a series of key themes throughout the year. These themes are essential to a comprehensive study of the United States history. The themes will include discussions of American diversity, the development of the unique American identity, the evolution of American economic trends and transformations, environmental issues, the development of political institutions and the components of citizenship, social reform movements, the role of religion in the making of the United States and its impact on the multicultural society, the history of slavery and its legacies in this hemisphere, war and diplomacy, and finally, the role of the United States in an increasingly global arena. Students will be expected to write, present, and discuss in a historically critical manner.

### **\*\*\*AP U.S. History**

2 semesters - 1 credit. *Prerequisite: Completion of Honors World History with a B+ or better in both semesters or AP World History with a B or better in both semesters and completion of or concurrent enrollment in Honors Argumentation and Rhetoric.*

The AP U.S. History course is part of the Advanced Placement Program sponsored by the College Board. This is a college-level course which requires a great deal more reading than the

regular American History, with an emphasis on critical reading and problem-solving through the use of stimulus-based questioning. Supplemental texts are used in addition to summer reading assignments. Essay writing and research with a focus on analysis and synthesis of information will be the primary learning style for this course. Frequent and positive contributions to class discussions are a requirement for this course and failure to verbally engage on a regular basis will lead to your removal from class. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*Economics**

1 semester - 0.5 credit. *Prerequisite: Completion of U.S. History.*

Economics will examine the way in which economics affects the lives of individuals. The class will also examine how individuals through their economic choices shape the world. The study of economics includes learning about scarcity and choice, opportunity cost and trade-offs, productivity, supply and demand, economic systems, the roles of government, monetary policy and fiscal policy as well as other recurrent themes, such as the economy and global issues. A unit on personal finance is also included.

### **\*\*\*DE Honors Ethics, Economy, and Entrepreneurship**

1 semester - 0.5 credit. Dual Enrollment through University of Arizona. Meets AZ state graduation requirements for Economics. *Prerequisite: Completion of AP US History or Honors US History with a B or better in both semesters; or U.S. History with an A in both semesters.*

The goal of this class is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving, to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. Students will learn to weigh both short- term and long-term effects of decisions as well as possible unintended consequences. Students will analyze current issues and public policies and understand the complex relationships among economic, political, and cultural systems. All of the above will be examined through basic economics, microeconomics, macroeconomics, and basic personal finance.

### **\*\*\*United States Government**

1 semester - 0.5 credit. *Prerequisite: Completion of U.S. History.*

The United States Government course at Notre Dame Preparatory explores the development of the United States Constitution and how it functions through the legislative, executive, and judicial branches, the foundations of American government, civil liberties and rights, and state and local governmental structure and functions. This class will look at government in action from both historical and current perspectives. In addition to this, the course seeks to continuously develop and foster higher-level critical thinking skills that emphasize analysis, synthesis, and evaluation. Students are expected to be open-minded as belligerence during discussion time is not tolerated. As a result, students will learn how to support their positions with credible and factually based evidence. In doing so, students will learn how to accept the critiques and varying viewpoints of their classmates on a pathway toward academic excellence. Finally, this class will look at government in action from both historical and current perspectives.

### **\*\*\*AP United States Government**

1 semester - 0.5 credit. *Prerequisite: Completion of AP U.S. History with a B+ or better in both semesters; or completion of Honors US History with an A- in both semesters; or U.S. History with an A in both semesters.*

NOTE: In order to facilitate practice and study both semesters, students enrolled in AP US Government will be concurrently enrolled in DE Ethics, Economy and Entrepreneurship. Students will complete .25 credit hours of each of these course in the fall semester and .25 credit hours in the spring for a total of .5 credit in AP Government and .5 credit in DE Ethics, Economy & Entrepreneurship.

The AP U.S. Government course is part of the Advanced Placement Program sponsored by the College Board. This course covers topics such as the institutions and policy processes of the federal government, the federal courts and civil liberties, political parties and interest groups, political beliefs and behavior, and the content and history of the Constitution. Oral discussion and writing focusing on analysis and synthesis of information will be the primary learning style for this course. Students are required to attend review sessions prior to the test. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*AP Comparative Government and Politics**

1 semester - 0.5 credit – Elective. *Prerequisite: Completion of AP U.S. History with a B+ or better in both semesters; or Honors US History with an A- or better in both semesters; or U.S. History with an A in both semesters.*

