



# **Course Catalog**

## 2024-2025

## **SCHOOL MISSION**

Notre Dame Academy is a Catholic college-preparatory school sponsored by the Sisters of Notre Dame De Namur. We educate, transform, and empower young women from grades 7 to 12. We are a holistic learning community that cultivates self-motivated life-long learners, critical thinkers, and open-minded leaders to serve local and global communities, and to act for social justice. We guide students of all traditions in their personal faith formation and inspire them to see the goodness of God, as we honor the dignity of the individual and care for all creation.

## **GUIDE TO COURSE SELECTION**

The guidance within the Course Catalog is intended to inform and form the young women with the knowledge needed to nurture their love of learning as well as their educational and personal goals for the future. To gain maximum benefit from the catalog, the material should be carefully studied. Students are advised to confer with parents, teachers, and counselors, to refer to college catalogs, to consider past performance and to determine tentative goals before making a final course selection. Students will build their program of studies each year by selecting courses through the online course selection platform. Teachers will review students' course selection and ensure students are placed into appropriate course levels: College-Preparatory (CP), Honors (H), Advanced Honors, or Advanced Placement® (AP®) based on the prerequisite course guidelines listed in this catalog. Students are strongly encouraged to take advantage of the variety of minor course offerings that are available.

## **OVERVIEW AND UPDATES**

The Course Catalog is divided into two sections: one for our Cuvilly Division (Grades 7 and 8), and one for our High School (Grades 9 through 12). Within each of the two sections, the guide organizes course offerings by academic department. Within each department, courses are designated as major or minor and specified by grade-level. Major courses are worth 1 credit each in one area or related areas of study. These classes meet with a high degree of frequency culminating in midterm and final examinations. Minor courses are worth less than one credit and meet fewer times per cycle. They are designed to complement the core academic areas, offering students the opportunity to study a specialized area in depth. Course prerequisites are listed to assist in placing students in the appropriate level of rigor.

## GRADUATION REQUIREMENTS FOR GRADES 9-12

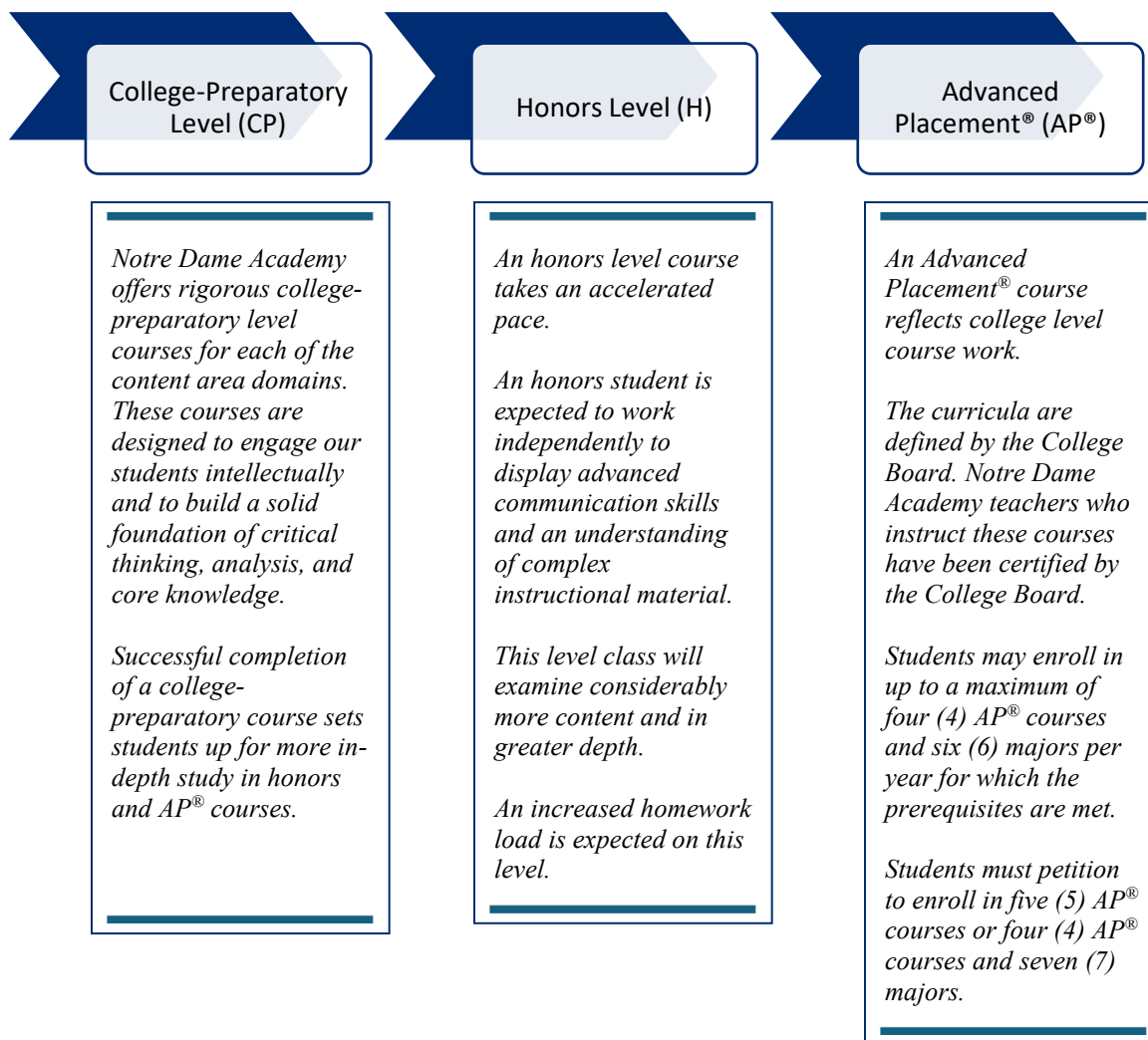
To graduate, students must earn 24 credits and follow these graduation requirements:

DISCIPLINE	MINIMUM CREDIT
Theology (1 course per year)	4 credits
English (1 course per year)	4 credits
Mathematics (1 course per year)	4 credits
World Languages (3 consecutive years of French, Latin, Mandarin Chinese or Spanish)	3 credits
Science (including Biology and Chemistry)	3 credits
Social Studies (including Modern World History, U.S. History I and U.S. History II or AP® U.S. History)	3 credits
Computer Technology (Freshman year: Two 0.25 credit semester STEM9 course or 1047 Intro to Computer Programming with Python 1.0 credits)	0.5 credits
Visual and Performing Arts (Freshmen year: One 0.25 credit semester 1336 High School Concert Choir course) and two other VPA courses before graduation	3 courses

- Students must earn a yearly minimum of 6 major credits.
- Computer Technology requirement is fulfilled during Freshman year.
- The Visual and Performing Arts requirement is only partially fulfilled during Freshman year.
- Students enrolled in an AP® course are required to take the AP® exam or submit the AP® Art portfolio. Families are responsible for all exam fees.
- All students must take a Guidance seminar each year. Students are responsible for the costs of books and supplies.
- Placement for currently enrolled students is determined at the beginning of the fourth quarter using third quarter year-to-date cumulative academic averages and course prerequisites. Prerequisite grades must be maintained through the fourth quarter. Students in grades 9 to 12 can petition one course per academic year. Please note: Students cannot petition for AP® U.S. History for Sophomores.

## COURSE LEVEL DEFINITIONS

Notre Dame Academy has offered a robust and rigorous college-preparatory experience for more than 200 years. Our program is set up to allow gradual academic progression beginning with **College-Preparatory (CP)** level, which is our baseline, through **Honors (H)**, and **Advanced Placement® (AP®)** levels within various disciplines.



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# CUVILLY DIVISION

## COMPUTER TECHNOLOGY STUDIES

The Computer Technology Studies Department seeks to challenge students to expand their critical thinking and creative problem-solving skills. Courses foster healthy digital citizenship, as well as Internet vigilance through an education in cybersecurity. Awareness of the social implications of technology is at the forefront of class as students partake in reflection and discussion on current events in the Technology sector. The Computer Technology Studies curriculum educates students on responsible use so that they are well prepared for high school, college, and their future careers.

### MINOR COMPUTER TECHNOLOGY REQUIREMENTS

#### **1507 STEM 7**

**½ credit**

The course will offer an introduction to coding by building websites with HTML & CSS. In addition, engineering and coding skills are developed as robotics and electronics are explored. There will be an emphasis on Digital Literacy, Digital Citizenship, and security in a digital world. The course is designed to prepare students to become empowered users of technology and devices, to become logical thinkers and problem solvers, to participate ethically and responsibly as global digital citizens, and to use, select and integrate technology tools throughout all areas of the curriculum.

#### **1508 STEM 8**

**½ credit**

This course starts with a review of skills learned in the STEM 7 course and Notre Dame Academy's technology curriculum. The course offers an expanded exploration of coding using MIT's Scratch electronics, robotics, 3D Design, and an introduction to Artificial Intelligence. It continues an emphasis on Digital Literacy, Digital Citizenship, and security in a digital world. The course is designed to prepare students as effective users of technology and devices, logical thinkers and problem solvers, and ethical and responsible global digital citizens.

## ENGLISH

The goal of the English Department is to develop a student's capacity to reason and use language to communicate effectively while developing an appreciation of rhetoric. The curriculum presents a multi-dimensional core discipline, which includes the study of language, literature, and writing. Each student is challenged to develop her analytical skills to become a critical thinker who can express herself coherently through both speech and written word. Each course strengthens the student's annotation skills to develop a greater understanding of and appreciation for the literature. Students will write a series of analytical, persuasive, personal, and synthesis essays to continue developing their writing skills.

#### **106 LANGUAGE AND LITERATURE**

**1 credit**

Language and Literature for Grade 7 teaches foundational skills in reading, composition, research, and oral presentation. Students read a variety of texts, both fiction and nonfiction. Studies in grammar and vocabulary are integrated through course texts. The course emphasizes the development of strong writing skills. Students are introduced to research techniques and proper citation. The course also cultivates students' oral communication skills.

