

# Notre Dame Belmont

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## Course Catalog



2024 - 2025



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# Graduation Requirements

Students must take at least 60 credits per year (the equivalent of six classes per semester), to earn the 240 required credits for graduation. Exceptions can be made for academic purposes with the approval of the School Counselor, Department Chairperson, and the Associate Head of School for Curriculum and Instruction. Students may also register for a maximum\* of 70 credits, or up to 7\* classes, in one semester at NDB. \* *A zero period visual & performing arts elective may be added as an 8th class (80 credits) with the approval of the student's parent/guardian, academic advisor and the Associate Head of School for Curriculum & Instruction.*

## 240 Required Credits

Required credits are broken down as follows (in alphabetical order).

Please see department sections for specific requirements.

- **Becoming Notre Dame:** 5 required credits (Fall Semester of Grade 9)
- **Computer Science:** 10 required credits
- **Electives:** 20 required credits (essentially any courses not part of the *required* lists)
- **English:** 40 required credits (including English I, II, III and IV, or the AP equivalent)
- **Kinesiology:** 10 required credits (one year of Physical Education with Health)
- **Mathematics:** 30 required credits (including Algebra II)
- **Science:** 30 required credits (including Biology and Chemistry)
- **Social Sciences:** 30 required credits (including Modern World History, U.S. History, and American Government and Economics or the AP equivalent)
- **Spiritual Life:** 35 required credits
- **Visual and Performing Arts:** 10 required credits
- **World Languages:** 20 required credits (two years of same language)

## Sample 4-Year Academic Plan

*Note: All courses listed below are 1 year in duration unless otherwise noted.*

Freshman	Sophomore
<ol style="list-style-type: none"> <li>1. Becoming Notre Dame (fall semester) &amp; Spiritual Life (spring semester)</li> <li>2. English I</li> <li>3. Mathematics</li> <li>4. Science</li> <li>5. World Languages</li> <li>6. Additional Required Course or Elective, including Computer Science Elective, Physical Education with Health, or <b>Visual and Performing Arts Elective</b>.</li> <li>7. Additional Required Course or Elective, including Computer Science Elective, <b>Physical Education with Health</b>, or Visual and Performing Arts Elective. With prior approval, students may also take AP Computer Science Principles or AP Human Geography.</li> </ol>	<ol style="list-style-type: none"> <li>1. English II</li> <li>2. Mathematics</li> <li>3. Modern World History</li> <li>4. Science</li> <li>5. Spiritual Life</li> <li>6. World Languages</li> <li>7. Additional Required Course or Elective, including <b>Computer Science Elective</b>, Physical Education with Health, or Visual and Performing Arts Elective. *Study Hall option available; however that will impact course totals for subsequent year(s)</li> </ol>
Junior	Senior
<ol style="list-style-type: none"> <li>1. English III (or AP equivalent)</li> <li>2. Mathematics</li> <li>3. Science</li> <li>4. Spiritual Life</li> <li>5. U.S. History (or AP equivalent)</li> <li>6. Additional Required Course or Elective</li> <li>7. Optional: Additional Required Course or Elective (Study Hall option available)</li> </ol>	<ol style="list-style-type: none"> <li>1. English IV (or AP equivalent)</li> <li>2. Spiritual Life</li> <li>3. U.S. Government/Economics</li> <li>4. Additional Required Course or Elective</li> <li>5. Additional Required Course or Elective</li> <li>6. Additional Required Course or Elective</li> <li>7. Optional: Additional Required Course or Elective (Study Hall option available)</li> </ol>

## Community College Courses

Any Junior or Senior interested in enrolling in a community college course for enrichment must have a cumulative unweighted NDB GPA of 3.5 or above and obtain permission from the appropriate Department Chair, their School Counselor, and the Associate Head of School for Curriculum & Instruction (AHOS) before enrolling in a course. The signature of the AHOS is required on the college course registration form, for authorization. *Please note that a community college course may not be taken in lieu of a core course at Notre Dame, and will not contribute to the Notre Dame GPA.*

## Advanced Placement (AP®) and Honors Courses

All AP and Honors courses offered at Notre Dame are weighted on the 5.0 scale for the Notre Dame GPA. However, please be aware that only the NDB courses marked with an asterisk\* in the descriptions to follow are recognized on the 5.0 scale by the UC/CSU in their GPA eligibility calculation. In addition, **the UC/CSU only recognizes these classes (which are marked with an asterisk below) on the 5.0 scale if they are taken in the student's sophomore year (grade 10) of high school or later.**

### AP Exam Dates and Fees

Students who take an AP class must also take the AP test in May, unless they have received authorization in writing from the Associate Head of School for Curriculum & Instruction. In cases where a student is seeking an exemption from the AP exam in May, the student will be expected to complete a final exam as per the regular schedule to complete the course for the semester (AP Exam Policy). The May exam is the culmination of a year's worth of study, and is the natural extension of taking an AP class. Each AP exam costs approximately \$95 per exam (updated in the Fall) and will be billed through Student Billing. Exams are ordered for students enrolled in an NDB AP course offering. Testing is not provided without enrollment in the associated NDB course\*.

*\*For students who intend to take an enrichment course outside of NDB, they will need to coordinate with the course provider for AP testing as it is not associated with the NDB curriculum.*

### NDB Department Recommendations

Each department has developed its own criteria for the selection of students into their Advanced Placement and Honors level courses. Student recommendations are based on their performance in prerequisite classes, entry exams, writing samples, and a holistic view of their schedule and interests.

### Typical Student Expectations for AP Classes:

- the necessary basic background knowledge for the course (where appropriate)
- the ability to:
  - stay well organized and balance multiple time challenges
  - work well under the pressure of deadlines
- the ability to:
  - prioritize time in accordance with academic needs
  - recognize when to ask for help, and be a self-advocate
  - put in **at least one hour of homework daily per AP course**
  - perform the required pre-class work (such as summer or break assignments)
  - pay the additional AP course fees (approximately \$95 for each exam) or apply for a fee waiver from NDB
  - **take the AP Exam** in May (a student who fails to take the AP Exam will need to complete the regularly scheduled final exam for the associated course in addition to any course projects to complete the semester grade.)

### AP Enrollment Information

1. During the spring, AP teachers will conduct optional informational sessions for students who have requested their AP classes. At these meetings, students will have the opportunity to ask about the time commitment and other requirements for that AP class.
2. Students requesting 3 or more AP courses are required to complete the [NDB AP® Expectations Worksheet](#), as well as to discuss and sign off on it with their parents or guardians, and NDB Counselor. This document must be completed in full and **turned into the student's NDB Counselor by March 28, 2024.**
3. Students may request multiple AP courses, however not all requests may be possible given the constraints of the master schedule. Understanding that these courses are highly desired, but sometimes not possible to accommodate given scheduling factors, we ask that students rank their selections from most important to least important based on future goals. We strive to fulfill as many requests as possible. In the event of a conflict, the student's NDB counselor will meet to confirm the preferences based on what is available and can be accommodated.
4. The standard add/drop policy (in the Fall) does not typically apply to AP course commitments. There is no penalty for dropping an AP class before June 5, 2024. However, students may not be allowed to drop an AP class after this date based on commitments to building the master schedule. We build the

course structure around the student request patterns. Requests to drop a future AP class before the end of the current school year will involve the student, parent, counselor, department chair, and

Associate Head of School for Curriculum & Instruction. **Any requests to drop a 2024-2025 AP class after June 5, 2024 may be denied.** The administration will make the final decision in all cases. AP classes are exempt from the standard Add/Drop policy due to the difficulty of scheduling higher level classes.

5. Please be sure to turn in the AP application/registration on time. Due to College Board deadlines, failure to turn in the AP application/registration on time could jeopardize admission to courses.
6. Finally, all students may find the [NDB AP® Expectations Worksheet](#) helpful in planning out their academic and extracurricular time commitments. You can find this document in the Appendices of this Catalog.

#### **AP® Exam Exemption Policy**

The May exam is the culmination of a year's worth of study, and is the natural extension of taking an AP class. In the event of a student seeking an exemption from the Exam, please note the following :

- Students may request an exemption from taking the Spring AP exam offered by CollegeBoard for courses designated as **AP®** in writing with a parent signature.
- Requests will be considered by the Assistant Head of School for Curriculum & Instruction.
- Requests should be made no later than March 08, 2024 to avoid incurring additional fees.
  - A fee (~\$55) is incurred by the student for unused exams. The fees for canceling exams vary and will be determined by CollegeBoard invoicing.
- If an exam exemption is given, the student will take a Spring final exam (20% of course grade as per standard) during the regularly scheduled final exam session for the designated course block. This is in addition to any course projects assigned to complete the semester of work.
  - Teachers will create the final exam based on the released questions from the AP exams.

#### **College Admission Requirements**

Please refer to department sections for college admission requirements. A full summary of UC/CSU admissions eligibility requirements and A-G subject areas are also available in the [Appendices](#) to this Course Catalog, and on <https://admission.universityofcalifornia.edu/admission-requirements/> for UC on [https://www.calstate.edu/apply/freshman/getting\\_into\\_the\\_csu/pages/admission-requirements.aspx](https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx) for Cal State (CSU)

# English Department

- NDB Graduation Requirements: Four consecutive years of college preparatory English courses, Levels I-IV, which include the study of classic, historical, and contemporary literature with regular reading, writing, and listening/speaking assignments of increasing complexity over the years.
- UC/CSU Eligibility Requirements Area B (English): 4 years of UC-approved English courses listed below, with the exception of Journalism, which is UC-approved Area G *elective*.
- Please also note that AP/Honors courses marked with an asterisk \* below are recognized on the 5.0 scale by the UC/CSU systems in their GPA eligibility calculation, if completed in grade 10 or later.

## Possible English course progression:

Freshman	English I
	English I Honors
Sophomore	English II
	English II Honors
Junior	English III
	AP English Language and Composition*
Senior	English IV
	AP English Literature and Composition*

**English Electives** (note: English electives do not satisfy the four-year English requirement):

All Grade Levels	Journalism I
Sophomore, Junior and Senior	Creative Writing
	Journalism II/III
	Journalism IV (Honors *)

- All core courses include a summer reading assignment that features at least two texts

## English Course Descriptions

### EN100

### English I

**UC/CSU Area:**

Area B - English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9

**Prerequisite:** successful completion of 8th grade.

**Description:** Freshmen begin their high school experience by exploring the guiding question, “Who am I as an individual?” Through a study of texts selected from classic and contemporary literature, including mythology, novels, plays, poems, and short stories, they will identify and analyze universal themes of coming of age, experience, and identity. Students begin building their toolkit of reading, writing, and listening/speaking skills through the identification of literary devices, vocabulary building, and the writing process, especially the formal academic essay. Through critical thinking, collaborative discussions, and projects/presentations, students develop their style and voice.

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### EN150

### English I Honors

**UC/CSU Area:**

Area B - English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9

**Prerequisite:** Reading, writing, and listening/speaking skills at or above the tenth grade level based on academic records, standardized test scores from the Catholic High School Placement Test (HSPT), formal academic writing samples, and teacher recommendations – The samples will be assessed by the English Department chairperson and teachers.

**Description:** Freshmen begin their high school experience by exploring the guiding question, “Who am I as an individual?” Through a study of selected texts from classic and contemporary literature, particularly mythology, novels, plays, poems, and short stories, they identify and analyze universal themes of coming of age, experience, and identity. English I Honors is designed for students who demonstrate reading and writing skills above their grade level and an ability to handle an increased workload with less foundational instruction. In addition to the skills and texts from English I, they read several additional texts, work at a deeper and more complex level, and are evaluated more rigorously.

Currently enrolled in E1, E2, or E3 and want to take Honors or AP	Currently enrolled in E1H, E2H, or AP Lang and want to continue in Honors or AP
<p>Must have <b>TWO</b> out of the <b>THREE</b> requirements (one of which must be the writing sample)</p> <ol style="list-style-type: none"> <li>1. Current teacher recommendation</li> <li>2. A- or higher in your current English class</li> <li>3. Complete a writing sample with a passing score during sample session in Jan - the honors/AP course instructor will evaluate using AP rubric</li> </ol>	<p>Must meet the <b>TWO</b> requirements</p> <ol style="list-style-type: none"> <li>1. Current teacher recommendation</li> <li>2. Fall Semester B or higher in your current English class</li> </ol> <p><b>** If an honors/AP student does not meet the two requirements they are <b>required</b> to complete the writing sample with a passing score during the sample session in Jan to be eligible for the requested honors course.</b></p>

## EN200

## English II

**UC/CSU Area:**  
Area B - English

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
10

**Prerequisite:** successful completion of English I.

**Description:** Sophomores explore the guiding question, “Who am I as a member of a community ?” through a survey of world literature, particularly novels, plays, and short stories. They identify and analyze universal themes of identity and conflicts between traditional and contemporary morals and ethics. Students continue building their toolkit and developing their reading, writing, and listening/speaking skills with literary devices, vocabulary building, and the writing process, focusing on analysis. Through critical thinking, collaborative discussions, and projects/presentations, students continue to develop their style and voice.

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## EN250

## English II Honors

**UC/CSU Area:**  
Area B - English

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
10

**Prerequisite:** Please reference table above English II for requirement notes.

*All transfer students must submit a scored formal academic writing sample from their previous school in order to be considered for the department's Honors/AP courses.*

**Description:** Sophomores explore the question, “Who am I as a member of a community?” through an accelerated study of world literature, focusing on classic, historical, and contemporary novels, short stories, plays, poetry, and other texts from around the globe. They study “intertextuality,” identifying common elements within and between literary works, analyzing universal themes throughout them, and relating such themes to everyday real life. They also continue their study of the writing process, drafting several formal academic essays throughout the year, including timed writes in preparation for future AP English courses. English II Honors is designed for students who demonstrate reading, writing, and listening/speaking skills above their grade level and an ability to handle an increased workload with less foundational instruction. In addition to select curriculum from English II and materials provided by the College Board, they read additional texts, work at a more complex and deep level, and are evaluated more rigorously.

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## EN300

## English III

**UC/CSU Area:**  
Area B - English

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
11

**Prerequisite:** Completion of English II or English II Honors

**Description:** Juniors explore the question, “Who am I as a citizen of a country?” through a survey over two centuries of American literature, focusing on essays, novels, and plays. They identify and analyze themes of American identity and the American Dream from the voices of early colonists to diverse contemporary writers. Students grow their English toolkit and develop their reading, writing, and listening/speaking skills through annotated close reading, vocabulary building, take-home and timed essay writing, and projects/presentations. Through critical thinking, collaborative discussions, and the writing process, students continue to develop their style and voice. The course is aligned with the U.S. History class in order to provide historical context for the development of the American literary voice. It also features

a longtime NDB tradition called The Gatsby Ball in which students study The Great Gatsby by F. Scott Fitzgerald, draft formal academic presentations based on elements from the text, and then present them at a junior class-only dinner and dance with food, music, and dancing from the Roaring Twenties.

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## EN350 AP English Lang and Comp

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area B - English	10 credits - One Year	11

**Prerequisite:** Please reference table above English II for requirement notes.

*All transfer students must submit a scored formal academic writing sample from their previous school in order to be considered for the department's Honors/AP courses.*

**Description:** The AP English Language course studies the ancient art of rhetoric in preparation for the College Board's Advanced Placement examination in May. The students learn the fundamentals of formal logic and the essential elements of rhetorical analysis through formal lecture and the exploration of multiple genres, modes of discourse and media, including; speeches, non-fiction articles, painting, film, cartoons as well as a broad selection of American Literature. The course follows the chronology of the AP US History to ensure that the historical context of the writing is studied to reveal the close interdependence of cultural, political and literary expression. Instruction is essentially exploratory through Harkness and Socratic seminars, research projects, formal literary analysis, multiple choice close reading among many of the instructional styles utilized. The students are skilled in close reading, argument, critical literary analysis and writing by the end of the course. Students who take this AP class must also take the AP exam in May.