AP Comparative Government and Politics course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the diversity of political life, show available institutional alternatives, explain differences in processes and policy outcomes, and communicate to students the importance of global, political, and economic changes. Comparison assists both in identifying problems and in analyzing policy making. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse. In addition to covering the major concepts that are used to organize and interpret what is known about political phenomena and relationships, the course will cover specific countries and their governments. Six countries form the core of the course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. This course is especially recommended for students who want to experience the rigor of an AP course but may not have previously taken an AP course. Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*AP European History**

2 semesters - 1 credit – Elective (10-12). *Prerequisite: Completion of Honors World Geography with a B+ or better in both semesters and completion of or concurrent enrollment in Honors Argumentation and Rhetoric. Does not meet World History graduation requirement.*

AP European History is a two-semester elective designed to explore the principal factors that have come to create the intellectual, cultural, social, economic, and political realities of modern Europe. This course emphasizes relevant factual knowledge about European History from 1450 A.D. to the present as well as the basic analytical skills required to understand their significance. Students engage with a multitude of primary and secondary resources in their effort to develop basic historical capabilities with frequent time dedicated to interpretive essay writing. In accordance with College Board requirements, the work of this course is to be of at least the same

rigor as that of an introductory undergraduate college course. This course is especially recommended for students who want to experience the rigor of an AP course but may not have previously taken an AP course. Students are required to take the AP exam in May and are responsible for exam fees.

### **Social Studies Electives**

#### **\*\*\*Current and Future Issues**

1 semester – 0.5 credit – Elective (11-12)

Students will study the ever-changing panorama of current events and issues that affect the United States and people around the world. Topics may include political, economic, social, and environmental issues that affect their lives now and will continue to affect them in the future. Class discussion and group presentations will be utilized.

#### **\*\*\*Honors Philosophy**

1 semester - 0.5 credit – Elective (11-12). *Prerequisite: Earned a B or better both semesters in Honors/AP English, social studies and science level courses OR an A both semesters in sophomore level English, social studies, and science courses.*

Honors Philosophy provides a survey of Western philosophy through the 20th century. The first half of the course will seek a definition of “philosophy,” as well as an understanding of the basic methods of philosophical thought. The second half of the course will consist of a survey of great thinkers in the history of Western philosophy, and discussions of the topics they sought to address.

#### **\*\*\*Psychology**

1 semester - 0.5 credit – Elective (11-12)

Psychology is a science that studies the processes of the human mind through one’s behavior and social patterns. This course covers such topics as learning, emotions, intelligence, heredity, environmental differences between individuals, and the nature and development of personalities. Through individual and group projects, oral and written reports, discussions, and multimedia material, students will better understand how we influence others and their influence on us. Supplemental materials will be used.

#### **\*\*\*Sociology**

1 semester - 0.5 credit – Elective (11-12).

Sociology will study the interaction of groups and individuals in a society. This course studies the sociologist’s perspectives, theories, and challenges of an ever-changing population. It looks at the socialization process and the influence of family, peers, school, media, religion, and government. Through multimedia material, discussions, debates, and individual and group projects, students will learn to better understand their roles and influence in their society.

#### **\*\*\*Street Law**

1 semester - 0.5 credit – Elective (11-12).

This course discusses the laws that are of practical use in everyday life. The course is designed to provide the students with an understanding of their legal rights and responsibilities, knowledge of everyday legal problems, and the ability to analyze, evaluate, and, in some situations, resolve legal disputes. This course addresses general problems in the areas of criminal and juvenile

justice, torts, and consumer, family, and individual rights law. The course will also help the student become a better and more active citizen.

**\*\*\*The Evolution of Popular Culture: 1955-2020**

1 semester - 0.5 credit – Elective (11-12).

The purpose of this course is to introduce students to popular culture, and the various strands that combine to make up this culture today. These strands will be studied in isolation as well as by examining how they act upon and interact with each other. The primary focus will be on the popular culture of the United States, and by necessity it will take on a global perspective. The dominant theme of the course is the ways in which culture remains “popular” by having successive generations “push back boundaries.” In the course of studying this material, students will be exposed to a variety of learning media: art, photography, advertising, literature, textbooks, music, film, television, and internet resources. It will combine such aspects of the social sciences as history, sociology, economics, political science, and geography. Students will be graded based upon written assignments, presentations, class contribution, and tests.