### **108 GROWING IN LANGUAGE AND LITERATURE**

**1 credit**

This course serves as a bridge, reinforcing the introductory topics examined in grade 7 and expanding upon the expected skillset desired for a student entering grade 9. Students build upon established grammar skills and vocabulary acquisition through continued practice rooted in the course texts. Students will graduate from paragraph construction to formal essay formats in a variety of forms including literary analysis, persuasive pieces, and personal narrative. Additionally, a student's ability to argue effectively is enhanced through Socratic seminar. Ultimately, the course prepares students for the rigor of high school courses.

### **109 GROWING IN LANGUAGE AND LITERATURE HONORS**

**1 credit**

Prerequisites: Students must have earned a qualifying score on the English placement exam and students' must have earned a minimum of 93 in English. Teacher recommendation and whole school assessments also will be taken into consideration for placement in Honors.

This course serves as a bridge, reinforcing the introductory topics examined in grade 7 and expanding upon the expected skillset desired for a student entering grade 9. Students build upon established grammar skills through continued practice. Further vocabulary acquisition is emphasized through exercises and reading supplemental advanced texts. Students are expected to produce formal essays in a variety of forms including literary analysis, persuasive argument, and personal narrative. Independent reading is required at the honors level. Additionally, a student's ability to argue effectively is enhanced through Socratic seminar. Ultimately, the course prepares students for the rigor of Honors high school courses.

## **GUIDANCE AND SCHOOL COUNSELING**

The goal of the Office of Guidance and School Counseling for the Cuvilly Division is to provide all students with academic and personal counseling focused on social/emotional skills needed to make a successful adjustment to middle school and to prepare them for the transition to high school. Our formalized and required Seminar curriculum at the Cuvilly level consists of the following two courses.

### **1804 GRADE 7 SEMINAR**

Grade 7 Seminar focuses on the transition and adjustment to a new school and setting students up for academic and social success. Topics include organization, time-management, and identifying personal learning styles. In addition, the progression of this class focuses on developing and monitoring students' communication skills which is the foundational skill for the Billiard Leadership Initiative. In this course, students will monitor growth in their communication skills.

### **1808 GRADE 8 SEMINAR**

Grade 8 Seminar develops students' leadership skills and prepares them for academic and social success in high school. The progression of this class focuses on developing students' decision-making skills, in collaboration with the Billiard Leadership Institute. Topics include identifying values, prioritizing, and responsible decision making.

## HEALTH AND WELLNESS

### **1107 HEALTH AND WELLNESS**

**½ credit**

This course will introduce a variety of fitness activities such as endurance, strength training, yoga and meditation. Through physical activity using age-appropriate programming, each student will be supported on their individual health and wellness journey. Fitness classes utilizing the Wellness Center will be guided through safe weightlifting techniques and provide a program where they can work as a group, track progress, and build confidence. Students will also be introduced to a variety of organized sports and games where they will learn many developmental skills such as throwing, catching, and kicking with the emphasis on team play.

## MATHEMATICS

The Mathematics Department aims to provide all students with an academically rigorous program that encourages students to strengthen their skills in quantitative and analytical reasoning, to develop a disciplined approach to their work that will be needed in mathematics courses at the high school and college levels, in STEM careers, and to become critical thinkers and life-long learners. The Department strives to instill an appreciation for mathematics that will prepare and encourage students to pursue further education and careers in STEM fields such as mathematics, computer science, physical and biological sciences, engineering, economics, and business.

### **207 GRADE 7 MATH**

**1 credit**

Grade 7 Math is a challenging course that incorporates the grade 7 standards and some of the grade 8 standards as well as the department's enhancements to the curriculum. Students will: (1) develop an understanding of and apply proportional relationships; (2) develop an understanding of operations with rational numbers and work with expressions and linear equations; (3) solve problems involving scale drawings and informal geometric constructions, as well as work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) draw inferences about populations based on samples.

### **206 GRADE 7 MATH HONORS**

**1 credit**

Prerequisites: Placement is determined by the student's entrance exam, prior school performance, and Grade 6 teacher recommendation.

Honors Grade 7 Math is a fast-paced course that meets and exceeds the grade 7 and grade 8 math standards through an enhanced curriculum developed by the department. Students will: (1) develop an understanding of and apply proportional relationships; (2) develop an understanding of operations with rational numbers and work with expressions and linear equations; (3) solve problems involving scale drawings and informal geometric constructions, as well as work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) draw inferences about populations based on samples. Students will also: (1) formulate and reason with expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasp the concept of a function and use functions to describe quantitative relationships; (3) analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **208 GRADE 8 MATH WITH LINEAR ALGEBRA**

**1 credit**

Grade 8 Math with Linear Algebra is a challenging course that finishes the grade 8 common core standards started in grade 7 and includes some of the linear algebra components from the algebra I



common core standards which continue to support the rigor of the NDA curriculum. Students will: (1) formulate and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasp the concept of a function and use functions to describe quantitative relationships; (3) analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

### **210 ALGEBRA I HONORS**

**1 credit**

Prerequisites: A minimum grade of 90 in Grade 7 Math and suitable score on a benchmark test during Term 3 in Grade 7 Math or successful completion of Honors Grade 7 Math.

This course begins with a review of linear algebra and then proceeds to an extensive study of quadratic functions, polynomials, factoring, radicals, and associated algebraic skills. This is a challenging course that encompasses the Algebra I standards for a "quadratics emphasis" curriculum. Upon successful completion of this course, students will have acquired the fundamental algebraic skills that are essential for success in Geometry and more advanced mathematics courses.

### **215 ADVANCED HONORS ALGEBRA I**

**1 credit**

Prerequisite: A minimum grade of 84 in Honors Grade 7 Math or a minimum grade of 95 and suitable score on a benchmark test during Term 3 in Grade 7 Math\*. \*Please note: Students moving up from Grade 7 Math will be given a list of topics to review over the summer to be prepared properly for the rigors of Advanced Honors Algebra I. These students will be expected to learn and practice these topics by either (1) enrolling in the summer Introduction to Algebra I course, (2) securing a private tutor over the summer, or (3) enrolling in an alternative preparatory course for Algebra I.

This course provides an extensive survey of topics from Algebra I with a review of linear algebra followed by an emphasis on quadratic functions, polynomials, factoring, radicals, and rational expressions. This course is a fast-paced course that encompasses the Algebra I standards for a "quadratics emphasis" curriculum. Upon successful completion of this course, students will have acquired the fundamental algebraic skills that are essential for success in Geometry and more advanced mathematics courses.

## SCIENCE

All human beings possess an innate curiosity about how the world around them works. From an early age, the mind gathers and sorts information, looking to make sense of observations. The science department curriculum is designed to pique that curiosity through hands-on scientific inquiry. Utilizing the scientific method, students create hypotheses based upon observations, design appropriate experiments and develop an understanding of the observed phenomena. Each course in the Science, Technology, Engineering, and Math (STEM) based program introduces students to the foundational concepts in each discipline through an intentional didactic - experimental approach. The STEM courses develop critical thinking, problem-solving and logical reasoning skills. In a world with ever-increasing complexity, the science curriculum aspires to help students face the daily challenge to monitor their immediate and global surroundings, create and analyze pertinent data and respond in a socially responsible manner.

### **701 ENVIRONMENTAL SCIENCE AND GLOBAL STEWARDSHIP**

**1 credit**

This interdisciplinary course covers topics in geology, biology, environmental science, and geography. Experiential and inquiry-based learning will be emphasized, encouraging the students to think, analyze, make connections, and apply what they are learning about interactions between humans and their environment. Students will be engaged in hands-on laboratory activities and consider their findings through a global stewardship lens. This course will build a strong foundation for science courses in the upper grades and empower students to identify and analyze human made environmental problems and ways they can actively help those impacted.

### **708 INTEGRATED SCIENCE GRADE 8**

**1 credit**

This interdisciplinary course covers topics in the physical sciences, earth science and space science. Experiential and inquiry-based learning will be emphasized, encouraging the students to think, analyze, make connections, and apply what they are learning. Students will learn about the physical sciences of chemistry and physics as they explore the interactions of matter, energy, and forces. They will also explore our Solar System and the Universe, and the forces that change our habitable Earth's surface and atmosphere. This course continues to build a strong foundation for science courses in the upper grades.

## SOCIAL STUDIES

The goal of the Social Studies Department of Notre Dame Academy is to help young people make informed and reasoned decisions for social and economic justice as members of a culturally diverse, democratic society, and global citizens of the world. The curriculum provides a coordinated, systematic study of the social science disciplines such as anthropology, archaeology, economics, geography, history, civics, law, political science, psychology, and sociology intertwined with content from the humanities, mathematics, and the natural sciences. The curriculum is designed to develop each student's problem solving, critical thinking, public speaking, and effective writing skills as she matures. We are committed to students not only studying topics but also experiencing them through rich field trips and guest speakers.

### **313 WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS**

**1 credit**

This course explores the essential questions: What do all civilizations have in common? What are some foundations of human societies? The curricular timespan of the course includes key contributions and enduring legacies of the civilizations of the ancient world including Greece, Rome, China, and India and then continues to the early Middle Ages of Europe and the Islamic Empire. Many regions of the globe are examined, and the course ends with the Renaissance era. Emphasis is centered on

developing the student's world view through a comparative geographical perspective of study. Students' acquisition of skills in critical thinking and analysis, global awareness, and effective oral and written communication are developed through the examination of primary and secondary sources.

### **314 UNITED STATES GOVERNMENT AND CIVIC LIFE**

**1 credit**

This survey course explores the founding and settlement of what is now the continental United States of America with an emphasis on civics and the American people. Students study the roots and foundations of democratic government through primary documents, such as the United States and Massachusetts Constitutions; how and why government institutions developed; how government evolves through legislation and court decisions; and how individuals exercise their rights and civic responsibilities to maintain a healthy democracy in the nation and the Commonwealth. This course examines the founding of our nation's government, the creation of our branches of government, our role and responsibility as a citizen, the geography of our nation, and new literacy in the modern age. The focus is to develop students' critical thinking skills and foster effective reading and writing.

## **THEOLOGY**

The Theology Department of Notre Dame Academy supports a rigorous academic learning environment and educates and empowers young people to become life-long learners as modeled by our foundress, St. Julie. We seek to educate in a manner modeled after her teaching: believing in a God who is good, living according to gospel values, serving others, and creating environments that encourage the development of the whole person. The goal is to introduce and prepare the student for understanding and integrating religious concepts that will be taught throughout the Theology curriculum regardless of previous knowledge or personal experience. Our teachers create an opportunity to discover how we live, how we worship, how we pray, and how we serve.