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## EN400 English IV

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area B - English	10 credits - One Year	12

**Prerequisite:** Completion of English I/English I Honors, and English II / English II Honors, and English III/ AP Language and Composition

**Description:** Seniors explore the question, "Who am I as a member of the global community?" as they study a selection of classic and contemporary literature, focusing on essays, novels, and plays as well as making connections between universal themes in the literature that they have studied over the past four years. Students continue to grow their toolkit and practice their reading, writing, and listening/speaking skills through annotated close reading, vocabulary building, take-home and timed essay writing, and projects/presentation. Through critical thinking, collaborative discussions, and the writing process, students continue to develop their

## EN450

## AP English Lit and Comp

**UC/CSU Area:**  
Area B - English

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
12

**Prerequisite:** Please reference table above English II for requirement notes.

*All transfer students must submit a scored formal academic writing sample from their previous school in order to be considered for the department's Honors/AP courses..*

**Description:** Seniors explore the question, “Who am I as a member of the global community?” through an accelerated study of select classic, historical, and contemporary literature, focusing on novels, short stories, plays, poetry, and other texts. They study literary analysis, especially how certain literary devices and techniques enhance texts as well as how they illustrate universal themes. They also continue their study of intertextuality, identifying common elements within and between literary works that they have studied over the past four years, analyzing themes throughout them, and relating such themes to everyday real life. They also exercise and practice the writing process, drafting several formal academic essays throughout the year, including the college admissions personal statement, the college research paper, and timed writes in preparation for the AP English exam. AP English Literature is designed for students who demonstrate reading, writing, and listening/speaking skills above their grade level and an ability to handle an increased workload with less foundational instruction – The class prepares students at the freshman collegiate level in terms of weekly reading and writing expectations. In addition to select curriculum from English IV and materials provided by the College Board, they read additional texts, work at a much more complex and deep level, and are evaluated more rigorously, often according to AP exam rubrics. Students who take this AP class must also take the AP exam in May.

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## EN700

## Creative Writing

**UC/CSU Area:**  
Area B - English (pending)

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
10, 11, 12

**Prerequisite:** 2.0 cumulative GPA, verified by course instructor or department chairperson.

**Description:** This course will provide a structured environment to produce and share poetry, short stories, one act plays, and personal reflections. Students will give and receive feedback within a group setting on writing projects, then submit work to be evaluated and commented upon by the instructor. Students will also read and discuss works of various genres.

**This course is a TriSchool offering. It will be scheduled in Block 2.**

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## **EN701 Journalism**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area G - College Preparatory Elective	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** 2.0 cumulative GPA, verified by course instructor or department chairperson.

**Description:** Applying their English and Visual Arts skills to the newsroom, student journalists study introductory journalism and produce NDB's award-winning student newspaper The Catalyst. They will study First Amendment rights, journalistic standards, and free speech issues. They will also write a range of different stories via reporting, writing, and editing/revising, and then design several layouts with photographs, infographics, and other visuals for their stories. They will also practice using various apps and software, including Adobe Creative Cloud, WordPress, and social media. Throughout the school year, they will publish stories for the NDB community, appearing in print and/or online, and maintain an online portfolio featuring their written, visual, and multimedia work that can be used for college and employment applications. As they grow their qualifications and skills, they may be considered for a leadership role as an editor on the paper's Editorial Staff with responsibility for the representation and production of "The Catalyst."

**This course does not replace the core English (UC-B) requirement.**

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## **EN703 Journalism II/III**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area G - College Preparatory Elective	10 credits - One Year	10, 11, 12

**Prerequisite:** Journalism I; 2.0 cumulative GPA, verified by course instructor or department chairperson.

**Description:** Continuing to apply their English and Visual Arts skills to the newsroom, student journalists study a variety of issues in contemporary journalism and produce NDB's award-winning student newspaper, "The Catalyst." They will continue to study First Amendment rights, journalistic standards, and free speech issues. They will continue to write a range of different stories; design several layouts; and practice using various apps and

software. They will also explore and practice more multimedia forms of journalistic storytelling. Throughout the school year, they will publish stories for the NDB community, appearing in print and/or online, and maintain an online portfolio featuring their written, visual, and multimedia work that can be used for college and employment applications. As they practice their qualifications and skills, they may be considered for a leadership role as an editor on the paper's Editorial Staff with increased responsibility for the representation and production of "The Catalyst."

**This course does not replace the core English (UC-B) requirement.**

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## EN704 Journalism IV

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area G - College Preparatory Elective	10 credits - One Year	12

**Prerequisite:** Journalism II; 2.0 cumulative GPA, verified by course instructor or department chairperson.

**Description:** Applying their English and Visual Arts skills to the newsroom, student journalists continue their study of journalism and produce Notre Dame High School's award-winning school newspaper, "The Catalyst" and broadcast news show, "Tiger TV." They will study a variety of issues in contemporary journalism as well as use various apps, software, and other equipment to report on a range of different stories; design layouts and features; and practice multimedia forms of journalistic storytelling. They may hold a leadership role on the paper's editorial staff and/or the show's production staff – Selected students will be notified at the end of the previous school year and will meet prior to the new year in order to plan the production calendar and brainstorm general stories for the year. They will continue to work together with Journalism I-IV Honors students as a staff.

**This course is open to seniors only and includes a summer reading assignment. However, it does not replace the core English requirement.**

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## EN705 Journalism IVH

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area G - College Preparatory Elective	10 credits - One Year	12

**Prerequisite:** Journalism III; 3.0 cumulative GPA, verified by course instructor or department chairperson.

**Description:** Applying their English and Visual Arts skills to the newsroom, student journalists continue their study of journalism and produce Notre Dame High School's award-winning school newspaper, "The Catalyst" and broadcast news show, "Tiger TV." They will study a variety of issues in contemporary journalism as well as use various apps, software, and other equipment to report on a range of different stories; design layouts and features; and practice

multimedia forms of journalistic storytelling. They may hold a leadership role on the paper’s editorial staff and/or the show’s production staff – Selected students will be notified at the end of the previous school year and will meet prior to the new year in order to plan the production calendar and brainstorm general stories for the year. They will continue to work together with Journalism I-IV Honors students as a staff. This honors course differs from Journalism IV in the quality and quantity of the work that such students will complete. In key assignments, they will demonstrate mastery of journalistic reporting and writing skills in print and digital package planning and execution. They will also focus on their personal exploration, practice, and reflection in leadership and management, especially over a staff and other student journalists. **This course is open to seniors only and includes a summer reading assignment. However, it does not replace the core English requirement.**

# Kinesiology Department

- NDB Graduation Requirements: 1 year of Physical Education I with Health.
- UC/CSU Eligibility Requirements: Area G (College Preparatory Elective)
  - Sports Management and/or Foundations of Sports Medicine can be taken as an elective towards this UC/CSU requirement.

## Kinesiology Electives

Sophomore, Junior, Senior	Yoga I	1 semester
	Yoga II	1 semester
	Sports Management	1 Year
Junior, Senior	Foundations of Sports Medicine	1 year



## Kinesiology Course Descriptions

### **KP100                      Physical Education I with Health**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
State Requirement	10 credits - One Year	9, 10

**Prerequisite:** successful completion of 8th grade.

**Description:** This course is designed to offer students the skills and knowledge needed to lead a healthy lifestyle. A variety of fitness activities and sports will be introduced, complemented by instruction in health education. This will satisfy the NDB graduation requirement for Physical Education and also meets the requirements for the California State mandate for health education. Note: To receive credit for any Physical Education course, the student must be physically able to complete a minimum of two-thirds (2/3) of the activities and components as prescribed within the curriculum. Classes missed due to illness, injury, or medical reason, must be verified by a note from the student's doctor. A student may not gain an athletic waiver for the completion of this course.

**This course must be completed in grades 9 or 10. This class is required for all students regardless of athletic participation**

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### **KP200                      Yoga I**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
NDB only	5 credits - One Semester	10, 11, 12

**Prerequisite:** Physical Education I w/Health

**Description:** This course is designed to educate students at a beginner level, on the mind-body connection and practice of yoga. Students will practice the physical aspects of yoga, which includes strength, balance, and flexibility, as well as the mental aspects, which includes meditation and self-awareness. This course is designed for all ability levels.

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### **KP210                      Yoga II**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
NDB only	5 credits - One Semester	10, 11, 12

**Prerequisite:** Yoga I

**Description:** This course is designed to educate students in intermediate level mind-body connection and practice of yoga. Students will practice the physical aspects of yoga, which includes strength, balance, and flexibility, as well as the mental aspects, which includes meditation and self-awareness. This course is designed for students who have already completed Yoga I.

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## **KP300 Sports Management**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area G - College Preparatory Elective	10 credits - One Year	10, 11, 12

**Prerequisite:** Completion of Physical Education I w/Health

**Description:** The Sports Management course is offered to students interested in a variety of professions in sports that include jobs working in: athletic programs at the collegiate, high school and interscholastic levels; youth, recreational and professional sports organizations; sports marketing and advertising; radio and television broadcasting and events management. Upon completion of the course, students will gain a better understanding of the required knowledge and expertise involved in the administration, operations and management of sports organizations. This course will provide students experience and insight to continue further studies in the field of Kinesiology and other related disciplines.

**\*\*Internship/Service Hours:** Students can earn internship hours assisting the NDB athletic staff with operations of home competitions and tournaments to include on their resume. This course is a TriSchool offering. It will be scheduled in Block 1 which will begin at 8:15 a.m. for Trischool.

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## **KS700 Foundations of Sports Medicine**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area G - College Preparatory Elective	10 credits - One Year	11, 12

**Prerequisite:** 2 years of science including Biology with a minimum of a C. Anatomy and/or Physiology recommended but not required.

**Description:** This course is designed to introduce human anatomy and physiology as it applies to athletic movement and injury, which lays the foundation for further study of Kinesiology. This is an introduction to the field of Sports Medicine and is designed for students who are interested in athletic training, physical therapy, exercise physiology, or other health care professions. Students will develop knowledge of anatomy, physiology, and anatomical terminology. This knowledge will be applied towards the current techniques in prevention, treatment and rehabilitation of athletic injuries. Specific topics include first aid/emergency care, concussions, and taping for preventative measures.

**This course is a TriSchool offering. It will be scheduled in Block 2.**

# Math Department

- NDB Graduation Requirements: 3 years of Mathematics, including Algebra II.
- UC/CSU Eligibility Requirements Area C (Mathematics): 3 years of Mathematics, including Geometry. (4 years recommended).
- AP/Honors: Courses marked with an asterisk \* are recognized on the 5.0 scale by the UC/CSU in their GPA eligibility calculation - when taken after freshman year.

Course Sequencing			
Freshmen	Sophomores	Juniors	Seniors
Algebra I	Geometry Geometry Honors	Algebra II Algebra II Honors	Precalculus Statistics
Geometry	Algebra II Algebra II Honors	Precalculus Statistics	Calculus Precalculus AP Statistics*
Geometry Honors	Algebra II Honors	Precalculus Honors*	AP Calculus AB* AP Calculus BC* Calculus AP Statistics*
Algebra II Honors	Precalculus Honors*	AP Calculus AB* AP Calculus BC* AP Statistics*	AP Calculus BC* AP Statistics*

## Math Electives (including Computer Science)

Mathematics	Seniors: A fourth year of mathematics from an appropriate level.
Computer Science	Exploring Computer Science AP Computer Science Principles* Computer Science I

## College Bound

Three years of college preparatory mathematics that includes passing Algebra II are required for graduation from Notre Dame High School, Belmont.

Three years of college preparatory math, including or integrating the topics covered in Elementary and Advanced Algebra and two- and three-dimensional Geometry are required for admission to the University of California System. Four years are recommended.

Three years of Mathematics that include Algebra I, Geometry, Algebra II, and/or another mathematics course are required for admission to California State Universities. Four years are recommended.

Three years are required at most private colleges and universities. The Notre Dame High School, Belmont Mathematics Department strongly recommends that students take four years of math.



## Math Course Descriptions

### MA100

### Algebra I

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9

**Prerequisite:** Placement by the Mathematics Department.

**Description:** Algebra I is designed to provide students with a foundation for all future mathematics courses. Students will explore and investigate the fundamentals of algebraic problem-solving including the foundations of algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, the student will apply the concepts to real-life situations.

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### MA150

### Algebra I Honors

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9

**Prerequisite:** Placement by the Mathematics Department.

**Description:** Algebra I Honors is designed to provide students who have taken a beginning algebra/pre-algebra course in middle school and would benefit from practicing foundational algebraic skills and deepening their conceptual understanding before advancing to Geometry/Geometry Honors and beyond. This course provides the opportunity to set a firm foundation in algebra. Students will explore and investigate the fundamentals of algebraic problem-solving including the foundations of algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, the student will apply the concepts to real-life situations.

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## MA200

## Geometry

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11

**Prerequisite:** C- or better in Algebra I AND department approval.

**Description:** Geometry is designed to provide students with the required concepts of Euclidean geometry including definitions, postulates and theorems. Areas of study include the tools and language of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, polygons and quadrilaterals, similarity, right triangles and trigonometry, transformations, area, surface area and volume, circles and probability. The properties of these figures are incorporated into an understanding and ability to construct and measure both plane figures and solids. The student will develop reasoning skills and the concept of proofs, through the study of definitions, postulates, and theorems, in addition to other related mathematical topics.

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## MA250

## Geometry Honors

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10

**Prerequisite:** A in Algebra I, A test average (including the final exam), AND department approval.

**Description:** Geometry Honors is a rigorous course designed to give students a foundation in geometrical figures and their measurement. Practice begins with the component parts of geometrical figures - points, lines, and planes; continuing with the study of triangles, quadrilaterals, polygons, circles, and solids, while integrating algebra throughout the course. The properties of these figures are incorporated into an understanding and ability to construct and measure both plane figures and solids. The student will develop reasoning skills and the concept of proofs, through the study of definitions, postulates, and theorems, in addition to other related mathematical topics. Major topics include deductive and inductive reasoning, triangle relationships and congruence, right triangle trigonometry, similarity, areas of plane figures, and surface areas and volumes of solids.

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## MA300

## Algebra II

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** C- or better in Geometry.

**Description:** Algebra II is designed to build on algebraic and geometric concepts. Advanced algebra skills will be taught and reinforced featuring Algebra II foundations, function families, quadratic functions and complex numbers, polynomial expressions and equations, exponential and logarithmic functions, rational functions, and statistics. The course will emphasize problem-solving, reading, speaking, and writing about mathematics and real world applications.

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## **MA350**                      **Algebra II Honors**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area C - Mathematics	10 credits - One Year	10, 11

**Prerequisite:** B or better in Geometry Honors, B or better test average (including the final exam), AND department approval.

**Description:** Algebra II Honors is a rigorous mathematics course designed to build upon algebraic and geometric concepts. Advanced algebra skills will be taught and reinforced featuring Algebra II foundations, function families, quadratic functions and complex numbers, polynomial expressions and equations, exponential and logarithmic functions, rational functions, statistics, sequences and series, trigonometric functions and trigonometric identities. The course will emphasize problem-solving, reading, speaking, and writing about mathematics and real-world applications.

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## **MA400**                      **Precalculus**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area C - Mathematics	10 credits - One Year	11, 12

**Prerequisite:** B or better in Algebra II , or a B or better in Statistics AND department approval.

**Description:** Precalculus is designed to provide a comprehensive study of functions, which are the basis of calculus and other higher mathematics courses. The students will study the properties and graphs of trigonometric, polynomial, rational, inverse, exponential and logarithmic functions. Additional topics to be explored include inequalities, polar coordinates, complex numbers, conic sections, vectors, sequences and series. An emphasis will be placed on problem-solving, reading, speaking, and writing about mathematics and real-world applications

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## MA450

## Precalculus Honors

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** B or better in Algebra II Honors, B or better test average (including the final exam) AND department approval.

**Description:** Precalculus Honors is a rigorous course designed to provide a comprehensive study of functions, which are the basis of calculus and other higher mathematics courses. The students will study the properties and graphs of trigonometric, polynomial, rational, inverse, exponential and logarithmic functions. Additional topics to be explored include inequalities, polar coordinates, complex numbers, conic sections, matrices, vectors, sequences, series and limits. An emphasis will be placed on problem-solving, reading, speaking, and writing about mathematics and real-world applications.

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## MA500

## Statistics

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** C or better in Algebra II AND department approval.

**Description:** Statistics is a course designed to develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students will learn the basic principles of data analysis using the statistical package R. Students will also learn about Data Ethics and the fundamental issues of Data Privacy. Students will design, administer, and tabulate results in an end of semester project. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students will develop effective statistical communication skills and will be required to prepare frequent written and oral analyses of real data.

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## MA550

## AP Statistics

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** B or better in two of the following: Algebra II Honors (or higher), English II Honors (or higher), Science Honors, AND department approval.

**Description:** AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. All students must take the Advanced Placement Statistics examination in May.