**\*\*\*Ethics, Culture, and Principles Seminar**

1 semester - 0.5 credit – Elective (10-12). *Prerequisites: Completion of English I with a B or better.*

The Ethics, Culture, and Principles elective is a research-based, seminar-style course that leads students through an extensive history of ethics and how it has manifested itself into codes of conduct and principles among various cultures, beginning in Ancient Greece and continuing through Biblical times, Feudal Japan, the Chinese Dynasties, Norse tribes, Native Americans, and ultimately today in America and other modern countries. The course will examine each culture’s take on ethics and ultimately identify specific nuances that align with the principles of the Catholic faith. A leading question in each culture examined will be whether any evidence of ethics correlates to the human dignity of the culture’s citizens, and if applicable, its slaves.

## Theology Courses

Please note:

- All Theology classes are listed chronologically (Theology 1, Theology 2, etc.)
- All students are required to take Theology each semester at Notre Dame Preparatory, in accordance with Diocesan school standards.
- Review Prerequisites carefully as they are slightly different from the standard Prerequisites.



\*Beginning in 2020-2021, Honors Theology 3 will be offered to select students. Please see course description below for pre-requisites. Beginning in 2021-2022, Honors Theology 4 will be offered to select students.

### **\*\*\*Theology 1**

2 semesters - 1 credit

1st semester - The Revelation of Jesus Christ in Scripture (History of Scripture I)

The purpose of the course is to give students a general knowledge and appreciation of Sacred Scripture. Through the study of the Bible, students will come to encounter the living Word of God, Jesus Christ. They will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. Students will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each. They will pay particular attention to the Gospel so that they may grow to know and love Jesus Christ more personally.

2nd semester - Who Is Jesus Christ? (History of Scripture II)

The purpose of the course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the fullness of revelation to us from God. In learning about who Jesus is, the students will also learn who He calls them to be.

### **\*\*\*Theology 2**

2 semesters - 1 credit

1st semester - The Mission of Jesus Christ (The Paschal Mystery)

The purpose of the course is to help students understand all that God has done for us through His Son, Jesus Christ. Students will learn that for all eternity God has planned for us to share eternal happiness with Him and that this is brought about through the act of redemption. Students will learn further that they share in this redemption only in and through Jesus Christ. Finally, they will be introduced to what it means to be a disciple.

2nd semester - Jesus Christ's Mission Continues in the Church

The purpose of the course is to help students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by Him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church.



### **\*\*\*Honors Theology 2**

2 semesters - 1 credit

This course will follow a similar progression as Theology 2 but there will be a heightened focus on reading from the bible, historical analysis, research into primary sources and church documents, and most importantly, deeper reflection in prayer. Students who successfully complete this course may register for Honors Theology 3.

### **\*\*\*Theology 3**

2 semesters - 1 credit.

1st semester - Sacraments as Privileged Encounters with Jesus Christ

The purpose of the course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

2nd semester - Responding to the Call of Jesus

The purpose of the course is to help students understand the vocation of life: how Christ calls us to live. In this course, students will learn how all vocations are similar and how they differ. The course is structured around married life, single life, priestly life, and consecrated life. Students learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

### **\*\*\*Honors Theology 3**

2 semesters - 1 credit. Open to juniors. *Prerequisites: Completion of Theology 2 with an A or B both semesters and instructor recommendation*

This course will follow a similar progression as Theology 3 but there will be a heightened focus on exploring the writings of the early church Fathers, learning liturgical Latin, developing one's prayer life and learning how to be a disciple of Christ in the modern world. Students who successfully complete this course may register for Honors Theology 4.

### **\*\*\*Theology 4**

2 semesters - 1 credit

1st semester - Catholic Church History

The purpose of the course is to supply students with a general knowledge of the Church's history from apostolic times to the present. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by Him throughout history through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today and, as such, has both divine and human elements. Students will learn about the Church's 2,000 years of history and about how the Church is led and governed by the successors of the Apostles.

2nd semester - Life in Jesus Christ

This course assists the students in their reflection on a thematic question: What kind of person am I becoming and what kind of person do I want to become? The students will be presented a basic Christian vision of morality with Jesus as their model of humanness as a way to respond to the above question. This course will explain what it means to be a person of conscience and each person's responsibility for conscience formation. Catholic moral teaching on a variety of issues



will be presented. This course will give the students the tools to achieve the goal of a properly formed conscience. It will use the theological and cardinal virtues, scripture, and Church teaching as the basis for moral decision-making. The purpose of the course is to help students understand that it is only through Christ that they can fully live out God's plan for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.