### **007 DISCOVERING FAITH**

**1 credit**

This course provides students with an introduction to the Catholic faith, focusing on the life of Jesus, and living a Christian life. Through our study of Jesus, students are challenged to think critically, ask questions, and practice articulating their ideas and perspectives. They will ask themselves: What is the basic history of Christianity? What kind of life does Jesus call Christians to live? How can we grow as individuals? How can we contribute to our communities in order to participate in the central pillars of Catholic social justice? What does faith in action look like? Discovering Faith will explore religion through personal reflection, study, and action through in-school service during the first quarter with Peer Mentors.

### **008 EXPLORING CATHOLIC TRADITION**

**1 credit**

The ministry of religious education and faith formation is built upon four pillars of faith. They are what we *believe*, how we *worship*, how we *live* our lives, and how we *pray*. In this course we teach the doctrine of the Catholic Church; establish a common language of faith; engage the students in understanding the sacramental life of the Church; focus attention on the moral teachings of the Church; help to cultivate an informed conscience and inquisitive mind that inspires them to practice the virtues leading to charity and social justice; and provide them with a variety of experiences in prayer and spiritual development.

## VISUAL AND PERFORMING ARTS

The award-winning Visual and Performing Arts (VPA) Department at Notre Dame Academy aims to expose students to new ideas, processes, and techniques that will support their creative development. Through hands-on learning, students step outside of their comfort zones to foster a spirit of confidence and creativity that enriches their study of other academic subjects. VPA classes at NDA take an experiential approach to instruction believing students learn best by doing as they explore their many creative talents. Our classrooms embrace process, practice, and experimentation, striving for that rich moment when students are amazed by their own abilities.

The Visual and Performing Arts Department provides a wide range of arts experiences for Cuvilly students. Courses encourage students at all levels to explore and deepen their knowledge of the arts. Homework may be required and in some cases course fees may apply. Cuvilly students are required to take an art, music, and theater in both Grades 7 and 8 and may be required to participate in the Christmas Holiday Concert / Art Show as well as the Spring Concert / Art Show known as STEAM Night. Cuvilly students have additional opportunities to audition for theatrical performances throughout the year.

### VISUAL ARTS

In the visual arts, Cuvilly students practice studio thinking as they work to develop independence in the art classroom. Cuvilly students explore the process of making art through a variety of mediums. With each project, the students build their vocabulary and understanding of the elements of art and principles of design. Cuvilly students also begin to reflect, connect, present, and respond to their work and that of others. Cuvilly students are encouraged to explore their artistic interest and strengths in a fun studio environment.

#### **1205 CUVILLY ART GRADE 7**

**¼ credit**

Students learn to understand and apply the elements of art and design principles to making original art. Students practice studio thinking and work towards increased independence in the art classroom. Students explore a variety of 2D and 3D art media through project-based learning.

#### **1206 CUVILLY ART GRADE 8**

**¼ credit**

Grade 8 students continue to build on the art making skills gained in Cuvilly Art Grade 7. Students will work through a sequence of increasingly complex projects and be introduced to more sophisticated concepts such as linear perspective and advanced rendering techniques. Students will continue to practice studio thinking principles as they advance their independence and conceptual development skills. A variety of media will be explored, and students will work in both 2D and 3D.

### MUSIC

#### **1305 CUVILLY MUSIC APPRECIATION GRADE 7**

**½ credit**

This is an introductory course designed to teach students the fundamentals of music appreciation. Students will connect music to self, history, culture, and other disciplines through studying a wide range of repertoire to develop their musical skills. Students may be required to participate in a Winter and Spring Concert and may be invited to sing at school activities and events. Participation in the Southeastern Junior District auditions is encouraged.

#### **1306 CUVILLY MUSIC APPRECIATION GRADE 8**

**½ credit**

This course will build on the topics studied in the previous year's music appreciation course. The goal of this Grade 8 course is to help students build their musical confidence through practice and experimentation as they study a range of musical genres, instruments, and vocals. Students may be

required to participate in a Winter and Spring Concert and may be invited to sing at liturgies. Participation in the Southeastern Junior District auditions is encouraged.

### **1303 CUVILLY INSTRUMENTAL ENSEMBLE GRADE 7**

**½ credit**

Prerequisite: Students may be beginners but must be able to provide and maintain their own instrument.

The Cuvilly Instrumental Ensemble offers instruction for beginner strings, woodwind, brass, and percussion instruments for students who are beginners or for those who have participated in an elementary band program or take private lessons. Fundamentals stressed in this performance ensemble include proper playing position, instrument maintenance, development of tone quality and technique, and a deepened understanding of cultural and historical contexts related to the repertoire. Instrumental Ensemble students may be required to participate in the Winter and Spring Concert and may be asked to perform at additional school events and liturgies. Students in this class are required to dedicate time to practicing their instrument at home. Participation in the Southeastern Junior District auditions is encouraged.

### **1304 CUVILLY INSTRUMENTAL ENSEMBLE GRADE 8**

**½ credit**

Prerequisite: Students may be beginners but must be able to provide and maintain their own instrument.

The Cuvilly Instrumental Ensemble offers instruction for strings, woodwind, brass, and percussion instruments for students who wish to continue instrumental instruction or for those who have participated in an elementary band program or take private lessons. Fundamentals stressed in this performance ensemble include proper playing position, instrument maintenance, development of tone quality and technique, and a deepened understanding of cultural and historical contexts related to the repertoire. Instrumental Ensemble students may be required to participate in the Winter and Spring Concert and may be asked to perform at additional school events and liturgies. Students in this class are required to dedicate time to practicing their instrument at home. Participation in the Southeastern Junior District auditions is encouraged.

### **1337 CUVILLY AND HIGH SCHOOL COMBINED CHAMBER CHOIR**

**¼ credit**

This is a combined Cuvilly and High School vocal performance Chamber choir which meets one time per week after school (typically on Thursdays). The choir may meet at additional times as needed for rehearsals. This course is for students who wish to develop their singing and performance skills through regular participation in liturgical performances. Choir singers are required to participate in both the Winter and Spring Concerts, liturgies, and may be asked to sing at additional school and community events. This course is open to students taking performance choir during the school day and to those who wish to join the choir only in the afternoon. This course may be taken multiple times and is offered each semester. Students interested in vocal performance are highly encouraged to take this course and join the choir. Many students opt to participate in Chamber Choir every year and have a wide range of internal and external performance opportunities.

### **1339 CUVILLY BEGINNER PIANO GRADE 7**

**¼ credit**

This is a beginner piano course designed to introduce students to the instrument through fun and engaging lessons. This course is for students who wish to explore the piano as an instrument while improving their skills through lessons and practice. Piano students may be asked to participate in both the winter and spring concerts, liturgies, and/or additional school events.

**1340 CUVILLY BEGINNER PIANO GRADE 8****¼ credit**

This is a beginner piano course designed to introduce students to the instrument through fun and engaging lessons. This course is for students who wish to explore the piano as an instrument while improving their skills through lessons and practice. Piano students may be asked to participate in both the winter and spring concerts, liturgies, and/or additional school events.

**1341 CUVILLY ART OF SINGING GRADE 7****¼ credit**

This is a beginner vocal arts and exploration course designed to introduce students to their voice as a musical instrument. Students will practice singing techniques, breath, and vocal principles in a supportive classroom environment. Art of Singing students may be asked to participate in both the winter and spring concerts, liturgies, and/or additional school events.

**1342 CUVILLY ART OF SINGING GRADE 8****¼ credit**

This is a beginner vocal arts and exploration course designed to introduce students to their voice as a musical instrument. Students will practice singing techniques, breath, and vocal principles in a supportive classroom environment. Art of Singing students may be asked to participate in both the winter and spring concerts, liturgies, and/or additional school events.

**THEATRE ARTS****1405 CUVILLY THEATRE WORKSHOP GRADE 7****¼ credit**

Students in the Cuvilly Theatre Grade 7 focus on the role of the "Actor" and the "Designer" in creating theatrical performances. We explore the role of "Actor" through games, improvisations and ensemble building techniques. We understand the role of technician in prop design as well as program and poster design.

**1406 CUVILLY THEATRE WORKSHOP GRADE 8****¼ credit**

In Grade 8 Theatre Workshop, we focus on the roles of "Director" and "Playwright" in creating theatrical performance. We explore the role of "Director" through open scene study in small groups, allowing students to build confidence in their creative choices. In the "Playwright" role, students create original monologues for in class performance based on various prompts.

## WORLD LANGUAGE

The World Language Department embraces the gift of diversity through the study of language and culture. In the Cuvilly Division, World Language classes introduce students to language studies in a fun and culturally rich manner with the goal of piquing interest in other cultures and languages and raising awareness of the variety of cultural perspectives in our world.

*(Note: Students coming to Notre Dame Academy with a significant second language background will be evaluated and may be offered a personalized pathway through the curriculum when warranted and feasible.)*

### FRENCH

#### **507 FRENCH IA**

**1 credit**

Students are introduced to the study of world language through exploration of the basics of French and discovery of Francophone cultural practices, such as music, festivals, and traditions. The major goals of the course are to create a comfort level with the building blocks of French, foster novice communicative skills, and encourage appreciation for the study of language and culture.

#### **508 FRENCH IB**

**1 credit**

In this course students will continue to develop beginning level proficiency in listening, speaking, reading, and writing in French. Emphasis will be placed on sentence structure, verb conjugation, and authentic use of the language. Students will also continue to explore the geography, history, and culture of the French-speaking world through various engaging activities. This course is designed to complete the introductory level I in French in preparation for level II in Grade 9.

#### **512 FRENCH I**

**1 credit**

Prerequisite: Departmental approval

In French I, students develop introductory level communicative skills in French, including simple sentence structure, basic verb conjugations, and thematic vocabulary. The culture and geography of the Francophone world are experienced through readings, short videos, film clips, and online activities. The objective of this course is to lay the foundations for achieving communicative proficiency in French.

#### **521 FRENCH II**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous French performance, or previous teacher recommendation.