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## MA600

## Calculus

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

12

**Prerequisite:** B or better in Precalculus AND department approval

**Description:** This course is designed to introduce students to the concepts and practical applications of calculus. This includes emphasis on polynomial and rational functions, logarithmic and exponential functions, and linear systems. Students will investigate the concepts of limits and continuity, differentiation and its applications, antiderivatives, and the definite integral. The applications of integrals will be introduced. Students are expected to read and write the language of mathematics and use it in classroom discussions.

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## MA650

## AP Calculus AB

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** B or better in Precalculus Honors, B or better test average (including the final exam), AND department approval.

**Description:** AP Calculus AB is an introductory college-level calculus course intended only for the most accomplished and motivated mathematics students. All students must take the Advanced Placement Calculus AB examination in May. The course begins with a comprehensive review of algebra, trigonometry, and analytic geometry. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

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## MA652

## AP Calculus BC

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** B or better in AP Calculus AB AND department approval OR A in Precalculus Honors and A (98%) test average (including final exam) AND department approval.

**Description:** AP Calculus BC is an introductory college-level calculus course intended only for the most accomplished and motivated mathematics students. The course includes all topics covered in the AP Calculus AB course and also presents intensive study of vectors, sequences and series, and advanced integration topics. All students must take the Advanced Placement Calculus BC examination in May. In order to cover all of the material necessary to succeed on the examination, the course has additional class time scheduled outside of the normal school day. Students cultivate their understanding of differential and integral calculus by engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

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## MA700

## Computer Science 1

**UC/CSU Area:**

Area C - Mathematics

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** B or better in AP Computer Science Principles AND department approval

**Description:** This is an interactive course for students that teaches the foundations of computer science using the Python programming language. Topics to be studied include logical problem solving, an introduction to basic programming, numerical and string variables, lists, conditionals and booleans, loops and other iterative methods, functions combined with some advanced topics. Students will also learn about the history and social impact of computers, including contemporary topics such as data science and ethics and artificial intelligence.

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## MA740

## Exploring Computer Science

**UC/CSU Area:**

Area G - College Preparatory Elective

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** None

**Description:** The Exploring Computer Science course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and helping students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as Human Computer Interaction, Problem Solving, Web Design, Introduction to Programming, Computing and Data Analysis, and Robotics. Students will also be introduced to coding and programming at an entry level engagement of computer science.

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## MA750

## AP Computer Science Principles

**UC/CSU Area:**  
Area D - Science

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
9, 10, 11, 12

**Prerequisite:** B or better in Algebra I AND department approval OR concurrent placement in Geometry Honors AND strong interest in Computer Science

**Description:** This is an introductory, college-level course that leads students through the details of the seven big ideas in Computer Science: Creativity, Abstraction, Data and Information, Algorithms, Programming, The Internet, and Global Impact. With these in mind, students learn the six computational practices that will build the foundation of their computational thinking and understanding of computer science principles: connecting computing, creating computational artifacts, analyzing problems and artifacts, abstracting, communicating, and collaborating. All students must take the Advanced Placement Computer Science Principles Examination in May.

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# Science Department

- NDB Graduation Requirements: 3 years of Science are required, including Biology and Chemistry
- UC/CSU Eligibility Requirements Area D (Science): 2 years of Science, including one year of a Life Science and one year of a Physical Science (3 years recommended).
- AP/Honors: Courses marked with an asterisk \* are recognized on the 5.0 scale by the UC/CSU in their GPA eligibility calculation when taken in grade 10 or above.

Science Course Sequencing:			
Freshmen	Sophomores	Juniors	Seniors
Physics 9/10	Biology	Living by Chemistry	Elective
Physics 9/10	Biology / Biology Honors	Chemistry / Chemistry Honors*	Elective / AP Science

Accelerated pathway– *For students at above grade level math & reading equivalencies*

Possible Sequences from course selection:			
Freshmen	Sophomores	Juniors	Juniors/Seniors
Biology / Biology Honors•	Chemistry / Chemistry Honors*	Elective / AP Science	Elective / AP Science
<b>Biology Honors•</b> while recognized as an Honors level course at NDB earning a bonus point to the internal GPA, this course taken in Grade 9 does not qualify to receive the GPA bonus point typically awarded to honors classes at some colleges (UC/CSU)			
<b>Electives-</b> <b>Available from 10th grade with prerequisites</b>		<b>AP Classes Available</b>	
<b>Design Engineering</b> <b>Environmental Science</b> <b>Forensic Science</b> <b>Introduction to Biotechnology</b>		<b>AP Biology with lab</b> <b>AP Chemistry with lab</b> <b>AP Physics 1</b>	

*After 9<sup>th</sup> grade, students may take more than one science class simultaneously depending on student interest, semester and final grades, math level, and teacher recommendation.*

**Notes:**

- Students are recommended for AP and Honors classes on the basis of grades, department recommendations and interest in the subject.
- Students interested in pursuing a career in science or engineering in college are strongly encouraged to complete **Biology, Chemistry, and Physics** while in high school.
- Both Biology and Chemistry are required for graduation from NDB.

### **College Bound**

Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. Computer Science, Engineering, Applied Science courses can be used in area D as an additional science (i.e., third year and beyond).

### **Other Science Department Notes**

Every science class addresses the essential question “how does this science affect our daily lives and the world in which we live?” All students are required to keep a lab or field notebook. Students at every level will design their own investigation to answer a driving question relating to a topic of interest or an investigation. Lab skills, scientific method and inquiry skills are scaffolded from 9th grade on. Biotechnology is introduced in Biology classes and is incorporated throughout the program. Science classes prepare students for *interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.*

Each course incorporates the Hallmarks of the Sisters of Notre Dame as students are *prepared* for life *beyond high school and to become responsible global citizens.*

The content of all science courses has been decided by following the state guidelines published by the California Department of Education, the Science College Board Standards for College Success (CBSCS) and the Next Generation Science Standards (NGSS). In addition, the content of AP courses is determined by the College Board.

All prerequisite grades must be maintained throughout the second semester and verified by the course instructor or department chairperson.

## Science Course Descriptions

### SC100

### Physics 9/10

**UC/CSU Area:**  
Area D - Science

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
9, 10

**Prerequisite:** successful completion of 8th grade.

**Description:** This course seeks to equip students with a foundation of laboratory skills, study techniques, learning by inquiry, and problem-solving strategies that will prepare them for the successful completion of the three-year course sequence in science. The course is designed to serve as a bridge to more abstract disciplines of science: biology, chemistry, and AP and elective courses. Students will learn how to link their observations during lab work with conceptual ideas and to describe physical phenomena through both words and mathematics.

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### SC200

### Biology

**UC/CSU Area:**  
Area D - Science

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
9, 10

**Prerequisite:** Grade 9: Science Placement Test and concurrent enrollment or recommendation for Honors English I and Geometry Honors or above. Grade 10: C or higher from Physics 9/10 Students earning less than a C should consider grade remediation or have department recommendation to progress

**Description:** This course covers the basic biological concepts and principles including ecology, biochemistry, cells and cell processes, genetics, biotechnology, evolution, microorganisms and infection, and physiology. Students will use and develop their collaboration, creativity, critical thinking, and communication skills. Students will also develop a consistent work ethic including regular completion and review of class material. Material will be learned through various methods such as hands-on activities, laboratory work, simulated computer games, project based learning, investigation, and design thinking. New technologies will be explored and utilized to enhance learning in the classroom.

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### SC250

### Biology Honors

**UC/CSU Area:**  
Area D - Science

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
9, 10

**Prerequisite:** Recommended grades: A- from Physics 9/10 coursework and A- average on assessments; A from Algebra I, or A- from Geometry, or B from advanced Math courses. Meets or exceeds recommendations for Geometry Honors. Performance on unit tests and final examinations will be considered.

**Description:** This course is a more rigorous, student-directed version of the biology program designed to engage in more depth and with more independence. Mature work ethic including regular assignment completion and review are key requirements for success in this course. Collaboration, creativity, critical thinking, citizenship, and communication skills will be developed. Students will develop these skills and content knowledge through direct instruction, case studies, project based learning, design thinking and participating in investigations. Comprehensive infusion of technology will enhance learning and provide opportunities to explore the tools required for work in STEAM careers.

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## SC300 Chemistry

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area D - Science	10 credits - One Year	10, 11, 12

**Prerequisite:** Department recommendation required C+ in Biology or Biology Honors; C minimum Algebra I; C minimum Geometry

**Description:** This course focuses on studying the structure and behavior of chemistry and its relevance to everyday life. Through readings, problem solving, demonstrations, small group work, and laboratory investigations, the student will achieve knowledge of the basic concepts and principles of chemistry. Topics for this course include forms of matter, atomic structure, chemical bonding and reactions, thermodynamics, and equilibrium.

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## SC325 Living By Chemistry

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area D - Science	10 credits - One Year	11, 12

**Prerequisite:** Department recommendation required. Completion of Biology; C minimum Algebra I; Completion of Geometry recommended.

**Description:** This course covers the structure and composition of chemistry in addition to emphasizing laboratory experiences to strengthen problem-solving skills and teach basic lab techniques. The student is introduced to chemistry through the study of matter and energy and continues with elements and compounds and different types of reactions. The course will be less mathematically oriented than the general Chemistry course and is designed for the student who does not meet the prerequisites for Chemistry and who does not want to pursue a

## SC350 Chemistry Honors

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area D - Science	10 credits - One Year	10, 11, 12

**Prerequisite:** Department recommendation required. Recommended grades: Physics 9/10 and/or Biology grades A- minimum; Meets or exceeds a recommendation for Algebra II. Performance on unit tests and final examinations will be considered.

**Description:** This course is designed to help students understand the world around them by studying matter and its changes. Students will pursue some topics in greater depth and study others not included in the regular program. Topics studied include; Atoms, Molecules, and Ions; Stoichiometry; Atomic Structure and Bonding; Gases, Liquids, and Solids; Properties of Solutions; Energy: Thermochemistry; Acids and Bases; and a basic introduction to fundamental Organic Chemistry. The lab component of the course allows students to apply the concepts learned to experimental situations. Students use scientific inquiry to develop an understanding of complex chemical concepts. Knowledge will be assessed through homework, practice problems, laboratory reports, discussion groups, and a comprehensive final exam. Students will use group activities and readings, problem-solving, demonstrations, and laboratory investigations to make connections to real-world applications of chemistry. Students wishing to take Honors Chemistry should have good collaborative, reasoning and critical thinking skills. This accelerated course covers chemistry topics in greater depth and the laboratory work will be more rigorous and quantitative.

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## SC450 AP Physics 1

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area D - Science	10 credits - One Year	10, 11, 12

**Prerequisite:** Department recommendation (required). Recommended grades: A- in Biology/Chemistry, or B+ in Biology Honors/Chemistry Honors; Meets or exceeds a recommendation for pre-calculus. An aptitude test may be required if a student does not meet this math prerequisite. Performance on unit tests and final examinations will be considered

**Description:** This course is an introductory college-level physics course that explores Newtonian mechanics, including kinematics, dynamics, gravitation, energy, momentum, and rotation. No prior coursework in physics is necessary, but students are expected to have a strong foundation in algebra. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. With teacher approval, this class may be taken

concurrently with Honors Chemistry. Students wishing to take AP Physics should have good reasoning and critical thinking skills and demonstrate a desire to pursue Physics at a higher level. All students are required to take the AP examination in May 2025

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## SC500/SC501      AP Biology

**UC/CSU Area:**  
Area D - Science

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
11, 12

**Prerequisite:** Department recommendation (required). Recommended grades: 2 years of department approved science with a B+ each year or B in honors courses (one must be Biology). B in previous year's Math course of Algebra II or higher Completion of/or concurrent enrollment in chemistry Performance on unit tests and final examinations will be considered.

**Description:** This course is designed to be the equivalent of a first year college Introductory Biology course for those majoring in college science and as such involves a lab period. The course follows the College Board required topics and covers biochemistry, cells, genetics, evolution, taxonomy, plants, animals, ecology, and animal physiology with an emphasis on human anatomy and physiology. An extensive genetics and biotechnology unit will be included. Comprehensive infusion of technology to enhance learning and provide opportunities to explore tools required by STEAM careers will be integrated. Students will develop skills and content knowledge through project based learning and Design Thinking. Note: A mandatory summer assignment must be completed before the start of school. Students who transfer to NDB over the summer must contact the school to gain access to this assignment as soon as possible. All students are required to take the AP examination in May 2025

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## SC600/SC601      AP Chemistry

**UC/CSU Area:**  
Area D - Science

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
11, 12

**Prerequisite:** Department recommendation (required). Recommended grades: A- in Chemistry or B+ in Chemistry Honors B+ in previous year's Math course of Algebra II or higher. Meets or exceeds a recommendation for pre-calculus. Performance on unit tests and final examinations will be considered.

**Description:** This course is designed to be the equivalent of a first-year college Introductory Chemistry course and as such involves a lab period. Topics covered and presented in considerable depth include the following: Atomic Structure and Properties; Molecular and Ionic Compound Structure and Properties; Intermolecular Forces and Properties; Chemical Reactions; Kinetics; Thermodynamics; Equilibrium; Acids and Bases; Applications of

Thermodynamics. Real-world connections are emphasized and the course involves hands-on activities and college-level lab work. Given the strong emphasis placed on quantitative problem solving, this course is suitable only for students with strong math skills. Critical reasoning and application of knowledge skills are developed and honed. Students are well prepared for taking chemistry at college regardless of discipline or major. Note: A mandatory summer assignment must be completed for the first day of class. Students who transfer to NDB over the summer must contact the school to gain access to this assignment as soon as possible. All students are required to take the AP examination in May 2025

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## SC700 Environmental Science

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area D - Science	10 credits - One Year	10, 11, 12

**Prerequisite:** Department recommendation required. 1 year of Biology, with a minimum of a C. Algebra I with a minimum of a C.

**Description:** This course is designed to help students acquire a deeper understanding of Earth systems and environmental issues. Students will explore ecological problems and develop solutions through scientific investigation and projects. Students will learn why successful ecological conservation/restoration depends on a thorough understanding of scientific principles and active concern for the local and global community. This course is based on the principles of scientific inquiry, environmental awareness and environmental action.

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## SC702 Forensic Science

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area D - Science	10 credits - One Year	11, 12

**Prerequisite:** Department recommendation required. 1 year of Biology with a minimum of a 2 years of science including Biology with a minimum of a C; Completion of/or concurrent enrollment in a Chemistry class

**Description:** This course is an inquiry-rich integrated science lab course that emphasizes critical thinking and problem solving through the use of real-world forensic science methodologies. Students will apply the foundations of biology, chemistry, and physics to solve age-appropriate mock criminal investigations. Topics covered will include crime scene analysis, physical/chemical analysis of various evidence types, microscopy, chromatography, hair/fiber/glass analysis, fingerprint comparison, document and handwriting analysis, firearms/ballistics, drugs/toxicology, entomology, blood, and DNA analysis. Guest speakers from all areas of Forensic Science and Criminal Justice are invited to speak with students on a regular basis.

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## SC705

## Design Engineering

**UC/CSU Area:**  
Area D - Science

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
11, 12

**Prerequisite:** Department recommendation required. 2 years of UC approved high school science.

**Description:** This course is a laboratory science that explores the principles of engineering through the application of the design process. The course will involve research and analysis, teamwork, communication methods, global and human impacts, engineering standards, technical drawing, and technical documentation, all learned in the context of four main course areas: civil, product, electrical, software, and systems engineering. This course allows students to develop strategies to enable and direct their own learning. Used in combination with a teaming approach, students are challenged to continually hone their interpersonal skills, creative abilities and understanding of the design process, and particularly the importance of collaboration when working towards a scientific goal. The ultimate course goal is for students to demonstrate scientific knowledge and critical thinking through the synthesis of practical solutions to real-world problems.

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## SC710

## Introduction to Biotechnology

**UC/CSU Area:**  
Area D - Science

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
10, 11, 12

**Prerequisite:** Department recommendation required. Completion of Biology with a minimum of a C and/or Concurrent enrollment in or successful completion of Chemistry is required

**Description:** Introduction to Biotechnology is a laboratory and project-intensive course. The knowledge and skills developed in this course will provide students with a broad understanding of biotechnology and help them prepare for the workforce in biotechnology and related areas. This course will build upon the scientific concepts and laboratory skills learned in the core science courses. Knowledge is acquired through research. Students will generate and test hypotheses as well as practice applications of concepts. They will develop and demonstrate a wide repertoire of biotechnology related laboratory skills. Additionally, a career/ vocational education factor to this course will expose students to the business, regulatory, and ethical aspects of biotechnology to help them visualize career options in biotechnology. An emphasis will be placed on collaborative learning in lab teams and scientific communication to present research findings. The goal is to help students develop the necessary skills to be effective members of a team, oriented toward workplace expectations, skills, responsibilities, and professionalism.