### **\*\*\*Honors Theology 4**

2 semesters - 1 credit. *Open to Seniors only. Prerequisites: Honors Theology 3*

This course will follow a similar progression as Theology 4 but there will be a heightened focus on the morality presented by St. Thomas Aquinas and other moral theologians the writing of the early church fathers and how they pertain to Church history, and developing a life of virtue along with the ability to explain and defend the teachings of Jesus Christ and the Catholic Church.

### **Theology Electives:**

#### **\*\*\*Christian Leadership**

1 semester - 0.5 credit - Elective (9-12).

Emphasis in this class will be on learning and developing leadership skills that mirror Jesus Christ such as servant leadership qualities, leading from the heart, and discernment. This course is scripture based and will allow students to develop Christian leadership skills such as: leadership styles, listening skills, conflict resolution, and leadership and discipleship. This class helps all students in their day-to-day lives to recognize their own worth and potential.

#### **\*\*\*Intro to Logic**

1 semester - 0.5 credit - Elective (9-10).

This course will include study of philosophers, their questions, and how to view reality. Why are good things good? Why are good things sometimes difficult? What is truth? Logic is the science of how to think and get from one rational thought to another. This course gives an overview of philosophy and the relationship between faith and reason, science and religion.

#### **\*\*\*Honors Medical Ethics**

1 semester - 0.5 credit - Elective (10-12). *Prerequisite: An A in Theology AND a B in English or Social Studies.*

This course examines ethical issues in health care through the lens of Catholic moral thought. Students will first be introduced to the terminology and approaches of secular bioethics in order to understand similarities and differences between a secular and Catholic approach. Students will then explore theological foundations for health care ethics, including Christian anthropology and the meaning of the Christian life as it relates to issues that arise in health care. The course will engage specific teachings of the Catholic Moral tradition that bear directly on issues of healthcare ethics, including reproductive technologies, contraception, end-of-life decision making and physician-assisted suicide. A course format integrating lecture and active case discussion will provide both an understanding of principles and the opportunity to develop practical dilemma-solving skills.

#### **\*\*\*Honors Biblical Archeology**

1 semester - 0.5 credit - Elective (10-12). *Prerequisites: Requires a B+ or higher both semesters in Theology class and teacher recommendation*

Investigate the Old and New Testament through the lens of archeology. This is a research class where students will learn basic principles of archeology by virtually exploring 8 archeological sites in the Holy Land.

**\*\*\*The Search for Happiness and Purpose**

1 semester - 0.5 credit - Elective (10-12). *Prerequisites: Requires a B or higher both semesters in Theology*

This course is a personal exploration of the realities of truth, beauty and goodness. Students will have the opportunity to discover how each of these realities plays a role in their everyday lives and their individual search for happiness and purpose. Students will choose a topic of interest to begin their research and create a documentary displaying the journey of their search for happiness and purpose.

**\*\*\*Honors History of Christian Arts and Spirituality**

1 semester - 0.5 credit - Elective

Open to sophomores (see prerequisite), juniors and seniors with a B or higher both semesters in Theology and Social Studies or English. *Prerequisite: Sophomores must obtain a recommendation form signed by their Theology teacher.*

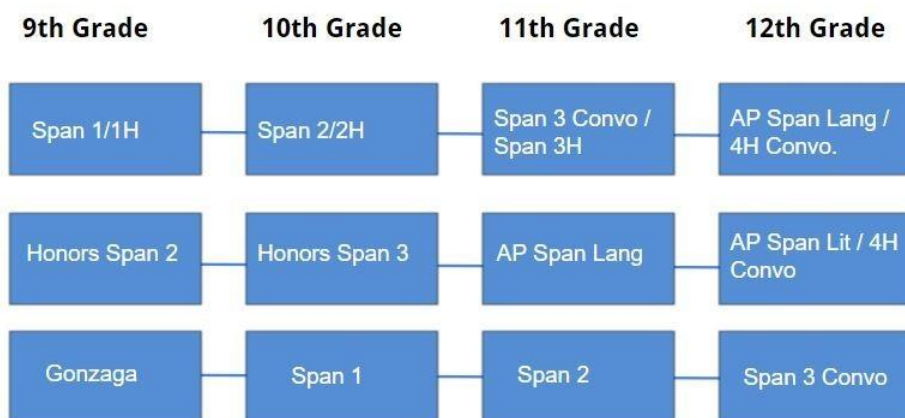
This is a humanities course that presents a historical overview of Christian spirituality as it is exemplified through art, architecture, literature, music, and theatre/film. Students will explore and investigate four major time periods of spiritual growth and renewal in Christian history: pre-Constantine period of persecution, the Celtic monastic movement, Renaissance and the Age of Global Exploration, and our current period of St. John Paul II's new evangelization. A "mini-unit" on ethics of art and culture during World War II is included in the fall semester. This is a project-based course using historical research as a means to explore personal spiritual growth. The semester project requires each student to research a topic of personal interest, then create and publish a Web 2.0 resource.