In French II, students increase their communicative skills in French by adding to the syntax, grammar, and vocabulary fundamentals learned in French I. Students practice listening and reading comprehension in addition to making progress in their ability to express themselves, orally and in writing, in idiomatic French. Continued attention is given to the study of Francophone cultures, geography and civilization through reading, video, film study and online activities.

#### **520 HONORS FRENCH II**

**1 credit**

Prerequisites: A minimum grade of 90 in French I and, in certain situations, a writing sample. Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous French performance, or teacher recommendation.

Honors French II is designed for the student who has demonstrated solid development in basic communicative skills and a high aptitude for both language acquisition and in-depth study of grammatical concepts. Students increase their communicative skills in French by adding to the syntax, grammar, and vocabulary fundamentals learned in French I. Students practice listening and reading comprehension in addition to making progress in their ability to express themselves, orally and in writing, in idiomatic French. Continued attention is given to the study of Francophone cultures, geography and civilization through reading, video, film study and online activities.

### **535 FRENCH FOR IMMERSION LEARNERS HONORS**

**1 credit**

Prerequisites: Departmental approval based on multiple years of learning French in an immersion environment, and, the results of the language placement test and, in certain situations, a writing sample, previous French performance, or teacher recommendation.

French for Immersion Learners is designed specifically for students who have spent several years in an immersion learning environment. The objective of the course is to reinforce the immersion experience by maintaining and advancing students' oral French. An additional goal is to solidify their knowledge of written French, including the mastery of grammatical concepts and written syntax which are essential to their success as they move through the curriculum to the most advanced levels. This course provides a dedicated environment for students who come to Notre Dame Academy with the unique background of an immersion program to further their proficiency in all aspects of the language and culture.

## **LATIN**

### **611 LATIN I**

**1 credit**

Prerequisite: Departmental approval

Latin I introduces students to the fundamental building blocks of Latin, including simple sentence structure, noun declensions, basic verb conjugations, and thematic vocabulary. They explore how Latin informs the English language and other world languages. The culture and geography of the classical era are experienced through reading, short videos, film clips, and online activities while students also learn about Greek and Roman mythology. The objective of this course is to lay the foundation for continued study of Latin while strengthening understanding of essential elements of English and other world languages.

### **620 HONORS LATIN II**

**1 credit**

Prerequisite: CP Latin I

Latin II continues the study of the fundamental building blocks of Latin I. A brief review of language concepts from Latin I, parts of speech, parts of a sentence, types of verbs and others, paves the way for the presentation of more advanced language concepts, verb tenses, syntax, elements of a sentence and sentence structure. The culture, geography and history of Ancient Rome and Greece will be studied. Students continue to explore the connection between Latin and English. They will also explore the connection between Latin and the top five Romance languages: French, Spanish, Italian, Portuguese, and Romanian. The objective of this course is to build on a solid foundation and add to that foundation the practical application of Latin terms used in current day situations such as legal terms in Latin and Latin root words in medical terminology.



## SPANISH

### **402 SPANISH IA**

**1 credit**

Students are introduced to the study of world language through exploration of the basics of Spanish and discovery of Hispanic cultural practices, such as music, festivals, and traditions. The major goals of the course are to create a comfort level with the building blocks of Spanish, foster novice communicative skills, and encourage appreciation for the study of language and culture.

### **408 SPANISH IB**

**1 credit**

In this course students will continue to develop beginning level communicative proficiency in listening, speaking, reading, and writing in Spanish. There will be an emphasis on sentence structure, verb conjugation, and authentic use of the language. Students will also continue to explore the geography, history, and culture of the Spanish-speaking world through various engaging activities. This course is designed to complete the introductory level I in Spanish in preparation for level II in Grade 9.

### **411 SPANISH I**

**1 credit**

Prerequisite: Departmental approval

In Spanish I, students develop introductory level communicative skills in Spanish, including simple sentence structure, basic verb conjugations, and thematic vocabulary. The culture and geography of the Hispanic world are experienced through readings, short videos, film clips, and online activities. The objective of this course is to lay the foundations for achieving communicative proficiency in Spanish.

### **421 SPANISH II**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Spanish performance, or teacher recommendation.

In Spanish II, students increase their communicative skills in Spanish by adding to the syntax, grammar, and vocabulary fundamentals learned in Spanish I. Students practice listening and reading comprehension in addition to making progress in their ability to express themselves, orally and in writing, in idiomatic Spanish. Continued attention is given to the study of Hispanic culture, geography and civilization through reading, video, film study and online activities,

### **420 SPANISH II HONORS**

**1 credit**

Prerequisites: A minimum grade of 90 in Spanish I and, in certain situations, a writing sample. Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Spanish performance, or teacher recommendation.

Honors Spanish II is designed for the student who has demonstrated solid development in basic communicative skills and a high aptitude for both language acquisition and in-depth study of grammatical concepts. Students increase their communicative skills in Spanish by adding to the syntax, grammar, and vocabulary fundamentals learned in Spanish I. Students practice listening and reading comprehension in addition to making progress in their ability to express themselves, orally and in writing, in idiomatic Spanish. Continued attention is given to the study of Hispanic culture, geography and civilization through reading, video, film study and online activities.

# HIGH SCHOOL

## BUSINESS STUDIES

### **396 PRINCIPLES AND PRACTICES OF BUSINESS MANAGEMENT HONORS**

**1 credit**

This course is designed to encourage a holistic view of the international world of business, while empowering students to think critically and strategically about individual and organizational behavior. This course emphasizes the skill and importance of innovative thought and exploring business issues from different cultural perspectives. Units of study include Introduction to Business Management, Functions of Human Resource Management, the Role of Marketing, Sources of Financing, and the Role of Operations Management. The methods of instruction include comparative analysis of business decision making using case studies and data analysis; and identifying ethical and cultural perspectives in business and management issues.

### **MINOR ELECTIVE**

### **1631 PERSONAL FINANCE**

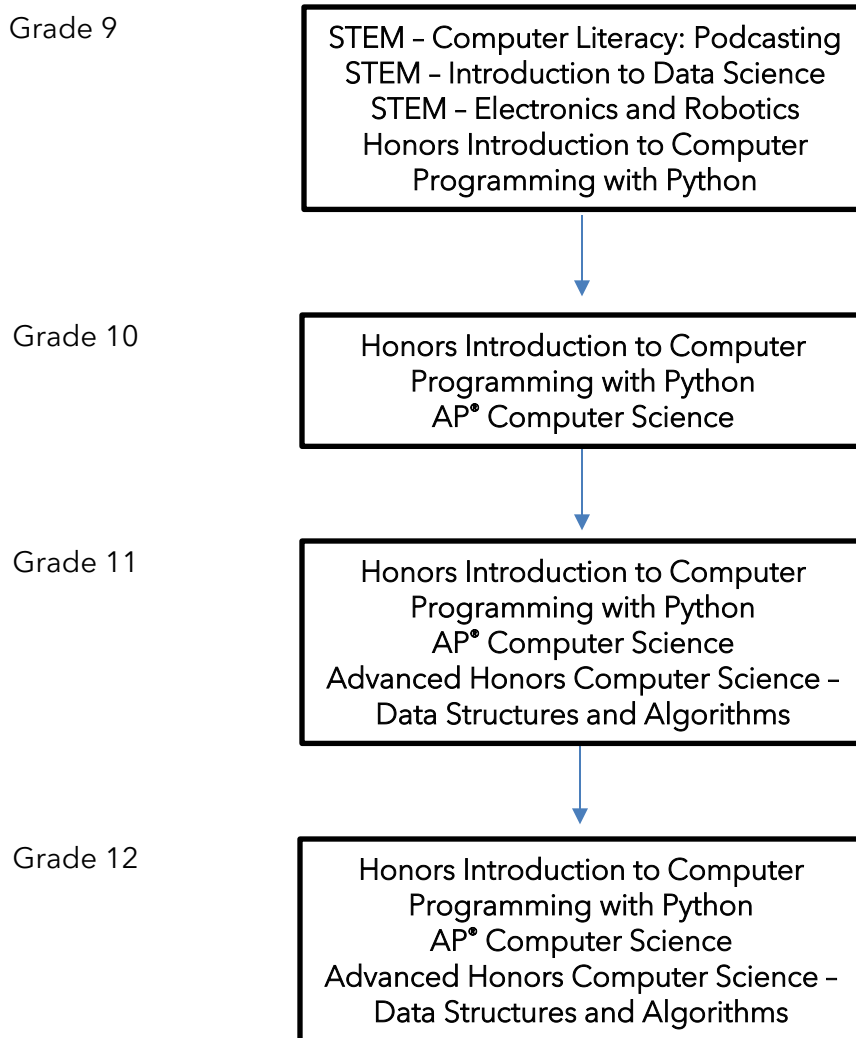
**¼ credit**

In this course, students will be introduced to saving, investing, budgeting, banking, insurance, mortgages, and taxes. This course will provide important life skills that will assist students in managing their personal finances.

## COMPUTER TECHNOLOGY STUDIES

The Computer Technology Studies Department seeks to challenge students to expand their critical thinking and creative problem-solving skills by working through the process of designing and implementing programming, 3D modeling, electronics, and robotics projects. All the while, courses foster healthy digital citizenship, as well as Internet vigilance through an education in cybersecurity. Students will stay on the cutting edge of the technology world, as emerging technologies are introduced into the curriculum. Awareness of the social implications of technology is at the forefront of class as students partake in reflection and discussion on current events in the Technology sector. The Computer Technology Studies curriculum educates students on responsible use so that they are well prepared for high school, college, and their future careers.

### PROGRESSION OF COMPUTER TECHNOLOGY COURSES FOR HIGH SCHOOL STUDENTS



## MAJOR ELECTIVE COURSES

### **1047 INTRODUCTION TO COMPUTER PROGRAMMING WITH PYTHON HONORS** **1 credit**

Prerequisite: A minimum grade of 84 in Intro to Computer Science or a minimum grade of 84 in an Algebra I or Geometry course.

This course uses Carnegie Mellon University (CMU) Computer Science Academy CS1 Course to teach the fundamental concepts of object-oriented programming using the Python language. Topics will include data types, variables, functions, conditionals, and flow of control. A variety of resources will be used to reinforce the CMU curriculum.

### **1044 COMPUTER SCIENCE ADVANCED PLACEMENT®** **1 credit**

Prerequisites: Students should have successfully completed Geometry at the Honors level or higher and be enrolled in an honors math course. It is recommended that students have a minimum grade of 87 in Honors Introduction to Computer Programming.