# Social Sciences Department

- NDB Graduation Requirement: 3 years of Social Sciences
- UC/CSU Eligibility Requirements Area A (History/Social Sciences): 2 years of Social Sciences (including one year of world history and one year of US History). (AP Psychology fulfills the Area G requirement).
- AP/Honors: Courses marked with an asterisk \* are recognized on the 5.0 scale by the UC/CSU in their GPA eligibility calculation.

Required Course Flow:

<b>Sophomore</b>	Modern World History OR Modern World History Honors	1 year
<b>Junior</b>	U.S. History or AP U.S. History*	1 year
<b>Senior</b>	U.S. Government and Economics or AP U.S. Government and Politics *•	1 semester 1 semester 1 year
• This course fulfills the Economics graduation requirement		

## Electives

<b>Freshman</b>	AP Human Geography (with approval) <i>note: no UC/CSU GPA increase calculated</i>	1 year
<b>Sophomore</b>	AP Human Geography (with approval) AP Art History* (Tri-School course)	1 year 1 year
<b>Junior or Senior</b>	AP Human Geography (with approval) Psychology AP Psychology* AP Art History* (Tri-School course)	1 year 1 semester 1 year 1 year

## College Bound

Two years of History/Social Science, including one year of World History, Cultures or Geography; and one year of U.S. History or one-half year of U.S. History *and* one-half year American Government or Civics are required for admission to the University of California System.

One year of U.S. History or one semester of U.S. History and one semester of Civics or American Government AND one year of Social Science are required for admission to California State Universities. Two years of history are required at most private colleges and universities.

### Placement Criteria (aligns with English/writing evaluation)

Currently enrolled in MWH, or US History and want to take the next level of AP	Currently enrolled in HMWH or APUSH and want to continue in honors or AP
<p>Must have <b>TWO</b> out of the <b>THREE</b> requirements (one of which must be the writing sample)</p> <ol style="list-style-type: none"> <li>1. Current teacher recommendation</li> <li>2. A- or higher in your current History class</li> <li>3. Complete a writing sample with a passing score during the sample session in Jan - the honors/AP course instructor will evaluate using AP rubric</li> </ol> <p>** E1 students will use their E2H sample for history placement.</p> <p>***Needs an A- in E1 since they are not enrolled in a History class freshman year</p>	<p>Must meet the <b>TWO</b> requirements</p> <ol style="list-style-type: none"> <li>1. Current teacher recommendation</li> <li>2. Fall Semester B or higher in your current History class</li> </ol> <p>** If an honors/AP student does not meet the two requirements they are <b>required</b> to complete the writing sample with a passing score during the sample session in Jan to be eligible for the requested honors course.</p> <p>** E1H students will complete a history based writing exam for history placement if needed</p> <p>***Needs a B in E1H since they are not enrolled in a History class freshman year</p>

## Social Science Course Descriptions

### **SS200                      Modern World History**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area A - History / Social Science	10 credits - One Year	10

**Prerequisite:** successful completion of 9th grade; none

**Description:** This sophomore course surveys the economic, political, and social institutions of modern Europe from the seventeenth century to the present day with additional focus on specific issues, major themes of history and emphasizes critical thinking, research and writing skills. The course will also examine the societies of selected non-western nations during the same time period as well as delving into some of the ancient historical causes of events. Students will write on themes used by historians to analyze history including: political change, economic development, growth of science and technology, influence of geography in shaping civilizations, and cultural development. Students are guided through the process of selecting a topic, finding sources, compiling a bibliography, taking notes, outlining from those notes, and finally writing research papers. Cooperative learning skills are reinforced, and literature, including the historical novel, is used to enhance student understanding of the eras studied. The spring semester will also include a more intense examination of primary source material, including literature, letters, and political documents to enhance student understanding of the eras studied and facilitate more practice in the craft of argumentative writing. Throughout the course, students periodically take deep dives back into the ancient history and culture which informs - and continues to influence - modern historical events.

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### **SS250                      Modern World History Honors**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area A - History / Social Science	10 credits - One Year	10

**Prerequisite:** Department recommendation with an A- in English I Honors or an A in English I in the first semester. A writing sample will be required to earn the Social Science Department recommendation.

**Description:** This accelerated course helps accomplish progress in critical thinking, research, and writing skills. This course promotes an in-depth understanding of the economic, social, and political institutions of the modern world from the seventeenth century to the present day. Through the study of current events, relationships between the events of history, and circumstances of the present day will be highlighted. Research and writing skills will be taught with emphasis on the production of research papers in which the student poses and supports a hypothesis with facts drawn from independent research. Literature is incorporated to enhance understanding of the eras studied. Cooperative learning techniques are reinforced, and public speaking skills are practiced as students produce a variety of presentations. Throughout the course, students periodically take deep dives back into the ancient history and culture which informs - and continues to influence - modern historical events.

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## **SS300**                      **US History**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area A - History / Social Science	10 credits - One Year	11

**Prerequisite:** Completion of grade 10 history with a grade of C- or above.

**Description:** This course is about the history of the American people and American politics, from the colonial period to contemporary times. The course places a heavy emphasis on argumentative writing, visual literacy, and historiographic thinking. Topics will explore the history of politics, social conflicts, and cultural changes in America throughout the decades. A strong historic perspective will be developed regarding the evolution of divisions within American politics, economically, and amongst society, all the while examining the various perspectives and their personal place in the American political, social and cultural experience. A research essay will be completed on the role of art and culture in social and political change in 20th century America. Additional assignments are discussions and debate skills, Socratic Seminars, visual analysis, and formal presentations.

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## **SS350**                      **AP US History**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area A - History / Social Science	10 credits - One Year	11

**Prerequisite:** Grade of B+ or higher from Modern World History Honors OR grade of A- in Modern World History with teacher recommendation along with an A- in English II Honors or A in English II.

**Description:** This course is an introduction to American history and culture from pre-Columbus near 1500 to the present. Students will study how historians develop interpretations of history and will become historians of US history as they form opinions and ideas about the past based on research and analysis. This class requires heavy reading, writing, and strong time management skills. Some additional weekend and after school study sessions are required.

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## **SS400                      US Government**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area A - History / Social Science	10 credits - One Year	12

**Prerequisite:** Completion of US History with a C- or above

**Description:** How does the government work, and what effect does it have on our lives? This course looks at both the structures and politics that surround government at the national, state, and local levels. Current events are mixed with historical examples to establish a complete picture of the American political system. Students will come to understand all they need to know to be informed, consistent participants in the electoral process.

**Enrollment in one semester of United States Government is combined with enrollment in one semester of Economics. This will complete the full year requirement (grade 12 Social Science)**

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## **SS401                      Economics**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area G - College Preparatory Elective	10 credits - One Year	12

**Prerequisite:** Completion of US History with a C- or above

**Description:** Supply and demand are only the beginning. This course covers the fundamentals of modern economics, including different economic systems and the mechanisms and measurements of prosperity. Additionally, students go beyond the California State Standards to discuss personal financial literacy, so that they will establish a foundation of practical knowledge they will need beyond graduation, into adult life.

**Enrollment in one semester of Economics is combined with enrollment in one semester of United States Government. This will complete the full year requirement (grade 12 Social Science)**

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**SS450****AP US Gov and Politics****UC/CSU Area:**

Area A - History / Social Science

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

12

**Prerequisite:** Grade of B+ in Advanced Placement United States History or A- in United States History; Grade of B+ in Advanced Placement English III or A in English III. Additionally, a teacher recommendation is required.

**Description:** This course is an introduction to the history and organization of the institutions of the U.S. Government. Emphasis is placed on understanding the basic values of American politics, how and to whose benefit the major political institutions operate, and what policy choices may be expected in the future. The fundamentals of economics will also be examined, the market economy, and integrated with the study of the government's role in setting economic policy. Students will examine Supreme Court cases and analyze the impact the rulings have on democracy, the Constitution, and the people.

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**SS500****AP Human Geography****UC/CSU Area:**

Area A - History / Social Science

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** Department approval required. Reading level and language skills at or above 10th grade level. A writing sample is required and it will be assessed by the course instructor and /or department chair.

**Description:** This course explores how humans have understood, used, and changed the surface of Earth. Students will use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use, including the following: Connecting geographic concepts and processes to real-life scenarios, understanding information shown in maps, tables, charts, graphs, infographics, images, and landscapes, seeing patterns and trends in data and in visual sources such as maps and drawing conclusions from them, and understanding spatial relationships using geographic scales.

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## SS700

## Psychology

**UC/CSU Area:**

Area G - College Preparatory Elective

**Credits -Duration:**

5 credits - One Semester

**Grade Level(s):**

11, 12

**Prerequisite:** None

**Description:** This course is designed to be an introductory course of the study of human behavior and will include an introduction to psychology, with a focus on human development, learning, motivation, and personality. Some basic concepts of psychology and a historical perspective on psychology as the study of individual behavior will be covered. Readings, film clips, and articles from scholarly journals will be required and assignments will include participation in demonstrations and simulations, presentations, cooperative learning activities, experiments, and a research project. Students will read about the contributions of one or more major scholars in the field, such as Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, Carl Jung, and B.F. Skinner.

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## SS750

## AP Psychology

**UC/CSU Area:**

Area G - College Preparatory Elective

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** A- or better in most recent Science & English classes, or B or better in most recent Honors or AP Science & English courses; A in most recent Social Science course (Modern World History or U.S. History), or B or better in most recent Honors or AP Social Science course.

**Description:** This course is designed to introduce the scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological principles and phenomena associated with each of the major subfields within psychology. Students will learn to apply statistical analysis to psychological research, as well as learn about the research methods and ethics and methods psychologists use in their practice and scientific research. This class requires heavy reading, writing, and time management skills.

**This is a TriSchool offering on NDB campus.**

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# Spiritual Life Department

Notre Dame Belmont's Spiritual Life Program seeks to support the academic and spiritual development of each of our students. Spiritual Life classes are a three and a half year course of study, including Faith and Identity, Hebrew Scripture, New Testament, Social Justice and Capstone Project, and World Religions. In the final semester, seniors take Being Notre Dame, a class that challenges them to reflect on their spiritual growth during their four years of high school and identify the parts of the Notre Dame mission and Hallmarks that they want to take with them into their future lives, studies and work. In the context of spiritual life classes, students will explore their spiritual beliefs and understanding of God, Christian scripture and how it can inform our lives and our values today, the Social Justice teachings of the Catholic tradition and how they call us to reflect on and respond to injustices in our local and global communities and the beliefs and traditions of the five major world religions. Each year of Notre Dame's seven-semester program is supported by spiritual retreats and community service experiences.

In each class, students learn about the life and work of St. Julie Billiart, the foundress of the Sisters of Notre Dame de Namur, and the Hallmark Values of Notre Dame, building a foundational understanding of what it means to bring Notre Dame alive in our world OR live the mission of Notre Dame in our school community and beyond. The Spiritual Life Department seeks to support the psychological, emotional and spiritual growth of each student during her high school experience in hopes that she leaves NDB with a strong understanding of herself and her faith/spirituality at the end of the four years.

Notre Dame Belmont is committed to developing responsible young women of active faith, strong intellect, and Christian leadership in a nurturing and compassionate community, dedicated to promoting justice and peace in the world. Guided by the Hallmarks of a Sisters of Notre Dame de Namur education, the faculty and staff work to develop the unique gifts and talents of the students so they may achieve their full potential and serve the world. We empower young women and “teach them what they need to know for life.”

- NDB Graduation Requirements: 7 semesters of Spiritual Life to meet graduation requirements.
- Some Spiritual Life courses can fulfill UC/CSU Eligibility Requirements Area G (College Preparatory Elective). Courses marked with a (†) signifies that the course fulfills Area G.

† These courses meet the A-G requirements for the UC/CSU system.

<b>Freshman</b>	Faith and Identity	1 semester
<b>Sophomore</b>	Hebrew Scriptures †	1 semester
	Living the Scriptures	1 semester
<b>Junior</b>	Social Justice and Capstone Project	1 semester
	Social Justice †	1 semester
<b>Senior</b>	World Religions †	1 semester
	Being Notre Dame	1 semester

### Spiritual Life Course Descriptions

#### **SL125**

#### **Faith and Identity (NDB required course)**

**UC/CSU Area:**

NDB only

**Credits -Duration:**

5 credits - One Semester

**Grade Level(s):**

9

**Prerequisite:** None

**Description:** This course engages students in an exploration of discovering themselves in the context of their faith and spirituality and how this informs their values. Students study the nature of faith along with the core beliefs, theologies and practices of the Judeo-Christian traditions. This course is designed to assist students as spiritual seekers; beginning to better understand how they have been created in the image and likeness of God, explore their own spirituality, and understand how we are called to respond to and love others. Students engage in personal reflection, journaling and projects to encourage them to connect with the teachings as they form their own questions, ideas and identity around faith and spirituality.

**This course meets in the Spring Semester**

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## SL215 Hebrew Scripture (NDB required course)

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area G - College Preparatory Elective	5 credits - One Semester	10

**Prerequisite:** Completion of 1 semester of Spiritual Life

**Description:** \_\_This course is a basic introduction to the Hebrew Scriptures (Old Testament) from a literary, historical, theological, and personal perspective. The course intends to: introduce students to the literary styles and techniques used throughout the Hebrew Scriptures and provide a historical context for books of the Old Testament so that students can understand why the book was written and the audience for whom it was written. This course content will help demonstrate how the Judeo-Christian Tradition is built upon the morals and values found in the Hebrew Scriptures and explore the Scriptures with a focus on the concepts of Covenant, the Chosen People, and the continuing Revelation of God. We will explore Hebrew Scripture personalities, with an opportunity to look at women of the Old Testament, who have had an impact on salvation history. This course strives to elicit an interest in the themes of the Old Testament, how students can embrace the themes and live by them in their daily lives.

**This course meets in the Fall Semester**

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## SL210 Living the Scriptures [New Testament] (NDB required course)

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
NDB only	5 credits - One Semester	10

**Prerequisite:** Completion of 2 semesters of Spiritual Life

**Description:** Living the Scriptures presents the historical and literary context of the New Testament along with special attention given to the life of Jesus Christ. Students study his teachings, healing miracles, and faith accounts of His death and resurrection in relation to the time period and culture of the people of the New Testament. The literary styles found in the New Testament along with the different types of storytelling Jesus used in his ministry are also examined. Students are challenged to explore the relevance of Jesus' teachings for our contemporary world, reading "the signs of the times" and how we can respond to one another with love, one of the primary messages of Jesus' teachings.

**This course meets in the Spring Semester**

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## SL315

## Intro to Social Justice/Capstone Project

**UC/CSU Area:**

NDB only

**Credits -Duration:**

5 credits - One Semester

**Grade Level(s):**

11

**Prerequisite:** Completion of 3 semesters of Spiritual Life

**Description:** Semester 1: This course serves as an introduction to Catholic Social Teaching and is the home of the NDB Capstone Project. Through participation in the course, students will be able to identify the principles of Catholic Social Teaching, understand their scriptural foundations and how they are rooted in Jesus' message of the Kingdom of God, and apply these teachings to contemporary social realities. Students will be able to use the principles of Catholic Social Teaching and the Catholic imagination to envision a compassionate and just response to the most significant social issues of our time including but not limited to the dignity and sacredness of all life, racism, discrimination, environmental justice, and poverty.

**This course meets in the Fall Semester; extending topics into Spring.**

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## SL325

## Social Justice

**UC/CSU Area:**

Area G - College Preparatory Elective

**Credits -Duration:**

5 credits - One Semester

**Grade Level(s):**

11

**Prerequisite:** Completion of 4 semesters of Spiritual Life

**Description:** Semester 2: For the Capstone project, students will be guided through a process of identifying something they are passionate about, investigating and researching it, and creating an original project that incorporates their passion with the needs of our world. In keeping with the Notre Dame mission, students are asked to identify and explain how their Capstone project relates to a principle of Catholic Social Teaching and to a Notre Dame Hallmark. The project includes a research paper and students are invited to create websites, videos and podcasts that are posted in their NDB portfolio.