## World Language Courses

*World Language Scope and Sequence: There are several world language pathways at NDP depending on student placement test results. Review carefully to plan schedules accordingly.*

Please note:

- Review grade requirements for advancing to higher levels such as Honors and AP.
- Students must take the same language for three consecutive years.
- Students who wish to pursue the Seal of Biliteracy on their diplomas will have to demonstrate proficiency in English and World Language through standardized testing results.



### **\*\*\*American Sign Language (ASL) 1**

2 semesters - 1 credit. (9-12)

This course is an introduction to American Sign Language (ASL) and is designed for students with no or minimal sign language skills to develop basic skills according to the ACTFL Can-Do Statements and the 5 C's (Communication, Culture, Connection, Comparison, and Culture) standards in use of ASL. Emphasis is upon acquisition of comprehension, production and interactional skills using basic grammatical features. ASL will be taught within contexts and related to general surroundings and everyday life experiences. This course is recognized as a World Language credit.

### **\*\*\*American Sign Language (ASL) 2**

2 semesters - 1 credit. *Prerequisite: ASL 1 or instructor approval.*

This course builds on the foundations of American Sign Language (ASL). It is designed for students who have passed ASL 1 or possess basic sign language skills. This course supports sign language skills development and a continuation of studying Deaf Culture. Emphasis is upon acquisition of comprehension, production and interpersonal interactional skills using grammatical features along with types of classifiers. ASL 2 will be taught within contexts and related to general surroundings and everyday life experiences. This course is recognized as a World Language credit.

### **\*\*\*American Sign Language (ASL) 3**

2 semesters - 1 credit. *Prerequisite: ASL 2 or instructor approval.*

Continues the study of American Sign Language (ASL) whereby students develop expressive and receptive language skills with an increased emphasis on complex vocabulary, grammatical structures, and cultural awareness. The outcomes and the World Language standards are aligned with the American Council Teaching of Foreign Language WL standards. This course is recognized as a World Language credit.

### **\*\*\*American Sign Language (ASL) 3 Honors**

2 semesters - 1 credit. *Prerequisite: Grade of B+ or better in ASL 2 or instructor approval.*

Continues the study of American Sign Language (ASL) whereby students develop expressive and receptive language skills with an increased emphasis on complex vocabulary, grammatical structures, and cultural awareness. This is an honors course which focuses more on reflexive narratives, ASL Literature that includes a Drama Critique, poetry, ABC Story, and Classifier Story. Students can choose to apply for the National ASL Honor Society (ASLHS). ASLHS provides scholarships and national competition opportunities. With expanded vocabularies and grammatical patterns, students continue to develop their ASL competencies in numerous conversational settings where they can function comfortably in a wide variety of situations in the Deaf community. The outcomes and the World Language standards are aligned with the American Council Teaching of Foreign Language (ACTFL) world language standards applying the 5 C's: Communication, Culture, Connections, Comparisons, and Community. This course is recognized as a World Language credit.

### **\*\*\*American Sign Language (ASL) 4 Honors**

2 semesters - 1.0 credit. *Prerequisite: ASL 3/3H or equivalent. Instructor approval required.*

Advanced American Sign Language skills including continued vocabulary. Emphasis on conversational techniques in a cross-cultural framework. Continued work on conceptual accurate signing of English idioms and words with multiple meanings. Continues to develop cultural awareness, comprehension and production skills, and emphasizes a variety of sentence structures in American Sign Language with a continued focus on interactive communicative competence. This course provides students with the opportunity to continue to become skilled in ASL conversational fluency while developing an understanding and awareness of the culture, heritage, and civic values of the U.S. Deaf community. Advanced American Sign Language - continues to develop cultural awareness, advanced comprehension and production skills including a variety of complex sentence structures in American Sign Language. In addition, continued focus on advanced interactive communicative competence and continues to expand vocabulary.

### **\*\*\*French 1**

2 semesters - 1 credit. Placement determined by the admissions exam.