A major part of the course will involve problem solving by the development and design of computer programs. Emphasis is placed on designing programs that are adaptable and reusable, implementing object-oriented design, program testing and debugging techniques, analysis of algorithms including standard algorithms for searching and sorting, use of data structures such as arrays, and discussion of the social and ethical issues of computer use. The course is taught using the programming language JAVA.

### **1046 COMPUTER SCIENCE - DATA STRUCTURES AND ALGORITHMS ADVANCED HONORS** **1 credit**

Prerequisite: An 85 or higher in AP® Computer Science

This course will be taught using Java and will extend the concepts studied in AP® Computer Science. It will emphasize object-oriented programming and class design, including the use of inheritance by extending classes and implementing interfaces. Encapsulation, abstraction, inheritance, and polymorphism are all studied. The Java Library classes are studied and used throughout the course. Students will also learn how to programmatically interface with databases using SQL. Another emphasis is the organization of information through the implementation of data structures. One and two-dimensional arrays, array lists, linked lists, stacks, queues, trees, sets, maps, heaps, and hash table are all implemented and used. Algorithm analysis using Big-O notation and recursion are also studied. Students learn to analyze by studying large projects of interacting classes. This course expands upon the AP® Computer Science course to provide the equivalent of a full year college course.

## MINOR COMPUTER TECHNOLOGY REQUIREMENTS

### **STEM 9**

Grade 9 students are required to choose **two** ¼ credit courses, for a total ½ credit. A student's choice should be based upon her experience level and inclination. Or Grade 9 students may elect to fulfill this requirement by taking course 1047: *Honors Introduction to Computer Programming with Python* which is a 1 credit course.

### **FALL SEMESTER (Freshmen choose one):**

### **1520 COMPUTER LITERACY: PODCASTING** **¼ credit**

This semester long course uses the world of Podcasting to teach students about Digital Citizenship, cybersecurity, and the social implications of technology. Adobe Audition will be used to create group-

based projects based upon research conducted by the students. Students will walk through the whole process from idea to project planning to production of a podcast. Students will become more familiar with the use of software applications, navigating computer operating systems, and understanding the technology behind the applications.

### **1521 ADVANCED PROGRAMMING WITH SCRATCH**

**¼ credit**

Prerequisite: Students are expected to have prior experience coding with Scratch or a similar language.

In this semester long course, students learn how to create interactive projects and computer animation using Scratch, a graphical programming language developed at MIT. Students build upon their prior programming experience. They begin with a quick review of basic programming concepts such as variables and loops, and progress to more complex concepts such as conditional statements, procedures, and sort algorithms. Students will be challenged to develop their own animated music video. Students will move on from Scratch to more advanced development environments such as MIT App Inventor and Python Turtle Draw.

### **SPRING SEMESTER (Freshmen choose one):**

### **1518 INTRODUCTION TO DATA SCIENCE**

**¼ credit**

Prerequisite: Successful completion of a Freshman Fall STEM 9 course.

In this semester long course, students learn how to identify, define, plan and store data. They learn how data structures work in programming languages as well as learn about databases. Students explore data modeling. MS Excel and Tableau software are utilized in addition to other resources. Students will gain an understanding of what big data is and how it can be used to inform decisions. This course is a suitable choice for those with an interest in business or government.

### **1519 ELECTRONICS AND ROBOTICS**

**¼ credit**

Prerequisite: Successful completion of a Freshman Fall STEM 9 course.

In this course, students receive an introduction to electrical, mechanical, and software engineering concepts through the hands-on exploration of a variety of technologies and robotics kits. Students continue to build upon the programming skills that they learned in the first semester. Students get hands-on experience with littleBits, Microbits, Root Robots, VEX, and LEGO Mindstorms ev3, among others. This course is highly recommended for students who are interested in any engineering field.

## **MINOR ELECTIVES**

### **1527 INTRODUCTION TO COMPUTER PROGRAMMING**

**½ credit**

Prerequisite: A minimum grade of 84 Advanced Programming with Scratch or a minimum grade of 84 in an Algebra I or Geometry course.

This minor course is an introduction to the fundamental concepts of object-oriented programming using the Python language. Topics include syntax, data types and structures, control flow, conditionals, lists, functions, and file I/O. This course meets twice per cycle for the entire year.

### **1530 STEM EXPLORATION**

**¼ credit**

This semester long course offers an extensive exploration of coding, robotics, 3D Design, and electronics. Major programming concepts are featured and are applied to programming at least three

different robots to perform a variety of tasks. The course also provides an overview of basic electronics, particularly as it applies to robotics. The course is designed to prepare students to be effective users of technology and devices, logical thinkers and problem solvers, and ethical and responsible global digital citizens.

**1529 TYPE RIGHT! - Asynchronous - Fall Semester**

**¼ credit**

Learn the invaluable skill of touch-typing. Type Right! provides students the opportunity to learn to touch type using their laptops. They are taught correct keyboarding techniques and challenged to develop speed and accuracy. Being able to touch-type frees up the brain to focus on the material that you are writing about rather than the process of writing. This class is offered asynchronously so that students can fit it into their schedules where it is most convenient. A faculty member will oversee students' progress and set milestones to keep them on target to complete the course in the semester. Having good keyboarding skills will payoff both in college and the job market.

**1531 TYPE RIGHT! II - Asynchronous - Spring Semester**

**¼ credit**

Students taking Type Right! II will be provided with the opportunity to further improve their skills at touch typing using their laptops. It picks up where TypeRight! Left off - emphasizing correct keyboarding techniques and challenging students to develop speed and accuracy. Being able to touch-type frees up the brain to focus on the materials that you are writing about rather than the process of writing. This class is offered asynchronously so that students can fit it into their schedules where it is most convenient. A faculty member will oversee students' progress and set milestones to keep them on target to complete the course in the semester. Having good keyboarding skills will payoff both in the college and the job market.

**1540 FUNDAMENTALS OF DATA SCIENCE - A STUDY OF CLIMATE CHANGE**

**¼ credit**

Prerequisite: Completion of Algebra II. Average of 85% or higher in an honors or higher-level math.

This interdisciplinary course in Data Science will use the topic of Climate Change to learn the fundamentals of Data Science including the definitions of data and Big Data, how to obtain and clean data, how to analyze and visualize data, how to make informed decisions with data as well as reflecting upon the ethics of data usage. Business cases will be selected from relevant industries for study. For example: methane production in agriculture. Students will learn some of the science behind climate change. The course will conclude with an analysis of the impact upon society and the ethical concerns that arise.

**1541 INDEPENDENT STUDY - COMPUTER SCIENCE - Asynchronous - Spring Semester**

**¼ credit**

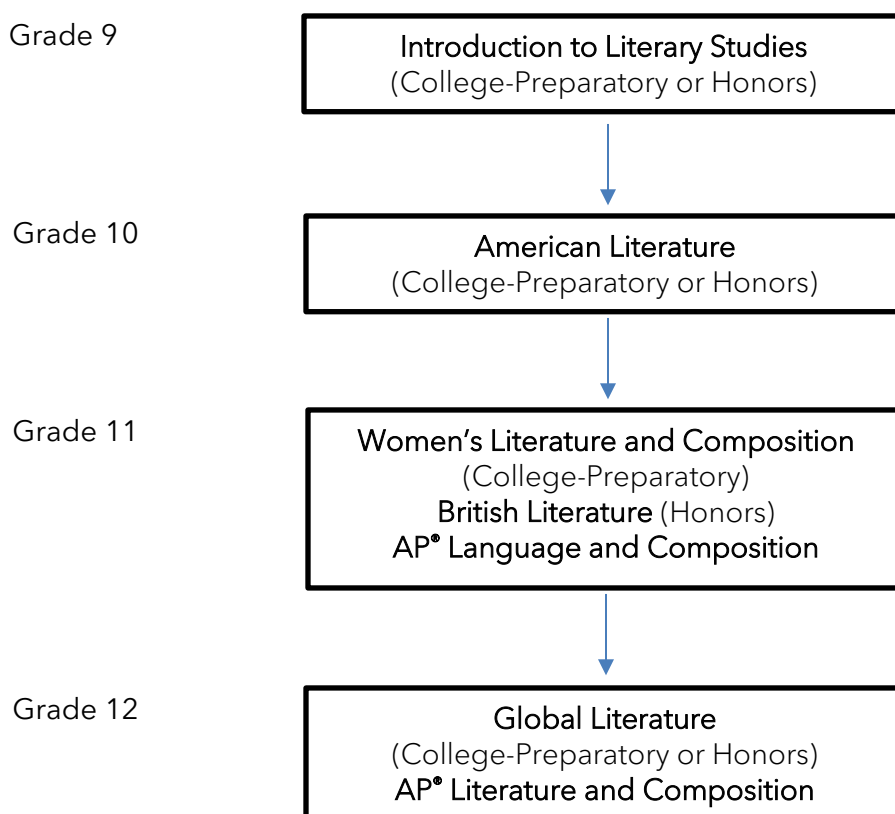
Prerequisite: Approval from department chair.

This semester long course will offer an extensive exploration of a selected Computer Science topic. Students will work with their faculty advisor to select an appropriate curriculum for independent study. Topics selected may include computer languages such as Java, Javascript, Python, Scratch; areas of study such as Artificial Intelligence, Data Science, Cybersecurity or the Ethics of technology. Milestones and goals will be mutually agreed upon by the faculty and student. Students are expected to be able to manage their independent work in an asynchronous format for this course.

## ENGLISH

The goal of the English Department is to develop a student's capacity to reason and use language to communicate effectively while fostering an appreciation of rhetoric. The curriculum presents a multi-dimensional core discipline, which includes the study of language, literature, and writing. Each student is challenged to develop her analytical skills to become a critical thinker who can express herself coherently through both speech and written word. Each course strengthens the student's annotation skills to develop a greater understanding of and appreciation for the literature. Students will write a series of analytical, persuasive, personal, and synthesis essays to continue developing their writing skills.