**This course meets in the Spring Semester; connecting to content from the Fall.**

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## SL426

## World Religions (NDB required course)

**UC/CSU Area:**

Area G - College Preparatory Elective

**Credits -Duration:**

5 credits - One Semester

**Grade Level(s):**

12

**Prerequisite:** Completion of 5 semesters of Spiritual Life

**Description:** This Spiritual Life course provides students with the opportunity to examine the religious beliefs of major world religions such as Hinduism, Buddhism, Judaism and Islam. Students examine the similarities and differences that these religions have in relationship to each other and with Catholic Christianity. Each religion is approached through the lens of seven dimensions: experiential, mythic, doctrinal, ethical, ritual, social and material (e.g., art and architecture). Students are empowered to examine religion as an inseparable part of every culture, as well as promote peaceful coexistence through learning about multiple traditions

**This course meets in the Fall Semester**

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## SL435

## Being Notre Dame (NDB required course)

**UC/CSU Area:**

NDB only

**Credits -Duration:**

5 credits - One Semester

**Grade Level(s):**

12

**Prerequisite:** Completion of 6 semesters of Spiritual Life

**Description:** In this final semester in Spiritual Life, students will gather the learnings that have come through Spiritual Life classes and their life experiences while they have been at NDB. They will have a chance to reflect on how they have become and want to continue to "BE Notre Dame" and live the Notre Dame mission and Hallmarks in our world. Special topics in areas that teach students "what they need to know for life" will also be covered during the semester; students will have opportunities to hear speakers, learn mindfulness and Christian meditation practices, engage in journaling and art, and create their own mini TED talk on what it means to them to "be Notre Dame" in our world.

**This course meets in the Spring Semester**

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# Visual & Performing Arts Department

- NDB Graduation Requirements: 1 year Visual and Performing Arts
- UC/CSU Eligibility Requirements Area F (Visual and Performing Arts): Only one year is required.
- AP/Honors: Courses marked with an asterisk\* are recognized on the 5.0 scale by the UC/CSU in their GPA eligibility calculation when taken in grade 10 or above.

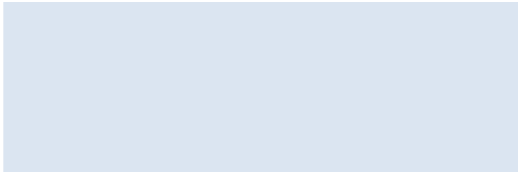
Note: All courses are 1 year in duration. See descriptions below for more information.

## Visual Arts Strand

Art I  
Art II  
Art III  
Art IV  
AP Studio Art\* (2D, 3D, Drawing)  
Digital Arts  
From Artist to Sewist: Self-expression through Fibers and Fabrics  
Graphic Design  
Graphic Design II  
Graphic Design III  
Sculpture I  
Sculpture II  
Sculpture III  
Sculpture III Honors\*  
Photography I  
Photography II  
Photography III  
Photography III Honors\*  
Video Production (Tri-School course)  
Video Production II / III

## Performing Arts Strand

Choir/Music/Voice Ensemble  
Dance I  
Dance II  
Dance III



Dance IV  
Dance V – In-Step Performance Company  
Dance V– Partnering Techniques (Tri-School Course)



AP Art History\* (Tri-School course)

**Other Notes:**

- Advanced Placement Art History, Advanced Placement Studio Art, Sculpture III Honors, and Photography III Honors are U.C. approved for honors credit.
- See [Tri-School Courses offerings](#) for additional **Drama** offerings.

**College Bound**

- One year of visual and performing arts chosen from Dance, Drama/Theater, Music, or Visual Art is required for admission to the University of California System.
- One year of Art, Dance, Theater/Drama, or Music is required for admission to California State Universities.
- One year is required at most private colleges and universities

**Visual and Performing Arts Course Descriptions**

**AA100**

**Art I**

***UC/CSU Area:***

Area F - Visual & Performing Arts

***Credits -Duration:***

10 credits - One Year

***Grade Level(s):***

9, 10, 11, 12

***Prerequisite:*** None

***Description:*** Art 1 serves as the foundations course for visual arts. In this course students will engage with art through a variety of processes and materials such as drawing, painting, printmaking, and design using both traditional tools and digital applications to create their own work.. Special emphasis is given to mastering the elements and principles of art. In addition, students will reflect on their own artistic practice through critical dialogue regarding the work of contemporary and historical artists and practices. No previous experience is required to join this course.

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## AA150

## Digital Arts

**UC/CSU Area:**

Area F - Visual &amp; Performing Arts (pending)

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** None

**Description:** Digital Arts combines foundational knowledge and competencies found in the traditional arts while using a variety of tools and methods to create fine art digitally. Students will develop skills using both traditional tools such as pen, pencil, and paint or markers to translate those ideas through applications for graphic design, video, and photography. In this project-based class the students translate these skills to create work to be displayed on various substrates including paper, canvas, fabric and other options. Media arts is the emerging basis for communications, design and social interaction in our increasingly digitally centered world, and Adobe's Creative Suite (Photoshop, Illustrator, Premier Pro) will be used by students who are interested in developing a digital perspective to express their own artistic interests. This introductory course is a survey of many digital mediums that students can explore in depth at NDB.

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## AA200

## Art II

**UC/CSU Area:**

Area F - Visual &amp; Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** Art I or equivalent with department approval

**Description:** This course is a continuation of Art 1 in which students continue to expand their technical and conceptual artistic practice. At the beginning of the course greater emphasis will be given to observational drawing and rendering. As students develop their technical skills they will be asked to engage with contemporary art practices on a deeper level and will begin to situate their own work within that dialogue. During the second half of the year students will also begin to work more collaboratively as they develop and implement their ideas.

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## AA300

## Art III

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** Art II or equivalent with department approval

**Description:** Art III students will continue to develop their artistic practice but will be expected to begin developing ideas for their own projects. In this course there will be more space given for students to interpret and apply projects that are personally meaningful and significant to them. In the upper level art courses students will be asked to take greater risks in their practice and be able to explicitly communicate their artistic choices and how it relates to the conceptual basis for their work.

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## AA400

## Art IV

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** Art III or equivalent with department approval

**Description:** The Art IV course is for the serious art student who is ready to take their practice to the next level. The course is intended to run majorly as a self-directed study in which the student develops their conceptual concerns through reflective inquiry and research. The culmination of the course should be a cohesive body of work the student is able to present and also defend their technical and conceptual considerations.

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## AA500/AA501/AA502

## Advanced Placement Studio Art (2-D & 3-D Design, Drawing)

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** A third-level VPA course is the prerequisite: Art III, Sculpture III, Photography III, or the equivalent, or successful completion of equivalent art courses at a local college or teacher approval.

**Description:** The AP Studio Art classes are for highly motivated Junior and Senior students who are interested in the study of art and design. AP course requirements are significantly more rigorous, and students should understand the level of commitment when considering enrolling. A minimum of one year of an art elective is a prerequisite. Students will work in and out of class to produce a portfolio that meets the standards set up by the College Board. Students will be expected to complete a minimum of 15 quality works of art including practice exercises, a visual journal, digital documentation demonstrating ongoing inquiry, and participate in critique sessions. A final portfolio is submitted for evaluation by the AP College Board in May. Course includes a portfolio that will be required to submit to the College Board as per AP instructions. Due date established by CollegeBoard.

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## **AA700**                      **AP Art History**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	10, 11, 12

**Prerequisite:** 3.0 GPA, English and/or Social Science teacher recommendation required for Grade 10 students

**Description:** AP Art History is an image-based subject, and what better way to learn about history than through images of art, discovering artists, understanding their processes, and with hands-on projects? In AP Art History, students are given control of their learning through lectures that are exciting and discussion-based, hands-on projects that show the process of how artists think, and research that is collaborative. Students will learn the material instead of just memorizing and will gain a deeper appreciation for the history of art by being challenged to think about it in different, creative ways. By the end of the course students will be able to analyze and discuss art from Pre-historic through Contemporary. This course is recommended for motivated students who are self-directed learners. Students completing this course are well prepared to be successful when taking the exam in the Spring.

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**AC700****Choir/Music/Voice Ensemble****UC/CSU Area:**

Area F - Visual &amp; Performing Arts (pending)

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** None; open to all skill levels

**Description:** The Choir/Music/Voice Ensemble course is a year-long class that is open to all students. This class is designed to give students a chance to explore the world of singing, while learning the basics of vocal performance. Students will be exposed to a variety of genres and repertoire from different time periods and cultures. Proper vocal technique, diction, breath control, music theory, sight-reading and singing will be implemented to create an outstanding musician. Students will perform at least twice per semester.

**Zero Period Offering, Mon-Thurs 7:30 a.m.- 8:15 a.m.**

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**AD100****Dance I****UC/CSU Area:**

Area F - Visual &amp; Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** None

**Description:** This course provides students with basic instruction in dance technique and proper body mechanics used in dance execution. Students gain a beginning knowledge of jazz, lyrical, ballet, contemporary, and hip hop styles of dance, as well as a basic awareness of popular and cultural influences in dance performance. The history, characteristics, and terminology specific to each style are also studied within the context of dance choreography and performance.

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**AD200****Dance II****UC/CSU Area:**

Area F - Visual &amp; Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** Dance I

**Description:** This course builds on the knowledge and skills acquired in Dance I. Students will refine their sense of style and technique, as their abilities continue to develop. At least one performance per semester will be required.

**Basic split-sole jazz shoes or jazz sneakers are required at this level.**

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## **AD300**                      **Dance III**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** Dance II

**Description:** This course will continue to expand and refine students' technique and performance skills as well as choreographing their own dance routines. More independent, creative work is stressed at this level. At least one performance per semester will be required.

**Basic split-sole jazz shoes or jazz sneakers are required at this level.**

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## **AD400**                      **Dance IV**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** 1 Year Dance III, audition, or member of INSTEP Performance Company

**Description:** This course will continue to expand and refine students' technique and performance skills as well as choreographing their own dance routines. More independent, creative work is stressed at this level. Honors students operate as head choreographer for all performance pieces and must choreograph additional material for advanced students.

**Basic split-sole jazz shoes or jazz sneakers are required at this level.**

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## **AD500**                      **Dance V - In-Step/Partnering and Performance**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	Audition Only

**Prerequisite:** 1) NDHSB and Mercy students: Audition to qualify for enrollment. Auditions for qualification in Dance V are held in May of the current course selection. 2) Serra students: upper division student in good standing

**Description:** Partnering Techniques and Performance combines body conditioning, stretching, strengthening, acrobatics, ballroom techniques, partnering/lifting techniques, and choreography and performance skill training for multiple performance pieces in Fall and Spring school wide productions. All choreography and training occurs during regular class hours. In addition to the above, NDHSB/Mercy students design their own advanced level choreography for competition (optional) and pre-professional level pieces in Fall and Spring school wide productions. All additional choreography and advanced training occurs during regular class hours. Attire: Notre Dame and Mercy students are required to provide their own dance footwear, undergarments, and dance wear appropriate for advanced technique and performance. Serra students are required to provide soft sole shoes and clothing suitable for athletic movement, ballroom and partnering stunts, and acrobatics/body conditioning.

**This course is tentatively scheduled to meet during Block 1 on NDB campus with an 8:15 a.m. start time.**

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## **AE400      From Artist to Sewist: Self-expression through Fibers and Fabrics**

**UC/CSU Area:**

Area F - Visual & Performing Arts (pending)

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** None

**Description:** Paper weaving, embroidery, felting, hand sewing, and more, this two-semester course introduces handcrafting with fibers and fabric as an art form. The first semester will introduce traditional and innovative fiber arts approaches to developing a body of work using the techniques of weaving, felting, embroidery, surface design, and hand-sewn textiles. Through hands-on artmaking, participants will gain artistic proficiency in the art of fibers. This course is designed to inspire creativity through traditional and non-traditional exploration. Students will study the basics, exploring color, fibers, textures, and fabrics, as well as an overview of historical and contemporary fiber works to provide a framework for experimentation. The second semester takes the student from artist to sewist; and surprisingly, the term sewist is more than a century old. Using the history of fashion as a framework, students embark on the journey of a beginner or experienced sewist to discover and/or develop the skills necessary for sewists to express their creativity and spirit. Beginner sewists will learn about the tools and skills of sewing (sewing machines, gauges, seam rippers, reading a pattern packet, inserting a zipper, hemming a garment, etc.), while experienced sewists will broaden their knowledge base as they refine and share their skills. Moving through history, students will trace the development of fashion from simple skirts and dresses, through togas, to pants, shirts with sleeves to elaborate dresses, along the way creating garments reflective of the development of fashion and students' fashion sense.

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## AG100

## Graphic Design I

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** None

**Description:** This course focuses on the principles of design and typography while using professional-grade Adobe design software to create digital drawings, logos, advertisements, magazine layouts, and more. Students will create a personal, professional website for assignments and projects, and complete a digital portfolio to showcase their work. Topics covered throughout the year will include Principles of Graphic Design, digital drawing, typography and text effects, print advertising, editing, and retouching. Students will have knowledge of basic design principles, an understanding of the Adobe Suite, insight into the opportunities and challenges of a design career, and a portfolio of graphic design work.

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## AG200

## Graphic Design II

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** Graphic Design I

**Description:** This course introduces more advanced design concepts and digital techniques. Students will continue to create advanced Photoshop and Illustrator graphics and continue with topics covered in Graphic Design I. Students will have excellent knowledge and understanding of the Adobe Suite and Adobe Lightroom, insight into the opportunities and challenges of a design career, and a portfolio of graphic design work. In addition to completing all required graphic challenges in this course successfully, students will complete and present their digital portfolio.

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## AG300

## Graphic Design III

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11,12

**Prerequisite:** Graphic Design II

**Description:** In this course, students will build upon the skills of Graphic Design I & II by expanding their experience and knowledge of the digital arts. The curriculum will include short lectures, demonstrations, exercises, videos, assignments, and class critiques. This course is designed to be a fun exploration of digital art while still engaging and challenging students to learn the advanced technical and artistic aspects of graphic design. Focus will be on brainstorming ideas for projects that have overarching themes and solid meanings. The principles of art of variety and unity will be solidified and expanded to keep each piece in a project unique, yet containing elements that identify them as part of the other pieces and unites it with the other pieces. Adobe Illustrator and InDesign will continue to be used on both the desktop and ipad. Mistakes and failures will be expected and welcomed as a learning tool. Each student will have their work shared and evaluated by their classmates to facilitate learning and be encouraged to enter their work in student contests.

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## **AP100**                      **Photography I**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	10, 11, 12

**Prerequisite:** None

**Description:** This course focuses on photography as a medium of personal expression. Through a series of photographic and digital editing projects, as well as the study and critique of historical, professional, personal, and peer photos, student photographers will gain an increasingly sophisticated understanding of photography as an art form. Students learn image techniques and digital manipulation using Adobe Photoshop CC 2018 and Lightroom CC Classic 2018, which teaches how to archive, organize, and optimize their own photographs for print or web purposes, and to experience the capabilities that would be achieved in traditional darkroom work. Students will be encouraged to develop and pursue their own expressive goals.

**Students must provide their own digital cameras.**

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## **AP200**                      **Photography II**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	11, 12

**Prerequisite:** Photography I

**Description:** This course builds on skills learned in Photography I and introduces more advanced photographic processes and concepts. Students continue the study of digital editing, as well as more in-depth critiques of historical, professional, personal, and peer photographs. Problem-solving and personal creative inquiry are the core of this class with an emphasis on individual expression. Students continue the study of techniques and digital manipulation using Adobe Photoshop CC 2018 and Lightroom CC Classic 2018. Students are offered opportunities to participate in competitions. The creation of personal blogs for ongoing posts and critiques culminates in a completed e-portfolio

**Students must provide their own digital cameras.**

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## **AP300                      Photography III**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	12

**Prerequisite:** Photography II

**Description:** This advanced course in Digital SLR photography will explore more demanding technical, artistic, and commercial aspects. The course will include on and off camera flash techniques, studio strobe usage, advanced digital camera operations and creative digital darkroom techniques with the use of Adobe Photoshop CC 2018 and Lightroom CC Classic 2018 software. Class time will include independent and cooperative personal work explorations. They will continue the exploration of the history of photography, developing their personal direction along the way. Students will create personal blogs for the ongoing posting of work and critiques, prepare both an e-portfolio and a physical body of work to exhibit at the completion of the course, and learn how to market their photography.