French 1 is designed for those students who have never learned French or have a limited exposure to the language. We use a multimedia approach to meet the American Council on Standards for World Languages. Through the development of listening skills, the student begins to converse in the French language. Listening, speaking, reading, writing, and responding exercises are based on communicative objectives. Cultural narratives help the student learn about the customs and ideas of French or Francophone culture. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*French 2**

2 semesters - 1 credit. *Prerequisite: Successful completion of French 1 or admissions exam.*

French 2 students continue to develop skills in listening, speaking, reading and writing, allowing them to express themselves more freely in the oral and written skills of the target language. There are continued multimedia components that meet the American Council on Standards for World Languages. Each chapter has communicative objectives. Added cultural notes and supplements will allow students to become familiar with dress, customs, and value systems through broadening their realm of experience. Students may be required to purchase supplementary materials. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*Honors French 2**

2 semesters - 1 credit. *Prerequisite: Completion of French 1 with a B+ or better and instructor approval*

Students continue to develop skills in listening, speaking, reading, and writing, allowing them to express themselves more freely in the oral and written skills of the target language and at higher levels. There are continued multimedia components that meet the American Council on Standards for World Languages. Each chapter has rigorous communicative objectives. Added cultural notes and supplements allow students to become familiar with various Francophone cultures. Students may be required to purchase supplementary materials. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*French 3**

2 semesters - 1 credit. Dual Enrollment option. *Prerequisite: Successful completion of French 2 or Honors French 2 passing with a C- or above or placement based on admissions exam*  
French 3 students continue to develop skills in listening, speaking, reading and writing. A reading component is emphasized, and a stronger focus is placed on written expression. Instruction is mostly in French, and students are expected to build to an intermediate level of fluency. Students may be required to purchase supplementary materials. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*Honors French 3**

2 semesters - 1 credit. Dual Enrollment option. *Prerequisite: Successful completion of French 2 or Honors French 2 passing with a B+ or above or placement based on admissions exam*  
Honors French 3 students continue to develop skills in listening, speaking, reading and writing, practicing these skills at an accelerated pace. This course is intended for students who would like to also continue studies in French after the third year. A literature component is introduced, and a stronger focus is placed on written expression. Instruction is mostly in French, and students are expected to build to an intermediate level of fluency. Students may be required to purchase supplementary materials. Students may be required to purchase supplementary materials. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*Honors French 4 – Language, Literature, and Culture**

2 semesters - 1 credit. Dual Enrollment option. *Prerequisite: Completion of Honors French 3 with a C+ or higher and instructor approval*  
This class will incorporate language learning and the culture of French and Francophone countries. Students will study the history of France and will also be required to read authentic written works in French. Students will read Francophone novels in order to better understand Francophone culture. Students will be required to speak French during class. Students may be required to purchase supplementary materials. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*Spanish 1**

2 semesters - 1 credit. Placement determined by the admissions exam.  
Spanish 1 is a course designed to introduce the student to all aspects of target language study. Grammar, reading, writing, and listening skills are included. Emphasis is placed on basic conversation, vocabulary building, and correct use of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. The Spanish 1 class will provide an appreciation and development of cultural awareness through various authentic materials. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*Honors Spanish 1**

2 semesters - 1 credit. Placement determined by the admissions exam.  
Students will develop skills in listening, speaking, reading, and writing, allowing them to express themselves more freely in the oral and written skills of the target language and at higher levels. Correct pronunciation and oral proficiency are primary goals. There are continued multimedia components that meet national standards. Each unit has rigorous communicative objectives.



Added cultural notes and supplements will allow students to become familiar with dress, customs, and value systems through broadening their realm of experience. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*Spanish 2**

2 semesters - 1 credit. *Prerequisite: Completion of Spanish 1*

Students continue to develop skills in listening, speaking, reading, and writing, allowing them to express themselves more freely in the oral and written skills of the target language. Correct pronunciation and oral proficiency are primary goals. There are continued multimedia components that meet national standards. Each chapter has communicative objectives. Added cultural notes and supplements will allow students to become familiar with dress, customs, and value systems through broadening their realm of experience. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*Honors Spanish 2**

2 semesters - 1 credit. *Prerequisite: Completion of Honors Spanish 1 with a B or better both semesters or Spanish 1 with an A both semesters and skills assessment.*

Students continue to develop skills in listening, speaking, reading, and writing, allowing them to express themselves more freely in the oral and written skills of the target language and at higher levels. Correct pronunciation and oral proficiency are primary goals. There are continued multimedia components that meet national standards. Added cultural notes and supplements will allow students to become familiar with dress, customs, and value systems through broadening their realm of experience. All course objectives are aligned with the Diocesan World Language Standards. Honors Spanish 2 is distinguished from Spanish 2 because of the greater complexity of assignments and learning objectives that include more in-depth essays and oral communication.