### PROGRESSION OF ENGLISH MAJOR COURSES FOR HIGH SCHOOL STUDENTS



#### **116 INTRODUCTION TO LITERARY STUDIES COLLEGE-PREPARATORY**

**1 credit**

This course serves as an introduction to high school reading, writing, and analysis of essential literary forms. Students study various forms of literature, including novels, short stories, poetry, and drama. This course aims to develop skills in reading, writing, vocabulary, and grammar. Students receive extensive practice in the writing process. At the end of this course, students will have completed a series of written assignments, including literary, persuasive, and personal essays.

#### **117 INTRODUCTION TO LITERARY STUDIES HONORS**

**1 credit**

Prerequisites: Students must have earned a minimum of 93 in College-Preparatory Growing in Language and Literature or a minimum of 90 in Honors Growing in Language and Literature. Teacher recommendation and whole school assessments also will be taken into consideration for placement in Honors.

This course follows the Introduction to Literary Studies curriculum at an accelerated pace. It is designed for the student who loves to read and has demonstrated exceptional ability in reading, writing, and critical thinking. Students will be challenged with more in-depth reading selections, frequent writing assignments, and independent reading. Additionally, students will be expected to demonstrate commitment to an accelerated reading schedule. At the end of this course, students will have completed a series of written assignments, including literary, persuasive, and personal essays, as well as book reviews.

### **131 AMERICAN LITERATURE COLLEGE-PREPARATORY**

**1 credit**

This course is a study of the development of the American character and society through various literary types, including the novel, short story, poetry, drama, and nonfiction pieces. The emphasis is on recurring themes in the literature of United States history and on the development of analytical thinking, which is reflected in discussion and composition. The course covers literature from the seventeenth century to contemporary America. Students will write a series of analytical essays that develop critical thinking skills. In addition, time will be devoted to vocabulary development and grammar and usage skills. At the end of this course, students will have written a well-developed synthesis paper, which incorporates research and demonstrates proper MLA citation.

### **130 AMERICAN LITERATURE HONORS**

**1 credit**

Prerequisites: students must have earned an average score of 93 or above in Introduction to Literary Studies, or an average of 87 or above in Honors Introduction to Literary Studies. Teacher recommendation and school-wide assessments will also be taken into consideration for placement in Honors.

This course follows the American Literature curriculum and is designed for the highly motivated student who has demonstrated exceptional ability in English Language Arts. Students will study more challenging literary selections, complete more frequent and in-depth writing assignments, and engage subject matter through strong oral participation and independent reading. Additionally, time will be devoted to vocabulary development and grammar and usage skills. At the end of this course, students will have written a well-developed synthesis paper, which incorporates research and demonstrates proper MLA citation.

### **134 WOMEN'S LITERATURE AND COMPOSITION COLLEGE-PREPARATORY**

**1 credit**

In this course, students will study literature written by women. Emphasis is on the study of literary themes and genres, including poetry, novels, short stories, and drama. In addition to literature, the writing of critical analyses is a goal of this course. Time is devoted to vocabulary development and to English grammar and usage skills. Students will continue building upon their research skills and will write well-researched analytical and persuasive essays that demonstrate proper MLA citation.

### **132 BRITISH LITERATURE HONORS**

**1 credit**

Prerequisites: Students must have earned an average score of 93 or above in American Literature, or an average of 87 or above in Honors American Literature. Teacher recommendation will also be taken into consideration for placement in Honors.

This course follows the British Literature curriculum at an accelerated pace and includes additional readings. It is designed for the highly motivated student who has demonstrated an exceptional ability in critical thinking, abstract reasoning, and analytical writing. Students will study more challenging literary selections, complete more frequent and in-depth writing assignments, and demonstrate an enthusiasm for the subject matter as evidenced by strong oral participation and independent reading. Time will be devoted to vocabulary development and to English grammar and usage skills. Students



will continue building upon their research skills and will write well-researched analytical and persuasive essays that demonstrate proper MLA citation.

### **151 LANGUAGE AND COMPOSITION ADVANCED PLACEMENT®**

**1 credit**

Prerequisites: A minimum grade of 95 in Honors American Literature. Teacher recommendation will also be taken into consideration for placement in AP®. Students completing CP American Literature are not eligible for enrollment in AP® Language and Composition.

AP® English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. These specific course skills are organized within nine units that scaffold student development of the analysis and composition skills required for college credit. The AP® English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods (College Board, 2020). Students will receive AP®-level course credit.

### **145 GLOBAL LITERATURE COLLEGE-PREPARATORY**

**1 credit**

The aim of Global Literature is to promote an understanding of and appreciation for various works of literature in their cultural and historical contexts. Emphasis is placed on human values which unite different literary traditions throughout several genres of literature, including epic poetry, philosophical fiction, science fiction, and historical fiction. Students will also be introduced to cultural values and universal themes as presented in a collection of short stories. This course will continue building upon critical thinking skills as well as writing comparatively with an added focus on writing within a framework of cultural diversity. Additionally, vocabulary development and grammar and usage skills will be strengthened. At the end of this course, students will have composed a well-written synthesis paper, which incorporates research and demonstrates proper MLA citation.

### **144 GLOBAL LITERATURE HONORS**

**1 credit**

Prerequisites: Students must have earned an average score of 93 or above in Women’s Literature and Composition, or an average of 87 or above in Honors British Literature. Teacher recommendation will also be taken into consideration for placement in Honors.

This course follows the Global Literature curriculum at an accelerated pace and is designed for the highly motivated student. Students will study literary selections at a more in-depth level, complete more frequent writing assignments, and demonstrate an enthusiasm for subject matter as evidenced by strong oral participation and independent reading. In addition, vocabulary development and grammar and usage skills will be strengthened. At the end of this course, students will have composed a well-written synthesis paper, which incorporates research and demonstrates proper MLA citation.

### **150 LITERATURE AND COMPOSITION ADVANCED PLACEMENT®**

**1 credit**

Prerequisites: A minimum grade of 95 in Honors British Literature, or an average of 90 or above in AP® Language and Composition. Teacher recommendation will also be taken into consideration for placement in AP®. Students completing CP Women’s Literature and Composition are not eligible for enrollment in AP® Literature and Composition.

AP® English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. The AP® English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways in which writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works (College Board, 2020). Students will receive AP®-level course credit.

## MINOR ELECTIVES

### **1614 THEOLOGICAL LITERATURE**

**¼ credit**

Prerequisite: Successful completion of Grade 9, 10 and 11 English course and/or Departmental approval.

This course asks the questions that are likely on the minds of our students but are not always explored in the English classroom, or if they are, not through a Christian/Catholic lens. Why are we here? What does it mean to live a life that is emblematic of Christ's image and likeness? How can we find peace in our daily actions? With these questions as a guide, students will engage in thoughtful discussions based on Christian themes, ethical dilemmas, and character depictions at play in texts, such as C.S. Lewis' *The Screwtape Letters*; Tolkien's *The Hobbit*; or Merton's *The Seven Storey Mountain*, to name a few. Beyond this, students will explore how various narrative techniques and literary devices further the spiritual themes that arise and beg to be questioned. The literary analysis and discussion skills will supplement skills practiced in all English courses and seek to challenge students to look at texts with more curiosity about what the texts can teach them about what it means to be complexly human.

### **1615 INDEPENDENT STUDY IN CREATIVE WRITING**

**¼ credit**

Prerequisite: Teacher recommendation and writing sample; enrollment is limited.

This course offers young writers the opportunity to develop their craft in poetry and fiction writing through independent study and group workshops. Students compose their own syllabi of mentor texts and craft handbooks. Students commit to a personal writing schedule as well as submission dates for workshops. Students participate in giving and receiving feedback. Students demonstrate their learning through revision.

## **GUIDANCE AND COLLEGE COUNSELING**

The goal of the Office of Guidance and College Counseling is to provide all students with academic, personal, and college and career counseling. Our formalized and required Guidance curriculum at the high school level consists of the following four courses.

### **1810 FRESHMAN SEMINAR**

Freshmen will meet in small guidance classes to learn how to have a successful high school experience. Students receive an overview of Guidance services and resources and how these can ensure a smooth transition from middle school to high school. Study skills, extracurricular participation and the benefits of stress management are emphasized, ensuring a successful high school experience.

### **1820 SOPHOMORE SEMINAR**

In this course, counselors guide sophomores through a variety of self-assessment activities. By gathering information about themselves, students identify and research potential careers and college majors that may be a good fit. The work done in this course has a direct influence on the college selection process. This interactive course uses a variety of interest inventories and tools available through the Naviance program.

### **1830 JUNIOR SEMINAR**

This course covers all the topics relevant to college admission. Each group meeting focuses on specific topics such as researching colleges, facilitating a productive campus visit, preparing for interviews, writing the college essay, planning for standardized tests, writing a resume and much more. By the end of the course, juniors are acquainted with the essential elements of college admissions.