**Students must provide their own digital cameras.**

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## **AP350                      Photography III Honors**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	12

**Prerequisite:** Photography II with teacher approval

**Description:** This course is designed for those students who wish to expand their technical aspect and personal voice. Students will have the opportunity to investigate advanced photographic techniques, social documentary, proficiency with digital applications, and the history of photographic art history in order to create a body of work that embodies their individuality and moves them toward an independent course of thinking. Students will create personal blogs for the ongoing posting of work and critiques, prepare both an e-portfolio and a

physical body of work to exhibit at the completion of the course, and learn how to market their photography.

**Students must provide their own digital cameras.**

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## **AS100                      Sculpture I**

***UC/CSU Area:***

Area F - Visual & Performing Arts

***Credits -Duration:***

10 credits - One Year

***Grade Level(s):***

9, 10, 11, 12

***Prerequisite:*** None

***Description:*** This course focuses on creating sculptures and 3-dimensional designs using paper, wire, metal, clay, wood, glass, cloth, and found objects. Students will engage in multiple styles of learning while problem solving multi-dimensionally in a variety of media, each with its own challenges and historical/cultural context. Students will connect to the world through creative inquiry and investigation of materials, creating new and unique forms from personally determined meaning, awareness of the world, and intention.

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## **AS200                      Sculpture II**

***UC/CSU Area:***

Area F - Visual & Performing Arts

***Credits -Duration:***

10 credits - One Year

***Grade Level(s):***

10, 11, 12

***Prerequisite:*** Sculpture I or equivalent with department approval

***Description:*** Sculpture II builds on and hones skills learned in Sculpture I while introducing new media, and more sophisticated art and thought processes. Sculpture II allows students to develop more individual directions in their 3D art experience. Students build on knowledge and skills acquired in Sculpture I while continuing to create from different aspects of the self, accessing multiple styles of learning while problem solving multi-dimensionally in a variety of media, each with its own challenges and historical/cultural context. Students will connect to the world, past and present, through creative inquiry and investigation of materials, literally creating new and unique forms from personally determined meaning, awareness of the world, and intention.

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## AS300

## Sculpture III

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** Sculpture II or equivalent with department approval

**Description:** This course builds upon the development of portfolio-quality 3-dimensional artwork as a means of creative self-expression, and allows students to master the techniques necessary to create this work. Individual projects of depth and breadth will be created. Projects will utilize various media such as clay, installation art, carving, assemblage, etc., resulting in quality works of personal interest, pieces responding to culture, environment, artist-inspired work, and art genres. Work created in this course can be used in a student portfolio and in preparation for Honors Sculpture and beyond.

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## AS350

## Sculpture III Honors

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** Sculpture II or III with department approval

**Description:** This accelerated course emphasizes diverse perspectives, works towards developing each student's fullest potential, and is designed to provide more academic rigor. The course is designed for advanced students who are serious about sculpture and producing portfolio-quality work. Students will continue to develop their artistic skills and techniques by creating individual projects approved by the instructor, which reflect the students' special interests and artistic goals. Portfolios will be developed, critiqued, prepared and photographed for submission to art school. Additionally, there are requirements of attending museum and gallery openings, experiencing art in public displays, and producing an exhibition of their own works.

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## AV700

## Video Production

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** None

**Description:** Students in Video Production I will learn and apply the basic artistic skills in cinematography (rule of thirds, panning, framing, lighting etc.) with post production skills using Adobe Premiere Pro. This entry level class will explore concepts such as storyboarding, composition, shot angles, point of view, transitions, and continuity. In class discussions will cover various aspects of digital video, which include multiple media formats, cameras, lenses, lighting, sound recording and editing to develop an understanding of film language and grammar. Students will complete several short, silent and sync sound videos, as well as several individual short personal, and group projects.

**This course is a TriSchool offering. It will be scheduled in Block 2. May be repeated for credit; levels II/III.**

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## AV705

## Video Production II/III

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** Video Production I / II

**Description:** Students interested in refining and advancing the skills learned in Video Production I are encouraged to join this course for another opportunity to work in a discipline of interest and joy to allow their creativity to be shared.

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# World Languages Department

- NDB Graduation Requirements: 2 years in one World Language
- UC/CSU Eligibility Requirements Area E (Language): Two years are required. Three years is recommended.
- AP/Honors: Courses marked with an asterisk\* are recognized on the 5.0 scale by the UC/CSU in their GPA eligibility calculation when taken in grade 10 or above.

<b>American Sign Language</b>	American Sign Language I American Sign Language II American Sign Language III American Sign Language III H* American Sign Language IV American Sign Language IV H*
<b>French</b>	French I French II French III French III Honors* French IV Advanced Placement French Language and Culture*
<b>Spanish</b>	Spanish I Spanish II Spanish III Spanish III Honors* Spanish IV Advanced Placement Spanish Language and Culture* Advanced Placement Spanish Literature and Culture*

- As part of the TriSchool, **Mandarin** is offered through the Serra High School program.
  - o Please see the [TriSchool course offerings](#) for more detailed information.

## World Language Course Descriptions

### American Sign Language Overview

ASL is the 2nd most-studied world language in the USA! Did you know listeners pay more attention to nonverbal messages than your voice? (Albert Mehrabian, a well known psychologist, discovered that only seven percent of the meaning conveyed by typical utterance regarding our feelings and attitudes comes from the words we use, 38 percent from our voice, and 55 percent from our body language. When our body language conflicts with our words, listeners will typically pay more attention to our nonverbal message (Mehrabian, 1972)). Imagine what a difference it would make if you could improve your nonverbal communication skills by just a small percent! In ASL classes, you will get a full ASL immersion experience; Learn about the politics within the communities between hearing and Deaf communities; Exploration field trip to various of ASL events; Interact with Deaf Guest Speakers; Increase ASL and Deaf Culture awareness to the community; Real World Experiences though ASL; Opportunity to join ASL Honor Society; Opportunity to lead and participate in ASL Club.

### **LA100**                      **American Sign Language I**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area E - Language Other Than English	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** None

**Description:** This course introduces the fundamentals of basics of American Sign Language (ASL). It is designed for students with no or minimal sign language skills to develop basic skills in use of ASL and knowledge of Deaf culture. 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 will be offered as a Trischool enrollment beginning 2024-2025**

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### **LA200**                      **American Sign Language II**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area E - Language Other Than English	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** C- in ASL I

**Description:** This course is a continuation of the ASL I course and emphasizes development and refinement of comprehension, production, and interpersonal skills. Students will improve conversational skills in ASL to a functional level for expressive and receptive use. Begin development of ASL storytelling through short stories and presentation skills. Expand knowledge on Deaf culture through readings from a number of Deaf and Hard-of-Hearing authors.

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## **LA300**                      **American Sign Language III**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area E - Language Other Than English	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** B+ in ASL II and Teacher's recommendation

**Description:** This course is a continuation of the ASL II course. It builds upon the foundational skills and knowledge introduced in ASL II, with an emphasis on expansion and refinement of comprehension, production and interactional skills. Students will improve their skills in ASL storytelling, as well as expand their vocabulary. Students will learn more complex grammatical features through narratives and dialogue.

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## **LA350**                      **American Sign Language III Honors**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area E - Language Other Than English	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** A in ASL II and Teacher's recommendation

**Description:** This advanced course is designed for students who have completed ASL II and demonstrated intermediate ASL skills. Students will be engaged in more complex interactions as well as learning more complex grammatical features through narratives and dialogue. Students will be given the opportunity to join the ASL Honor Society. Emphasis is upon acquisition of advanced comprehension, production and interactional skills.

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## LA400

## American Sign Language IV

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** A- in ASL III and Teacher's recommendation

**Description:** This course is a continuation of ASL III. Further development and refinement of receptive and expressive skills, including fluency of signing, are expected. Advanced study of ASL grammar through ASL narratives and literature is covered. Students will study in depth about the Deaf Community and Deaf Culture globally.

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## LA450

## American Sign Language IV Honors

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** A in ASL III and Teacher's recommendation

**Description:** This course is designed for students who have successfully completed the first two years of ASL. The students are to acquire communication competency by using 90% target language, ASL, 10% reading English prints, and 0% using Spoken English, which promotes the shifting from comprehension to production of ASL. With expanded vocabularies and grammatical patterns being exposed, the 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 main emphasis is to bring the students' ASL fluency to a point of self-generated ASL for the purpose of furthering language use in ASL. Deaf Culture will be studied throughout the two semesters as it relates to the course.

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## **French Overview**

Many are attracted to the beauty of the French language and culture, but there are many personal, practical, and professional reasons for learning French. First of all, French is an international language and it will make you a citizen of the world. It is widely spoken and taught in all five continents. In fact, did you know that French is an official language of 29 countries and of many international organizations such as the UN, the European Union, the NATO, the International Olympic Committee, and the Red Cross? Since France is known for its remarkable history and culture of art, good food, fashion, and tourism, you will learn and experience French delicacies and learn about the great figures and events that make France such a fascinating place to visit (Versailles, Marie Curie, Stromae). Many American students are surprised to see how many French words they already know. Did you know that one third of French words are similar to English? There are many French words like “*fiancé*” and “*rendez-vous*” that come directly from French. At Notre Dame, we offer a full five-level French program taught by native speakers. Courses include Honors and AP and many opportunities to join the French Honor Society. In addition, you can earn prizes in the yearly National French Contest, and lead and participate in our active Tri-School French Club where we celebrate French holidays with Mercy and Serra High Schools.

### **LF100**

### **French I**

***UC/CSU Area:***

Area E - Language Other Than English

***Credits -Duration:***

10 credits - One Year

***Grade Level(s):***

9, 10, 11, 12

***Prerequisite:*** None

***Description:*** The primary objective of this course is to make studying French accessible, enjoyable, and enriching for beginners. In an engaging and supportive climate, first year students will learn new sounds, sentences, and concepts that will open an awareness of thirty French-speaking nations worldwide. Gradually, students learn to understand, speak, read, and write in French as they participate in dynamically paced activities like role -playing, singing, games , and creative projects using tech tools and art.

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### **LF200**

### **French II**

***UC/CSU Area:***

Area E - Language Other Than English

***Credits -Duration:***

10 credits - One Year

***Grade Level(s):***

9, 10, 11, 12

***Prerequisite:*** C- in French I and Teacher’s recommendation

**Description:** With French I as a base, the primary objective of this course is to accompany students through additional basics that will advance their ability to speak, understand, read, and write French. In an engaging and interactive class environment (see French I), students are gradually exposed to an expansion of previous vocabulary and grammar structures, including new tenses. Second year content is essential to boosting proficiency and for placement in French III.

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## LF300

## French III

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** B- or above in French II and Teacher's recommendation

**Description:** This course emphasizes the further development of comprehension, reading, writing, and speaking skills. Vocabulary and grammar is expanded, with an emphasis on applying those literacy skills in authentic situations. Brief oral presentations and short essays will also expand the students' ability to express themselves through written and spoken language. Students continue to explore cultural topics, and begin reading short selections by authors from different parts of the Francophone world. Students learn to approach the language from authentic content of their choice, and to acquire the language from their own practice in order to become life-long learners of French.

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## LF350

## French III Honors

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** A- or above in French II and Teacher's recommendation

**Description:** This accelerated course is designed to continue the development of the student's speaking, listening, reading, and writing skills. In addition to the regular French III curriculum, there will be an emphasis on the development of writing skills through short compositions and essays throughout the year. Intensive grammar review/instruction and vocabulary enrichment will continue to be emphasized. Students continue to explore cultural topics, and begin reading short selections by authors from different parts of the Francophone world. Students learn to approach the language from authentic content of their choice, and to acquire the language from their own practice in order to become life-long learners of French. This course is designed to prepare students for the Advanced Placement French Language and Culture course.

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**LF400****French IV****UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** B or above in French III or B- or above in French III Honors and Teacher's recommendation

**Description:** This course enriches the student's knowledge of the French language by providing diverse opportunities for oral and written practice. Various topics drawn from poetry, plays, short stories, novels, and the recent press serve as stimuli for discussions, presentations, projects, and writings. Students are more formally introduced to French literary history by sampling major works from each literary period. Grammar and vocabulary are reviewed and expanded throughout the course.

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**LF500****AP French Language and Culture****UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** AP teacher approval after French III Honors/ French IV. Teacher recommendation and B+ or above in French III Honors/ French IV.

**Description:** This course encompasses aural and reading comprehension, grammar and composition, and oral expression. Students in Advanced Placement French Language and Culture will read and analyze literature and current press from French-speaking countries. Oral participation exclusively in the target language will be required.

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## **Spanish Overview**

Our Spanish classes are dynamic and relevant to our lives in California. At NDB we strive to develop our students' skills in order for them to be able to interact with Spanish speakers outside the classroom environment. Given that as a state we have the largest Hispanic population in the country, our students have many opportunities to practice their language skills in our community. We believe in the intricate relationship between language and culture thus many hispanic cultures are explored at each level.

### **LS100**

### **Spanish I**

***UC/CSU Area:***

Area E - Language Other Than English

***Credits -Duration:***

10 credits - One Year

***Grade Level(s):***

9, 10, 11, 12

***Prerequisite:*** None

***Description:*** This course helps students to build a basic framework of the Spanish language, which will enable her to understand, speak, write, and read Spanish at a novice level. Students are also introduced to Spanish and Latin American cultures.

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### **LS200**

### **Spanish II**

***UC/CSU Area:***

Area E - Language Other Than English

***Credits -Duration:***

10 credits - One Year

***Grade Level(s):***

9, 10, 11, 12

***Prerequisite:*** C- in Spanish I

***Description:*** This course builds on the foundational skills developed in Spanish I, to enhance speaking, reading, writing, and listening comprehension skills. Oral expression continues to be stressed, and Spanish is increasingly used as the dominant medium in class interactions. Continued work is done in vocabulary and in grammar, with a special emphasis on verb usage and review of past material. The study of Spanish and Latin American cultures is ongoing, and constitutes an integral part of language study.

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## LS300

## Spanish III

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** B- or above in Spanish II and Teacher's recommendation

**Description:** This course is designed to continue developing the student's speaking, listening, reading, and writing skills, with more focus on the development of oral and writing skills. Through brief oral presentations, short essays, intensive grammar review/instruction and vocabulary enrichment, the student continues to develop more sophisticated expression in the language. Students continue to explore cultural topics and begin reading short selections from a number of Spanish and Latin American authors.

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## LS350

## Spanish III Honors

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** A- or above in Spanish II and Teacher's recommendation

**Description:** This accelerated course is designed to continue the development of the student's speaking, listening, reading, and writing skills. In addition to the regular Spanish III curriculum, there will be an emphasis on the development of writing skills through compositions and short essays throughout the year. Intensive grammar review/instruction and vocabulary enrichment will continue to be emphasized. Students will continue to explore cultural topics and will read selections from a number of Spanish and Latin American authors. This course is designed to prepare students for the Advanced Placement Spanish Language and Culture course.

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## LS400

## Spanish IV

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** B or above in Spanish III or B- or above in Spanish III Honors and Teacher's recommendation

**Description:** This course more formally introduces the literature of both Latin America and Spain. More intensive work is done in the study of these cultures. Students' knowledge of the Spanish language is enriched through diverse oral and written projects. Various topics drawn from poetry, plays, short stories, and the press serve as stimuli for discussions, presentations, projects, and writings. Grammar and vocabulary are reviewed and expanded throughout the course.

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## **LS500** **AP Spanish Language and Culture**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area E - Language Other Than English	10 credits - One Year	10, 11, 12

**Prerequisite:** AP teacher approval after Spanish III Honors/ Spanish IV. Teacher recommendation and B+ or above in Spanish III Honors/ Spanish IV.

**Description:** This course encompasses aural/oral skills, reading comprehension, grammar, and composition. Students will read and analyze literature and current press from Spanish-speaking countries. Oral participation

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## **LS550** **AP Spanish Literature and Culture**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area E - Language Other Than English	10 credits - One Year	11, 12

**Prerequisite:** B+ in Spanish III Honors; B+ in Spanish IV; B+ in AP Spanish Language and Culture and Teacher's recommendation

**Description:** exclusively in the target language will be required. Additional meeting periods outside of class will occur at intervals throughout the year.