### **\*\*\*Spanish 2 for Heritage Speakers**

2 semesters - 1.0 credit – (9-12) *Prerequisite: Placement Only.*

This course is for students whose first language is Spanish and aims to develop language skills beyond informal discourse through debates, informative compositions, speeches, and formal presentations. Students will acquire or improve certain grammatical aspects of Spanish, such as the conjugation of verbs in the indicative and subjunctive tenses, compound tenses, stress and spelling. Students will also increase critical and practical reading comprehension and written expression skills using a variety of authentic articles of interest to heritage speakers. Students will expand knowledge of vocabulary through the use of prefixes, suffixes, idioms, set phrases, Spanish words of different origins and the management of the dictionary. Students will learn and appreciate the cultural richness not only of the Spanish-speaking countries, but also of the Hispanic population in the United States and their contributions to the culture of this country.

### **\*\*\*Spanish 3 Conversational**

2 semesters - 1 credit. *Prerequisite: Completion of Spanish 1 and Spanish 2*

The objective of this engaging and highly participatory course is to improve student's speaking ability and expand knowledge of Spanish vocabulary. Through dynamic conversational activities and daily opportunities for spontaneous conversation practice, students will improve comprehension and expression techniques, widen vocabulary base, and improve fluency.



Designed for Intermediate Spanish learners, this course is perfect for students who have previously studied grammatical structures such as the present, past, and informal future tenses and wish to focus on increasing fluidity. In this course, students will learn new words and idiomatic expressions, listen to audio of Spanish conversations to improve auditory skills, deepen knowledge of Latin American culture, and converse about a broad range of topics.

### **\*\*\*Honors Spanish 3**

2 semesters - 1 credit. *Prerequisite: Completion of Honors Spanish 2 with a B or better both semesters or Spanish 2 with an A both semesters and skills assessment.*

In this course, the student achieves a higher conversational level of oral proficiency in the language. A greater variety of reading selections are discussed in the target language according to the student's ability. Opportunities for enjoyment of the customs, ideas, and heritage increase. Several personalities and celebrities of the Spanish-speaking world are presented in this course. Students will be able to compare and contrast the different customs and celebrations within the Hispanic world. Literature is also introduced at this level, while continuing to use multimedia components. All course objectives are aligned with the Diocesan World Language Standards. Honors Spanish 3 is distinguished from Spanish 3 because of the greater complexity of assignments and learning objectives that include more in-depth essays and oral communication.

### **\*\*\*Spanish 4 Conversational**

2 semesters - 1 credit. (11-12) *Prerequisite: Completion of Spanish 3.*

The primary objective of this course is to develop the student's ability to communicate in Spanish in order to utilize intermediate-level conversational skills, pronunciation and oral proficiency. Emphasis on Hispanic Culture, including music, art, dance, food and cultural traditions will be used as a mode to entice oral discussion, vocabulary building, listening and reading skills as well as cultural awareness. This course is intended for juniors and seniors who wish to sharpen pronunciation and speaking fluency in a collaborative environment. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*Honors Spanish 4 Conversational**

2 semesters - 1 credit. (12) *Prerequisite: Completion of Honors Spanish 3 with a B or better both semesters or Spanish 3 with an A or better both semesters.*

The primary objective of this course is to develop and reinforce the student's ability to communicate in Spanish in order to improve conversational skills, pronunciation and oral proficiency. Emphasis on Hispanic Culture, including music, art, dance, food and cultural traditions will be used as a mode to entice oral discussion, vocabulary building, listening and reading skills as well as cultural awareness. This course is intended for seniors who wish to sharpen pronunciation and speaking fluency in a collaborative environment. All course objectives are aligned with the Diocesan World Language Standards.

### **\*\*\*AP Spanish Language and Culture**

2 semesters - 1 credit. *Prerequisite: Completion of Honors Spanish 3 with a B or better both semesters.*

This AP Spanish course is designed for students who have mastered the fundamentals of the Spanish language and who are now ready to apply those skills in all subject areas in the target language. The teacher will conduct the majority of the class exclusively in Spanish and students

will also be expected to and required to interact with their teacher and peers in the Spanish language through casual conversations and formal discussions throughout the class period. Both oral and written communication and comprehension in Spanish are emphasized through various assignments and class discussions. Students will be exposed to the Spanish language through various means, such as exclusive use of the target language in class, authentic listening comprehension activities, challenging and authentic reading assignments, formal and informal writing prompts, extensive review of Spanish grammatical concepts, and through AP practice tests, thus increasing proficiency in reading, writing, speaking, and listening. New: When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities). Students are required to take the AP exam in May and are responsible for exam fees.