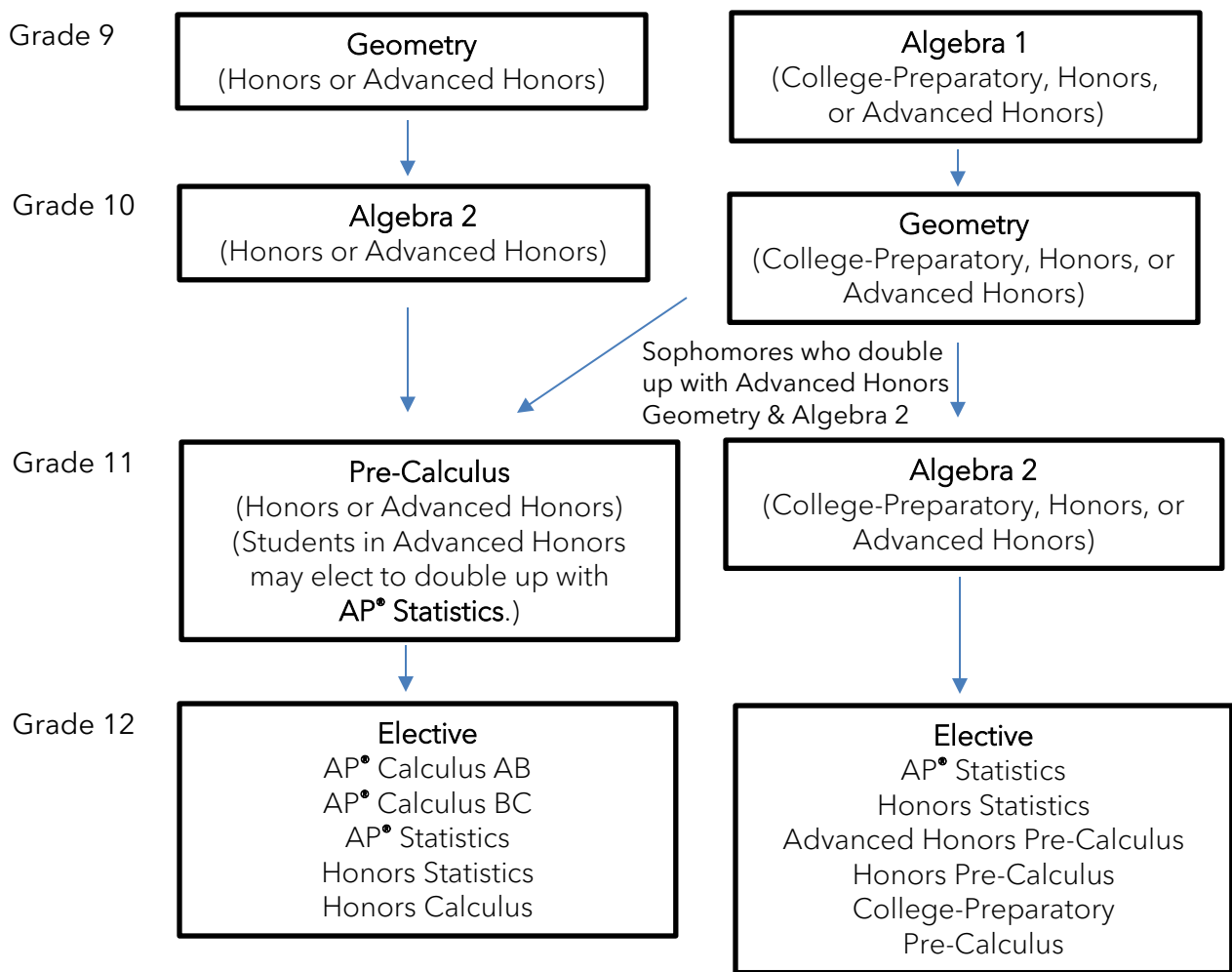
### **1840 SENIOR SEMINAR**

Along with individual meetings, counselors meet with seniors in small groups to cover the “fine-tuning” of the college admissions process. In addition to reviewing material covered in the junior year, counselors work with seniors to prepare them for the process of filing applications to the colleges of their choice.

## MATHEMATICS

The Mathematics Department aims to provide all students with an academically rigorous program that encourages students to strengthen their skills in quantitative and analytical reasoning, to develop a disciplined approach to their work that will be needed in mathematics courses at the college level and in STEM careers, and to become critical thinkers and life-long learners. The Department strives to instill an appreciation for mathematics that will prepare and encourage students to pursue further education and careers in STEM fields such as mathematics, computer science, physical and biological sciences, engineering, economics, and business. The Department offers a wide variety of courses ranging from Algebra I and Geometry through Algebra II and Precalculus at the Advanced Honors, Honors, and College-Preparatory levels. Multiple Advanced Placement® (AP®) courses are offered, including AP® Calculus AB, AP® Calculus BC, AP® Calculus BC with Multivariable Calculus, and AP® Statistics.

### PROGRESSION OF MATHEMATICS MAJOR COURSES FOR HIGH SCHOOL STUDENTS



Each of these pathways is based upon prerequisites outlined in the course descriptions below.  
Alternative pathways for exceptional circumstances are also outlined below.

**211 ALGEBRA I COLLEGE-PREPARATORY****1 credit**

This course is designed for students who have had some exposure to Algebra I but need additional review of linear algebra and quadratic functions. Students enrolled in this course will also be automatically enrolled in the minor course Algebra I Fundamentals.

**1622 ALGEBRA I FUNDAMENTALS****¼ credit**

Required for all students enrolled in Algebra I.

This minor course meets once per cycle and is required for all students enrolled in Algebra I. The course allows students to receive supplementary instruction, extra support, and enrichment in their Algebra I class, while also preparing for standardized tests and building skills and confidence. Students will consider strategies for setting up problems in a logical, systematic manner, as well as strategies for preparing for mathematics assessments.

**210 ALGEBRA I HONORS****1 credit**

Prerequisites: This course is designed for students who had significant exposure to Algebra I topics in eighth grade but who are not yet prepared to take Geometry and Algebra II. Departmental approval is based on the results of the mathematics placement test, the entrance exam, middle-school academic records, and teacher recommendations.

This course begins with a review of linear algebra and then proceeds to an extensive study of quadratic functions, polynomials, factoring, radicals, and associated algebraic skills. This is a challenging course that encompasses the Algebra I standards for a “quadratics emphasis” curriculum. Upon successful completion of this course, students will have acquired the fundamental algebraic skills that are essential for success in Geometry and more advanced mathematics courses.

**215 ALGEBRA I ADVANCED HONORS****1 credit**

Prerequisites: Departmental approval is based on the results of the mathematics placement test, the entrance exam, middle-school academic records, and teacher recommendations.

This course provides an extensive survey of topics from Algebra I with a review of linear algebra followed by an emphasis on quadratic functions, polynomials, factoring, radicals, and rational expressions. This course is a fast-paced course that encompasses the Algebra 1 standards for a “quadratics emphasis” curriculum. Upon successful completion of this course, students will have acquired the fundamental algebraic skills that are essential for success in Geometry and more advanced mathematics courses.

**221 GEOMETRY COLLEGE-PREPARATORY****1 credit**

This course takes an integrated approach to Geometry by incorporating elements of traditional Euclidean Geometry and proofs, along with algebraic processes and coordinate geometry. The course will examine topics including deductive reasoning, parallel lines, triangles and congruence, quadrilaterals, similarity, circles, regular polygons, surface area, volume, transformations, and probability. A unit on right-triangle trigonometry will be included. Algebraic topics integrated throughout the curriculum will include solving equations and systems of equations; linear functions; the Slope, Distance, and Midpoint formulas; exponents and radicals; quadratic equations; factoring; rational expressions and equations; and the Quadratic Formula. Upon successful completion of the course, students will be well prepared to apply their algebraic skills in Algebra II and more advanced mathematics courses.

**220 GEOMETRY HONORS****1 credit**

Prerequisites: A minimum grade of 90 in Algebra I or successful completion of Honors Algebra I. Departmental approval is based on the results of the mathematics placement test, the entrance exam, middle-school academic records, and teacher recommendations.

This course takes an integrated approach to Geometry by incorporating elements of traditional Euclidean Geometry and proofs, along with algebraic processes and coordinate geometry. The course will examine topics including deductive reasoning, parallel lines, triangles and congruence, quadrilaterals, similarity, circles, regular polygons, surface area, volume, transformations, and probability. A unit on right-triangle trigonometry will be included. Algebraic topics integrated throughout the curriculum will include solving equations and systems of equations; linear functions; the Slope, Distance, and Midpoint formulas; exponents and radicals; quadratic equations; factoring; rational expressions and equations; and the Quadratic Formula. Upon successful completion of the course, students will be well prepared to apply their algebraic skills in Algebra 2 and more advanced mathematics courses.

**225 ADVANCED HONORS GEOMETRY****1 credit**

Prerequisites: A minimum grade of 84 in Advanced Honors Algebra I or 93 in Honors Algebra I. Departmental approval is based on the results of the mathematics placement test, the entrance exam, middle-school academic records, and teacher recommendations.

This course takes an integrated approach to Geometry by combining a traditional, rigorous, proof-based Euclidean Geometry with algebraic processes and coordinate geometry. The course will provide extensive coverage of the geometric topics: deductive reasoning, proofs of theorems, parallel lines, triangles and congruence, quadrilaterals, similarity, circles, regular polygons, surface area, volume, transformations, and probability. A unit on right-triangle trigonometry will be included. Algebraic topics integrated throughout the curriculum will include solving equations and systems of equations; linear functions; the Slope, Distance, and Midpoint formulas; exponents and radicals; quadratic equations; factoring; rational expressions and equations; and the Quadratic Formula. Upon successful completion of the course, students will be well prepared to apply their algebraic and geometric skills in Algebra II and more advanced mathematics courses, including Calculus.

**229 COLLEGE-PREPARATORY INTEGRATED ALGEBRA / GEOMETRY****1 credit**

Prerequisite: Successful completion of Geometry.

This course is designed for juniors who have completed Geometry and who need additional review and reinforcement before taking a full Algebra II course. The course will review linear algebra followed by an emphasis on quadratics, exponents and roots, probability, similar triangles, and right-triangle trigonometry. SAT/ACT preparation, including required topics from the Algebra II standards, will be an important goal of the class. Upon successful completion of the course, students will be prepared to take Algebra II or Honors Algebra II for senior year.

**231 COLLEGE-PREPARATORY ALGEBRA II****1 credit**

Algebra II and Honors Algebra II utilize the same curriculum; however, the topics and assessments are adjusted according to students' needs. This course reviews linear functions and systems before focusing on quadratic, polynomial, and rational functions. Some attention is also given to logarithms, sequences and series, and right-triangle trigonometry.

**230 ALGEBRA II HONORS****1 credit**

Prerequisite: a minimum grade of 90 in College-Preparatory Geometry or successful completion of Honors Geometry.

This course reviews linear functions and systems before focusing on quadratic, polynomial, and rational functions. Some attention will also be given to logarithms, sequences and series, and right-triangle trigonometry.

**235 ALGEBRA II ADVANCED HONORS****1 credit**

Prerequisites: a minimum grade of 84 in Advanced Honors Geometry or 93 in Honors Geometry. Prerequisites for Sophomores doubling up in Advanced Honors Geometry/Honors Geometry and Advanced Honors Algebra II: A minimum grade of 90 in Advanced Honors Algebra I or 95 in Honors Algebra I.

This course is a fast-paced study of the major algebraic functions: linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric. Functions will be studied from an analytical, numerical, and graphical perspective. Conic sections, sequences and series, and a full study of trigonometry will be included. Upon successful completion of this course, students will be well prepared to take additional advanced mathematics courses in Pre-Calculus, and, ultimately, Calculus.