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## Other Courses and Programs

### ND102 Freshmen Intensive

**UC/CSU Area:**

NDB only

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9

**Prerequisite:** member of Empowered For Success Program; grade 9

**Description:** Our Freshman Intensive course is designed to support students in our Empowered for Success (EFS) program. This course focuses on providing resources and skills to help students succeed in the classroom. The FIT course allows students to review their learning plan to understand and articulate their learning differences and accommodations. Upon completion of this course, students will build strong advocacy skills and develop college preparatory study habits to feel empowered to take intellectual risks.

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### ND105

#### Becoming Notre Dame (Required NDB Course for Freshmen)

**UC/CSU Area:**

NDB only

**Credits -Duration:**

5 credits - One Semester

**Grade Level(s):**

9

**Prerequisite:** none

**Description:** Becoming Notre Dame was designed as a foundational class to help prepare incoming freshmen for their 4-year spiritual and learning journey at Notre Dame Belmont High School. In keeping with the mission and spirit of foundress St. Julie Billiart, it aims to “teach students what they need to know for life.” Students build community in small groups, along with their primary instructor, while also benefiting from seminar-style discussions with visiting alumnae, administrators and other guest speakers. The semester-long experience is structured around 6 primary units: Introduction to the Journey, Community Health and Wellness, Transformational Leadership, Brain Plasticity & Tools for Your Journey, Mind, Body & Soul Connections, Capstone Project and Presentations.

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### ND120

#### EFS Support

**UC/CSU Area:**

NDB only

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** member of Empowered For Success Program

**Description:** Our EFS Intensive course is designed to support students in our Empowered for Success (EFS) program in grades 10-12 who may benefit from a structured study hall. This course emphasizes strategies for success and offers additional support as needed. Students learn to advocate for their needs while having continued regular access to resources for success in the classroom.

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## **ND700**

## **Modern Finance & Business**

**UC/CSU Area:**

Area G - College Preparatory Elective

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** Upper Division student

**Description:** Modern Finance & Business is a year-long course which examines real world financial issues and helps students develop decision making skills related to personal finance as well as business fundamentals. Students will be presented with real-life scenarios intended to apply the concepts of finance and help attain their entrepreneurial goals for success in the business world and life after high school. Students apply critical thinking skills and learn how to evaluate options and solve problems. This course will enhance student readiness for life after graduation. Students will investigate career choices and build budgets appropriate to that income base as well as analyze their personal finance and money management relative to higher education and its costs. Students will research banking, buying cars and homes, renting, taxes and investing their money, as well as entrepreneurship. Students will also develop an understanding of business, finance, management and marketing while applying the mathematical knowledge necessary for success in those fields

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**UC/CSU Area:**

NDB only

**Credits -Duration:**

5 credits - One Semester\*

**Grade Level(s):**

11, 12

**Prerequisite:** Minimum 3.5 GPA and on-track with graduation plan.

**Description:** Students can choose to secure an internship for a semester in their junior or senior year. Upon completion of the requirements, they will be awarded credit for 2.5 units on their transcript. Students wishing to pursue this option must commit to a minimum of 40 hours during the semester at the internship and maintain a page on their Digital Portfolio that is updated weekly to include what their internship is focused on, how they are contributing to the mission of the company/organization, how their internship is connected to their Passion Project/future career goals/area of interest that they wish to explore, and the Notre Dame Hallmarks. At the end of the semester, the student is also required to compose a final reflective post that summarizes the overall experience and what they learned during the semester. Enrollment in a Student Directed Internship requires approval of the student's counselor and the Associate Head of School for Curriculum and Instruction. Proof of the internship in the form of a letter on company letterhead from the direct supervisor along with a business card, must be submitted to the student's academic counselor within two weeks of the start of the semester in order to remain in the course. The Digital Portfolio must be shared with the Associate Head of School for Curriculum and Instruction, for review.

**This course is Pass/Fail. Failure to meet the requirements of the internship will result in an "F" grade.**

- **This course may be repeated for additional credit on a semester basis.**

Reference: Guidelines and Checklist

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### Teacher Assistant Program

The Teacher Assistant Program (TA) will be available only to those students who are enrolled in six classes per semester. TAs will be enrolled in a Study Hall from which they may leave to work with the teacher or department, or provide peer tutoring for the teacher's classes, for a partial or whole class period. A student TA will receive service hours per semester on her transcript when the teacher or department verifies her work and commitment to the program. Note: Serving as a Teacher Assistant does not complete the minimum credit requirement in either semester, and does not substitute for a regular course. Service hours will accumulate, however, this service does not take the place of core outreach associated with the NDB school wide Community Service requirement.

# Tri-School Courses

Please note that families will be required to sign off on a Tri-School contract as part of their daughter's enrollment in an off-campus course. AP/Honors courses marked with an asterisk \* are recognized on the 5.0 scale by the UC/CSU in their GPA eligibility calculation - if taken in grade 10 or later.

## Tri-School Courses

The courses on the following pages are being offered to NDB students for the 2024-2025 school year. If you are interested in selecting one of these courses, please note the following:

1. Spaces are limited by each school site. Always select an alternate course in the event it is not open.
2. Students should note the times each course is offered.
3. Tri-school courses are offered at a specific time. Please read **Tri-School special note** below each course.
4. You are responsible for your own transportation (this includes signing up for shuttle service and/or driver permission slips being submitted). Missing a class because of transportation problems is not an acceptable excuse.
5. You are responsible for all class time, even if it falls during an NDB school holiday.
6. The school dress code will be observed on all three campuses.
7. **If you select a Tri-School course and are scheduled into it, as per agreement with the other members of the Tri-School program, no class changes or drops will be allowed.**
  - Make sure it is a course you really want.

### Tri-School Classes at Serra High School

#### TLM100

#### Mandarin I

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** none

**Description:** This is a first year course of Mandarin. Students will develop the basic skills in Mandarin Chinese, such as useful conversation for daily life. Students will also learn to read, write, speak and understand basic Mandarin Chinese characters and pinyin. Students will be exposed to a variety of Mandarin-speaking cultures in Mainland China, Taiwan, Singapore and more.

**This Tri-School course meets during the second period.**

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## **TLM200                      Mandarin II**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area E - Language Other Than English	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** C- or better in both semesters in Mandarin I

**Description:** This is a second year course of Mandarin. A continuation of Mandarin I, this course maintains and develops oral competency, reading skills, writing skills and cultural awareness of the historical issues and influence of Mandarin-speaking cultures.

**This Tri-School course meets during first period.**

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## **TLM300                      Mandarin III**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area E - Language Other Than English	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** C- or better in both semesters in Mandarin II

**Description:** This is a third year course of Mandarin that builds on the material and skills developed in the first two years of Mandarin. The course reinforces previous material as well as continues to expand in the areas of grammar, vocabulary and conversation. Increased speaking of the target language with cultural accuracy is an important aspect of this course.

**This Tri-School course meets during third period.**

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## TLM400

## Mandarin IV

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** C- or better in both semesters in Mandarin III

**Description:** This is a fourth year course of Mandarin. Students will continue to develop the skills necessary to carry on extended conversations in Chinese, expressing their opinions on issues related to current events, Chinese society, politics, economics, education, and Chinese culture. Students will be able to produce and present their own viewpoints of events by using the Chinese language in both spoken and written form. The class will be conducted entirely in Mandarin with an emphasis on active student participation in the target language.

**This Tri-School course meets during fourth period.**

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## TLM500

## AP Chinese Language and Culture

**UC/CSU Area:**

Area E - Language Other Than English

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** 1) A both semesters in Mandarin III or B both semesters in Mandarin IV, 2) Successful completion of the challenge test, 3) Completion of AP contract

**Description:** AP Chinese is an advanced Mandarin Chinese course that prepares students for the Advanced Placement Exam in May. Students will be able to successfully communicate both linguistically and culturally in Chinese within and beyond the school setting. The course content includes authentic sources such as Chinese newspapers, radio broadcasts, video clips, and literary texts. Students will be able to demonstrate their Chinese proficiency across three communicative modes (interpersonal, interpretive, and presentational.) This course will be conducted entirely in Mandarin with an emphasis on active student participation in the target language. All students are required to take the AP exam in May

**This Tri-School course meets during fourth period.**

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## TSA100

## Drama 1: Introduction to Performance

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9

**Prerequisite:** none

**Description:** This course introduces students to the art of acting through a combination of theoretical and practical study. Students will experience performance through participation in improvisation, cold reading, pantomime, characterization, movement, monologues, and vocal technique. The class will read scenes and learn about textual analysis, theatrical vocabulary, the history of Western theater, different theater styles and their originators, and the evolution of acting techniques and methods. Students will watch and critique performances and complete one scene study per semester.

**This Tri-School course meets during first period for lower division students and third period for upper division students.**

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## TSA200

## Drama 2: Acting for the Stage

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

10, 11, 12

**Prerequisite:** Successful completion of Drama 1 OR by audition

**Description:** This full-year course builds on the foundations learned in Drama 1 and focuses on the practical application of acting methods and theories. The course will include ensemble acting, movement, mask work, improvisation, vocal technique, and scene study. Students will complete in depth textual analysis and will learn about the evolution of acting techniques and their creators. This course will center on discerning objectives, obstacles, actions when approaching a performance, as well as touch upon inner monologue, power dynamics, behavioral observation, and emotional truth. Students will watch and critique plays and complete one scene study per term.

**This Tri-school course meets during second period.**

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## TSA300

## Drama 3: Advanced Acting & Production

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** Successful completion of Drama 2 OR by audition

**Description:** This advanced course focuses on each student's individual artistic growth as both an actor/performer and a director designer by alternating curriculum year to year.

**Example of year one:**

In the first semester, students will perform in depth scene studies that concentrate on 21st Century theater and classical Western Theatre (Shakespeare, Marlowe, Goethe, etc) They will learn how to integrate elements of theatrical design (lighting, costume, scenery) with staging and theme to create artistically intriguing performances. In the second semester, they will learn how to approach a text from a production point of view, culminating in a public evening performance of a student directed, produced, and designed one-act play. Students will watch and critique plays outside of class once a semester.

**Example of year two:**

Scenes in the first semester will focus on World Theater (Non-Western) and American Musical Theatre with the aid of a live accompanist or recorded tracks. Students will focus on developing audition skills for both plays and musicals. In the second semester, they will learn how to approach a text from a production point of view, culminating in a public evening performance of a student directed, produced, and designed one-act play. Students will watch and critique plays outside of class once a semester.

\*Curriculum is determined yearly based on enrollment, current and recent production seasons and may change to best fit the education of the students enrolled.

**This Tri-school course meets during second period. This course meets concurrently with Drama 4**

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## TSA400

## Drama 4: Advanced Acting and Performance

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

11, 12

**Prerequisite:** Successful completion of Drama 3

**Description:** This advanced course focuses on each student's individual artistic growth as both an actor/performer and a director designer by alternating curriculum year to year.\*

**Example of year one:**

In the first semester, students will perform in depth scene studies that concentrate on 21st Century theater and classical Western Theatre (Shakespeare, Marlowe, Goethe, etc) They will learn how to integrate elements of theatrical design (lighting, costume, scenery) with staging and theme to create artistically intriguing performances. In the second semester, they will learn how to approach a text from a production point of view, culminating in a public evening performance of a student directed, produced, and designed one-act play. Students will watch and critique plays outside of class once a semester.

**Example of year two:**

Scenes in the first semester will focus on World Theater (Non-Western) and American Musical Theatre with the aid of a live accompanist of recorded tracks. Students will focus on developing audition skills for both plays and musicals. In the second semester, they will learn how to approach a text from a production point of view, culminating in a public evening performance of a student directed, produced, and designed one-act play. Students will watch and critique plays outside of class once a semester.

\*Curriculum is determined yearly based on enrollment, current and recent production seasons and may change to best fit the education of the students enrolled.

**This Tri-school course meets during second period. This course meets concurrently with Drama 3**

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## **TSA705**

## **Concert Band**

**UC/CSU Area:**

Area F - Visual & Performing Arts

**Credits -Duration:**

10 credits - One Year

**Grade Level(s):**

9, 10, 11, 12

**Prerequisite:** none

**Description:** This is a course for students wishing to learn the basics of a band instrument such as the flute, clarinet, saxophone, trumpet, trombone, baritone, tuba or percussion. This course is specifically designed to inspire students who have never played a band instrument to learn here at Serra. After a year of this band, students will be invited to join the Symphonic Band. Students will supply their own instruments (rent or buy) or will use a school instrument on occasion. Once you sign up for this class, you'll receive a notice of an Instrument Selection Day where students will be invited to try all the instruments to pick one that they like. Fees may apply: Students will need to rent or purchase an instrument. Students will also need to buy a Serra performance polo (\$50).

**This Tri-school course meets during the third period.**

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## **TSA710**                      **Symphonic Band**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** Audition/Approval by the instructor required of ALL student members

**Description:** This performance-based course is offered to students with experience in music ensemble playing and at least an intermediate playing ability on one or more instruments. Members of the Symphonic Band also perform together as the Serra Pep Band for Varsity Football/Basketball home games. Performances may also include Serra Christmas/Spring concerts, community concerts/festivals, and Open House/Recruiting events. All performances are mandatory. Students must provide their own instruments (some exceptions may apply). Fees may apply: Students will be required to purchase a Serra performance polo shirt.. The Serra 2024-2025 academic year is also a Tour Year!! Travel expenses to participate in the Pearl Harbor Memorial Parade will be billed through the student's TADS account if you choose to participate and join us on tour! A Parent/Student informational meeting will be held in Spring 2025. Students may choose to purchase suggested apps for class but they are not required.

**This Tri-school course meets during the first period.**

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## **TSA720**                      **Jazz Ensemble**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area F - Visual & Performing Arts	10 credits - One Year	9, 10, 11, 12

**Prerequisite:** Audition and Approval of the instructor

**Description:** This Tri-School performance-based course studies the elements found in Bebop, Swing, Blues, Funk, Cool, and Modern Jazz including the unique art form of improvisation. Festival and concert performances allow opportunities for small and large ensemble playing. All performances are mandatory. Students in the Jazz Band must also take Symphonic Band unless other arrangements are approved by the instructor. Fees may apply: Students will be required to purchase a Serra performance shirt. The Serra 2024-2025 academic year is also our Tour Year!! Travel expenses to participate in the Pearl Harbor Memorial Parade will be billed through the student's TADS account if you choose to participate and join us on tour! A Parent/Student informational meeting will be held in Spring 2025. Students will need to purchase the iRealPro app (about \$15) to practice improvisation and lead sheets at home.

**This Tri-School course meets Monday through Thursday during zero period.**

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## **TSS730**                      **Philosophy**

<b>UC/CSU Area:</b> Area G - College Preparatory Elective	<b>Credits -Duration:</b> 10 credits - One Year	<b>Grade Level(s):</b> 12
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**Prerequisite:** Upper Division student

**Description:** This course introduces students to the discipline through discussing and critiquing texts, problems, and thought experiments from thinkers from Socrates, Plato, and Aristotle to contemporary philosophers. Students help choose the focus of the course, but areas of coverage could include applied ethics & bioethics, philosophy of science, philosophy of mind, and free will. The primary objective is to enable students to think critically about complex problems from a variety of angles and generate creative solutions, which they are also able to criticize; this is done both in writing and in discussion. In a world where technology often renders traditional job training obsolete, critical and creative thinking skills are the ultimate portable skills.

**This Tri-school course meets during first period, fall semester.**

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## **TSS780**                      **Honors Philosophy**

<b>UC/CSU Area:</b> Area G - College Preparatory Elective (pending)	<b>Credits -Duration:</b> 10 credits - One Year	<b>Grade Level(s):</b> 12
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**Prerequisite:** Upper Division student

**Description:**

**This Tri-school course meets during first period, fall semester.**

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## **TSS750**                      **Creative Solutions for the Global Good**

<b>UC/CSU Area:</b> Area G - College Preparatory Elective	<b>Credits -Duration:</b> 10 credits - One Year	<b>Grade Level(s):</b> 11, 12
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**Prerequisite:** Successful completion of Capstone Project OR Program Director Approval

**Description:** In this course, students will use Design Thinking principles for an individually designed year-long project. The project will focus on service and should be centered on a topic that the student is personally interested or passionate about - such as recycling, cancer awareness or teaching digital citizenship skills to young children. Students will be responsible for creating a timeline for their project, meeting with project contacts on a regular basis (which may be outside of the regular school day), and executing the project. Students will present their final project at the end of the year to a panel of teachers, mentors, students, and/or parents. This is a nontraditional class, and students are expected to be organized self-starters. This course also meets concurrently with the Advanced Solutions for the Global Good class.