### **\*\*\*AP Spanish Literature and Culture**

2 semesters - 1 credit (11-12). *Prerequisite: Completion of AP Spanish Language with a B or better both semesters.*

Following the College Board curriculum, this course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. Students are required to take the AP exam in May and are responsible for exam fees.

## **Miscellaneous Electives**

### **\*\*\*Christian Leadership**

1 semester - 0.5 credit - Elective (9-12).

Emphasis in this class will be on learning and developing leadership skills that mirror Jesus Christ such as servant leadership qualities, leading from the heart, and discernment. This course is scripture based and will allow students to develop Christian leadership skills such as: leadership styles, listening skills, conflict resolution, and leadership and discipleship. This class helps all students in their day-to-day lives to recognize their own worth and potential.

### **\*\*\*Leadership For Positive School Culture**

2 semesters - 1 credit. (12: Open to Senior House Captains only.)

In this class, senior House Captains will develop, implement and refine skills such as collaborative leadership, consensus decision-making, delegation of tasks, goal-setting, compromise, team-building, problem-solving, communication, time management, and decision-making. Students will plan and implement all aspects of House events and spiritual formation, respecting and complying with all school policies and procedures. They will develop methods to work cooperatively to ensure a sense of belonging for all students while instilling House pride, Sainly virtues, and friendly competition. Methods of surveying, opinion-gathering, evaluation of events and activities and statistics gathering will be developed and implemented.

### **\*\*\*Student Council Leadership**

2 semesters - 1 credit. (10-12: Open to Dog Pound Student Council members only.)

In this class, student council leaders will develop, implement and refine skills such as collaborative leadership, consensus decision-making, delegation of tasks, goal-setting, compromise, team-building, problem-solving, communication, time management, and decision-making. Students will plan and implement all aspects of student council school-wide events such as pep rallies, dances, and the student “Dog Pound” cheering sections for athletic events, respecting and complying with all school policies and procedures. They will develop methods to work cooperatively while instilling healthy school pride and friendly competition. Methods of surveying, opinion-gathering, evaluation of events and activities and statistics gathering will be developed and implemented.

### **\*\*\*The Science of Well-being**

1 semester - 0.5 credit – Elective (11-12) *Prerequisite: None.*

In this course students will engage in a series of challenges designed to increase their own happiness and build more productive habits. As preparation for these tasks, students will learn about and discuss misconceptions about happiness, annoying features of the mind that lead us to think the way we do, and the research that can help us change. Students will ultimately be prepared to successfully incorporate one or more specific wellness activities into their own lives. This course is based on Yale University's most popular psychology course. Students will engage in conversations about how to take care of ourselves and our mental health, and each week a different theme will be covered such as our expectations about happiness, overcoming our biases, increasing our grit and resilience, the importance of service, practicing gratitude and savoring, the benefits of prayer, and many other topics related to social-emotional learning.

**\*\*\*Office Aide - Counseling**

1 semester = 5 hours of service to Notre Dame Prep. This course is not for credit.

Open to sophomores, juniors, and seniors with a 3.0 unweighted GPA or higher. Must be responsible and self-motivated individuals in good academic standing. For more details, talk to the Director of Christian Service Learning. Can be repeated once for up to 10 hours of service to NDP. Office Aides serve Notre Dame Prep teachers and staff by carrying out tasks such as assisting with clerical work, posting and delivering messages, running errands, organizing documents. Students will help in various locations, depending on need. Students are only permitted to take one non-credit bearing course a semester.

**\*\*\*Free Period**

1 semester - 0 credit (12). This course is not for credit.

Seniors may elect to take 8th period as a free period with the approval of parents and counselor.

This may not be taken concurrently with a non-credit bearing course such as Office Aide.

Seniors are only permitted to take one non-credit bearing course a semester.

Freshmen, Sophomores, and Juniors are not allowed a free period. Students are only permitted to take one non-credit bearing course a semester.

**\*\*Please note:** If a senior has a free 8th period, he or she will need to leave campus at the end of 7th period. Plan transportation accordingly.