**This Tri-School course meets during zero period once or twice a week.**

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### Tri-School Classes at Mercy High School, Burlingame

#### **TSM700                      Anatomy and Physiology**

<b>UC/CSU Area:</b>	<b>Credits -Duration:</b>	<b>Grade Level(s):</b>
Area D - Science	10 credits - One Year	11, 12

**Prerequisite:** C average in English and prior science courses.

**Description:** This rigorous college-preparatory elective science course includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. The course may also be helpful for those students who plan to enter education as either a life science or physical education teacher. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter.

**This Tri-school course meets during Block 1**

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#### **TSM750                      Anatomy and Physiology Honors**

**UC/CSU Area:**  
Area D - Science

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
11, 12

**Prerequisite:** Students must have taken honors level science courses and maintained a B average in those classes.

**Description:** This rigorous college-preparatory elective science course includes a detailed study of many human body systems. Homeostatic balance, the relationship between structure and function, and the interrelationships between body systems are a focus throughout the course. This course is recommended for students interested in a health-related career, especially those students who plan to study medicine, nursing, physical therapy, and athletic training. Standards are similar to those in the standard level of the course, but students are expected to have a deeper understanding with a higher level of sophistication. This course uses dissection as an instructional activity.

**This Tri-school course meets during Block 1**

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## **TSM790 Medical Interventions**

**UC/CSU Area:**  
Area G - College Preparatory Elective

**Credits -Duration:**  
10 credits - One Year

**Grade Level(s):**  
11, 12

**Prerequisite:** Completion of Biology with a B or better.

**Description:** The Medical Interventions course is designed to continue students' education in the Health Science field, introduce a better foundation and skills needed to be successful and strengthen the knowledge learned in Biology, Biomedical Science, and/or Anatomy and Physiology. In this course, students investigate the major biological concepts by studying the history of health care as well as the developmental stages in a human's life. Students learn about specific skills needed to be successful in pursuing a career in health science. Students will complete a resume and cover letter while practicing interviewing skills. Students will also learn about first aid and practice certain basic first aid skills. Finally, students will learn about medicinal plants, including their structure and function, and create a usable product from certain plants.

**This Tri-School course meets Monday through Thursday during zero period (7:30 a.m. – 8:15 a.m.) on Mercy Burlingame Campus.**

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## APPENDICES

### **College Admission Requirements**

#### **University of California Admission Requirements**

**Note:** For the most current and complete information about comprehensive/holistic review, please refer to: <http://www.universityofcalifornia.edu/admissions/freshman/how-applications-reviewed/index.html>

The University of California evaluates all freshman applicants through a complete review of the qualifications a student presents when applying to one of the UC's undergraduate campuses. This is called comprehensive/holistic review. Comprehensive/holistic review is a process to ensure admission of highly qualified students to be considered on a broad variety of academic and personal qualifications that all students present on the application. The University of California no longer require standardized testings (i.e. SAT/ACT).

#### **Overview of the UC Admissions process**

##### **Eligibility**

Students can achieve Eligibility in the Statewide Context based on their high school grades in UC-required A-G courses (see A-G subject requirements) and their scores on standardized tests. To meet minimum admission requirements, you must complete 15 year-long high school courses with a letter grade of C or better — at least 11 of them prior to your last year of high school. Detailed information regarding UC requirements for incoming freshman can be found at [this link](#).

A second path, Eligibility in the Local Context (ELC). ELC grants UC eligibility to students in the top 9 percent of their junior class, based on grades in UC-required courses. The top 9 percent are identified as ELC. Another path to the UC is Admission by Examination Alone (see section on testing requirements for CSU and UC). Keep in mind, that competitive campuses and programs look for applicants who exceed the minimum requirements when they select their students.

## **A-G Subject Requirements**

### **A: History/Social Science - 2 years required.**

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of U.S. History or one-half year of U.S. History and one-half year American Government or Civics.

### **B: English -4 years required.**

Four years of college preparatory English that includes frequent and regular writing and reading of classic and modern literature. Not more than two semesters of ninth-grade English can be used to meet this requirement.

### **C: Mathematics -3 years required, 4 years recommended.**

Three years of college preparatory mathematics that includes the topics covered in Elementary and Advanced Algebra and two- and three-dimensional Geometry. Geometry must be taken and cannot be omitted or validated by a higher-level math course. Approved Integrated Math courses may be used to fulfill part or all of this requirement, as may Math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own Math courses.

### **D: Laboratory Science -2 years required, 3 years recommended.**

Two years of laboratory science providing fundamental knowledge in two of these three core disciplines: Biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), Chemistry, and Physics. The final two years of an approved three-year integrated science program may be used to fulfill this requirement. Not more than one year of ninth-grade laboratory science can be used to meet this requirement.

### **E: Language Other than English -2 years required, 3 years recommended.**

Two years of the same language other than English. Courses should emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in language other than English taken in the seventh and eighth grade may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

### **F: Visual and Performing Arts (VPA) -1 year required.**

One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual arts.

### **G: College Preparatory Electives -1 year required.**

One year (two semesters), in addition to those required in a-f above, chosen from the following areas:

Visual and Performing Arts (non-introductory level courses), History, Social Science, English, Advanced Mathematics, Laboratory Science, and Language other than English (a third year in the Language used for the e requirement or two years of another Language).

### **Admissions under comprehensive/holistic review**

Applicants admitted under comprehensive review will continue to be high-achieving students, admitted from the currently defined UC-eligible pool that identifies the top 9 percent of the statewide graduating high school class based on traditional academic criteria. Also, the 14 criteria (listed below) are what campuses currently use to select students from the UC-eligible pool.

Freshman applicants to UC campuses will be evaluated on the basis of a single, comprehensive set of selection criteria, using multiple measures of achievement and promise, while considering the context in which each student has demonstrated academic accomplishment, according to the policy.

Comprehensive/holistic review means that students' records will be analyzed not only for their grades and test scores-important baseline indicators of academic potential-but also for additional evidence of such qualities as motivation, leadership, intellectual curiosity, and initiative. These qualities play an important role in student success in an academic environment as rigorous and challenging as that of the University of California, and they can be demonstrated in a variety of ways, through a variety of achievements and experience. Consideration of these factors has long been a part of the admission process at many of the nation's most selective universities.

### **Campus Selection Criteria**

Below are the 14 points of criteria that UC campuses may use to select a freshman class from the pool of UC-eligible students.

#### ***Academic criteria:***

1. High school grade point average in UC-required courses.
2. Standardized test scores.
3. Number of, content of, and performance in academic courses completed beyond the university's minimum eligibility requirements.

4. Number of, and performance in, AP and Honors courses.
5. Being identified as eligible in the local context (ELC) by ranking in the top 9 percent of the high school class, as determined by the university's academic criteria.
6. Quality of the senior year program, as measured by the type and number of academic courses in progress or planned.
7. Quality of academic performance relative to educational opportunities available in the applicant's school.
8. Outstanding performance in one or more academic subject areas.
9. Outstanding work in one or more special projects in any academic field.
10. Recent marked improvement in academic performance.

***Supplemental Criteria:***

11. Special talents, achievements, and awards in a particular field, or experiences that demonstrate unusual promise for leadership or ability to contribute to the intellectual vitality of the campus.
12. Completion of special projects that offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus.
13. Academic accomplishments in light of an applicant's life experiences and special circumstances, such as disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status, or veteran status.
14. Location of the applicant's secondary school and residence, to provide for geographic diversity in the student population and to account for the wide variety of educational environments existing in California.

**Admission by Examination Alone**

If you do not meet the Subject and Scholarship Requirements, you may be able to qualify for admission to the University of California by examination.

High scores on Advanced Placement tests often result in colleges granting students college credit in the field. It is recommended that able students take the Advanced Placement Examinations if enrolled in an AP course. (NDB requires that all AP students take the AP test in that subject).

Please check the University of California website for the most up-to-date information in regards to admission by examination alone.

## California State University

[https://www2.calstate.edu/apply/freshman/getting\\_into\\_the\\_csu/Pages/admission-requirements.aspx](https://www2.calstate.edu/apply/freshman/getting_into_the_csu/Pages/admission-requirements.aspx)

You will qualify for regular admission as a first-time freshman if you:

1. **are a high school graduate;**
2. **have completed the a-g courses listed below at a minimum of 15 units (each unit is equivalent to 1 year of high school course).**
3. **have completed courses with grades of C or better in the following courses:**

<b>English – 4 years*</b> Composition and Literature designated as college preparatory. *For applicants to Cal Poly SLO, 5 years are recommended.	<b>Mathematics – 3 years (4 years recommended)</b> Algebra I, Geometry, Algebra II, and/or another advanced mathematics course.
<b>Social Sciences – 2 years</b> One year of U.S. History or one semester of U.S. History and one semester of Civics or American Government AND one year of Social Science	<b>Laboratory Science – 2 years with Laboratory</b> One Biological Science and one Physical Science
<b>Language other than English – 2 years in the same language.</b> Subject to waiver for applicants demonstrating equivalent competence	<b>Visual and Performing Arts – 1 year</b> Art, Dance, Theater/Drama, or Music.
<b>College Preparatory Electives – 1 year:</b> Any course that is beyond the minimum requirements and <b>not</b> listed above.	

## **Private Four-Year Colleges and Universities**

A minimum GPA of 2.5 and an SAT score of at least 1000 (critical reading and math) are generally suggested, as well as the fulfillment of requirements similar to the UC's A-G requirements. However, again, this varies by college, and there is no minimum GPA or SAT test score for private colleges. Therefore, individual college catalogs or college websites should be consulted for current information.

## **Community Colleges**

Any high school graduate, or person over the age of 18, may be admitted to a community college. Students register for community college in the spring of their senior year. See local community college websites below:

CSM (College of San Mateo) website	<a href="http://www.collegeofsanmateo.edu">www.collegeofsanmateo.edu</a>
Foothill College website	<a href="http://www.foothill.edu">www.foothill.edu</a>
Canada College website	<a href="http://www.canadacollege.edu">www.canadacollege.edu</a>

## **College Courses**

Students at Notre Dame High School Belmont have the opportunity to take courses at local California Community Colleges. Courses may be taken in any area. However, students may not take a required NDB core course outside of NDB.

Students who wish to take a college class at a community college must first discuss this with their NDB Counselor. The signature of the Associate Head of School for Curriculum and Instruction is also required to authorize enrollment. Students are responsible to make arrangements for any placement tests and are responsible for meeting college registration deadlines.

Courses taken on the college level will not be factored into the student's NDB GPA. However, students can list any college courses taken in their college applications, which the colleges will consider, and subsequently add to the student's overall college GPA. Generally, the most important factors in applying

to college are the four-year grade point average and the Scholastic Assessment Test (SAT) or the American College Test (ACT). It is highly advised to also research the college(s) of interest at their website on more specific information about their entrance requirements.

## NDB Course Index

Note: Not all courses are UC approved. All AP and Honors courses offered at Notre Dame are weighted on the 5.0 scale for your Notre Dame GPA. However, be aware that only courses marked with an asterisk \* are recognized on the 5.0 scale by the UC/CSU in their GPA eligibility calculation - **if the student takes the courses in grade 10 or later.**

### **English Department**

EN100 English I  
 EN150 English I Honors  
 EN200 English II  
 EN250 English II Honors  
 EN300 English III  
 EN350 AP English Lang. & Comp.\*  
 EN400 English IV  
 EN450 AP English Lit. & Comp.\*  
 EN700 Creative Writing  
 EN701 Journalism I  
 EN703 Journalism II/III  
 EN704 Journalism IV

### **Kinesiology**

KS700 Foundations of Sports Medicine  
 KP100 Physical Education I w/Health  
 KP300 Sports Management  
 KP200 Yoga I  
 KP210 Yoga II

### **Mathematics**

MA100 Algebra I  
 MA150 Algebra I Honors

### **Mathematics (cont.)**

MA350 Algebra II Honors  
 MA400 Precalculus  
 MA450 Precalculus Honors\*  
 MA500 Statistics  
 MA550 AP Statistics\*  
 MA600 Calculus  
 MA650 AP Calculus AB\*  
 MA652 AP Calculus BC\*  
 MA700 Computer Science I  
 MA740 Exploring Computer Science  
 MA750 AP Computer Science Principles\*

### **Science**

SC100 Physics 9/10  
 SC200 Biology  
 SC250 Biology Honors  
 SC300 Chemistry  
 SC325 Living by Chemistry  
 SC350 Chemistry Honors\*  
 SC450 AP Physics I\*  
 SC500 AP Biology\* / Lab  
 SC600 AP Chemistry\* / Lab  
 SC700 Environmental Science

MA200 Geometry

MA250 Geometry Honors

MA300 Algebra II

SC702. Forensic Science

SC705 Design Engineering

SC710 Introduction to Biotechnology

### **Social Sciences**

SS500 AP Human Geography\*

SS200. Modern World History

SS250 Modern World History Honors

SS300 U.S. History

SS350 AP U.S. History\*

SS400. U.S. Government

SS401 Economics

SS450 AP U.S. Govt. & Politics\*

SS700 Psychology

SS750 AP Psychology\*

AA700 AP Art History\* (also VPA)

### **Spiritual Life**

SL125 Faith & Identity

SL215 Hebrew Scripture

SL200 Living the Scriptures

SL325 Social Justice

SL320 Intro to Social Justice/Capstone Project

SL426 World Religions

SL435 Being Notre Dame

### **Visual and Performing Arts**

AA100 Art I

AA150 Digital Art

AA200 Art II

AA300 Art III

AA400 Art IV

AA500 AP Studio Art: 2D Design\*

AA501 AP Studio Art: 3D Design\*

AA502 AP Studio Art: Drawing\*

### **Visual and Performing Arts (cont.)**

AG100 Graphic Design I

AG200 Graphic Design II

AG300 Graphic Design III

AS100 Sculpture I

AS200 Sculpture II

AS300 Sculpture III

AS350 Sculpture III Honors \*

AC700 Choir/Music/Voice Ensemble

AD100 Dance I

AD200 Dance II

AD300 Dance III

AD400 Dance IV

AD501 Dance V: In-Step Company

AD502 Dance V: Partnering & Performance

AP100 Photography I

AP200 Photography II

AP300 Photography III

AP350 Photography III Honors °\*

AV700 Video Production

AV750 Video Production II/III

### **World Languages**

LA100 American Sign Lang. I

LA200 American Sign Lang. II

LA300 American Sign Lang. III

LA350 American Sign Lang. III Honors\*

LA400 American Sign Lang. IV

LF100 French I

LF200 French II

LF300 French III

AA700 AP Art History\* (also Social Science)  
 AE400 From Artist to Sewist: Self-expression  
 through Fibers and Fabrics

LF350 French III Honors\*  
 LF400 French IV  
 LF500 AP French Lang. & Culture\*

### **World Languages (cont.)**

LS100 Spanish I  
 LS200 Spanish II  
 LS300 Spanish III  
 LS350 Spanish III Honors\*  
 LS400 Spanish IV  
 LS500 AP Spanish Lang. & Culture\*  
 LS550 AP Spanish Lit. & Culture \*

### **Other NDB Courses and Programs**

ND102 Freshmen Intensive  
 ND105 Becoming Notre Dame  
 ND120 EFS Support  
 ND500 Modern Finance & Business  
 ND900 Student Directed Internship  
 Teaching Assistant Program  
 Study Hall

### ***Tri-School Courses***

#### **Junípero Serra High School**

TSA720 Jazz Ensemble  
 TSA710 Symphonic Band  
 TSA100 Drama I: Intro to Performance  
 (Grade 9)  
 TSA105 Drama I: Intro to Performance  
 (Grades 10-12)  
 TSA200 Drama II: Acting for the Stage  
 TSA300 Drama III: Advanced Acting & Production  
 TSA400 Drama IV: Advanced Acting & Performance

### **Junípero Serra High School (cont.)**

TSA705 Concert Band  
 TSB702 Virtual Enterprise  
 TLM100 Mandarin I  
 TLM200 Mandarin II  
 TLM300 Mandarin III  
 TLM400 Mandarin IV  
 TLM500 AP Chinese Lang. & Culture\*  
 TSS730 Philosophy  
 TSS780 Honors Philosophy  
 TSS750 Creative Solutions for the Global Good

#### **Mercy High School, Burlingame**

TSM700 Anatomy & Physiology  
 TSM750 Anatomy & Physiology Honors\*  
 TSM790 Medical Interventions