**241 COLLEGE-PREPARATORY PRE-CALCULUS****1 credit**

This course is primarily a study of functions and their graphs. Functions to be studied are linear, polynomial, rational, exponential, logarithmic, and trigonometric. In addition, polar coordinates and complex numbers are included. Throughout the course, concepts from advanced algebra, coordinate geometry, and analytic geometry are used.

**240 PRE-CALCULUS HONORS****1 credit**

Prerequisite: A minimum grade of 90 in Algebra II or successful completion of Honors Algebra II.

This course is primarily a study of functions and their graphs. Functions to be studied are linear, polynomial, rational, exponential, logarithmic, and trigonometric. In addition, polar coordinates and complex numbers are included. Throughout the course, concepts from advanced algebra, coordinate geometry, and analytic geometry are used.

**246 PRE-CALCULUS ADVANCED HONORS****1 credit**

Prerequisite: A minimum grade of 84 in Advanced Honors Algebra II or 93 in Honors Algebra II.

This course provides a strong foundation of traditional concepts and techniques, along with real-world applications to prepare the student for Calculus. The concept of function is developed throughout the year as the course extends and explores work with polynomial, rational, trigonometric, inverse trigonometric, logarithmic, exponential, and some special functions. A graphical, numerical, and analytical approach will be taken. The course is taught at a rigorous level with the aim of preparing students to take AP<sup>®</sup> Calculus AB or BC, or a Calculus class in a college setting.

**251 CALCULUS HONORS****1 credit**

Prerequisite: A minimum grade of 74 in Advanced Honors Pre-Calculus or 84 in Honors Pre-Calculus.

This course studies the theory, methods, and applications of the differential and integral calculus of algebraic and transcendental functions. A graphical, numerical, analytical, and verbal approach is utilized.

**250 CALCULUS AB ADVANCED PLACEMENT\*****1 credit**

Prerequisite: A minimum grade of 90 in Advanced Honors Pre-Calculus.

This course is designed to prepare students for the AB-level Advanced Placement® examination in Calculus. It includes a rigorous examination of the big ideas of Calculus: limits, derivatives, and integrals. Topics include techniques of differentiation and integration, related rates, general graphing, optimization, area between curves, volumes of rotation, total change and net change, and differential equations. A graphical, numerical, analytical, and verbal approach is utilized.

**252 CALCULUS BC ADVANCED PLACEMENT\*****1 credit**

Prerequisite: A minimum grade of 90 in Advanced Honors Pre-Calculus.

This course is designed to prepare students for the BC-level Advanced Placement® examination in Calculus. It includes a rigorous examination of the big ideas of Calculus: limits, derivatives, integrals, and infinite series. Topics include techniques of differentiation and integration, related rates, general graphing, optimization, area between curves, volumes of rotation, total change and net change, differential equations, convergence of sequences and series, Taylor polynomials and series, arc length, parametric equations, vectors, and polar coordinates. A graphical, numerical, analytical, and verbal approach is utilized.

**245 STATISTICS HONORS****1 credit**

Prerequisite: Successful completion of Pre-Calculus or Algebra II.

This course introduces the types of descriptive statistics that will be utilized in college course work including graphs (measures of center, variation, and position), probability, the Normal Distribution, and the Central Limit Theorem.

**253 STATISTICS ADVANCED PLACEMENT\*****1 credit**

Prerequisites: For juniors: A minimum grade of 84 in Advanced Honors Algebra II. Co-requisite for juniors: Juniors enrolling in this course must also enroll in Advanced Honors Pre-Calculus. For seniors: A minimum grade of 84 in Advanced Honors Algebra II or 90 in Honors Pre-Calculus or successful completion of Advanced Honors Pre-Calculus.

This course is designed to prepare the student for the Advanced Placement examination in Statistics. This course emphasizes descriptive statistics including graphs, measures of center, variation and position, confidence intervals and hypothesis testing. It will also expand on probability theory as it applies to statistics.

**262 CALCULUS BC WITH MULTIVARIABLE CALCULUS ADVANCED PLACEMENT\*****1 credit**

Prerequisite: A minimum grade of 90 in AP® Calculus AB.

This course is designed for students who successfully completed AP® Calculus AB prior to senior year. This course will be offered contingent upon student need and will be taught primarily online by an

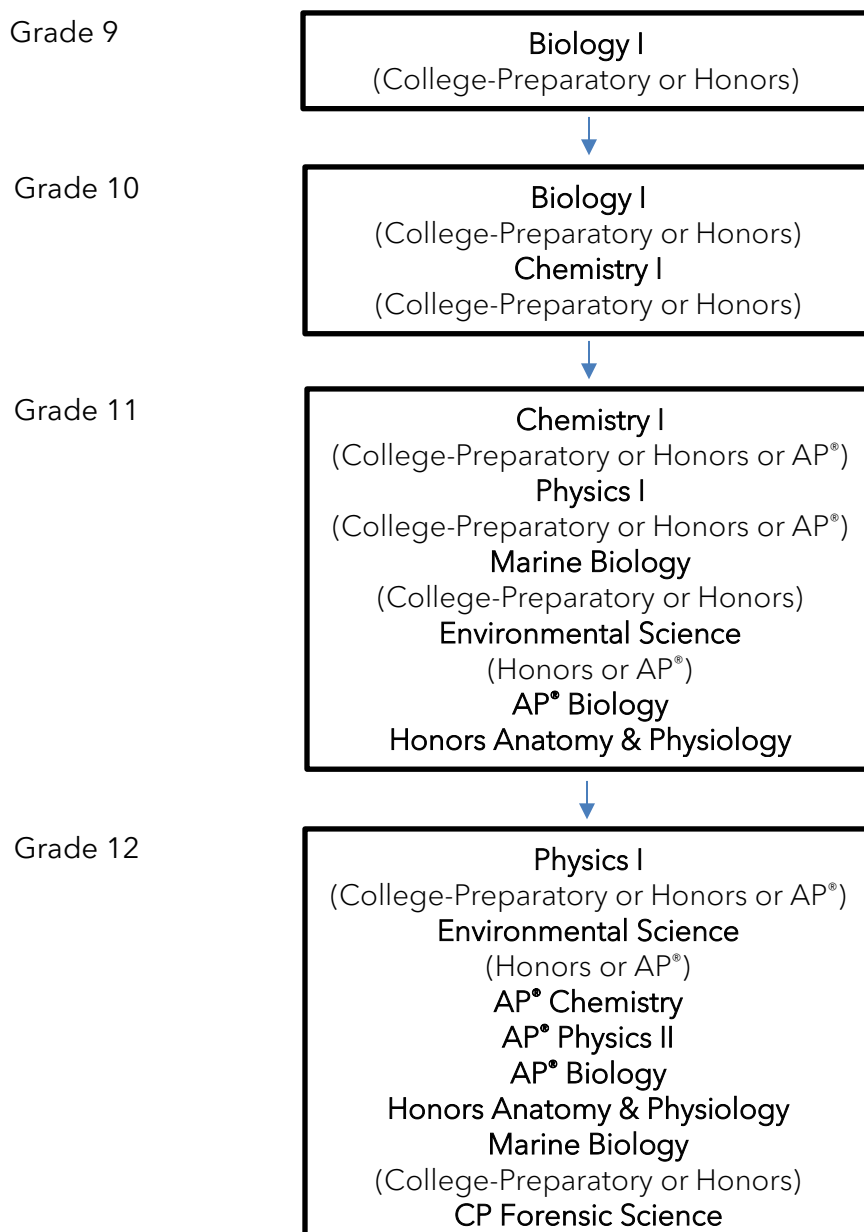


NDA faculty member, who will also serve as an advisor for the course for 3-4 meetings per cycle. The course will include a review of AP<sup>®</sup> Calculus AB topics and then prepare students to take the AP<sup>®</sup> Calculus BC exam in May. There is also an introduction to the key topics of Multivariable Calculus: vector functions in three dimensions, partial derivatives, and multiple integrals.

## SCIENCE

All human beings possess an innate curiosity about how the world around them works. From an early age, the mind gathers and sorts information, looking to make sense of observations. The Science Department curriculum is designed to pique that curiosity through hands-on scientific inquiry. Utilizing the scientific method, students create hypotheses based upon observations, design appropriate experiments and develop an understanding of the observed phenomena. Each course in the Science, Technology, Engineering, and Math (STEM) based program introduces students to the foundational concepts in each discipline through an intentional didactic - experimental approach. The STEM courses develop critical thinking, problem-solving and logical reasoning skills. In a world with ever-increasing complexity, the science curriculum aspires to help students face the daily challenge to monitor their immediate and global surroundings, create and analyze pertinent data and respond in a socially responsible manner.

### PROGRESSION OF SCIENCE MAJOR COURSES FOR HIGH SCHOOL STUDENTS



**711 BIOLOGY I COLLEGE-PREPARATORY****1 credit**

Prerequisites: Departmental approval and entrance exam scores.

This challenging course examines biological molecules, cell structure and function, DNA and molecular genetics, classical genetics, evolution, physiology, and ecology. Students learn a variety of laboratory techniques, data analysis skills, write lab reports, and complete projects with rigorous standards.

**710 BIOLOGY I HONORS****1 credit**

Prerequisites: Departmental approval based on entrance exam scores and an average of 90 in Grade 8 Science.

This fast-paced, rigorous course examines biological molecules, cell structure and function, DNA and molecular genetics, classical genetics, evolution, physiology, and ecology. This course is a thorough preparation for further Biology study on the AP level. Students learn a variety of laboratory techniques, data analysis skills, write lab reports, and complete projects with rigorous standards. Students enrolled in this course are responsible and independent learners.

**721 CHEMISTRY I COLLEGE-PREPARATORY****1 credit**

This course is designed to study matter and the changes it undergoes to understand the world around us. Topics include matter, phases and changes of matter, atomic and molecular structure, bonding, reactions, stoichiometry, solutions, acid and base, and gas laws. This course also offers students a chance to learn safe laboratory techniques, to learn proper handling techniques of various chemical substances, and to develop problem solving and critical thinking skills needed to succeed in lab-based courses.

**720 CHEMISTRY I HONORS****1 credit**

Prerequisite: An 87 in Advanced Honors Algebra I or 93 in Honors Algebra I or 87 in Advanced Honors Geometry or a 93 in Honors Geometry.

This fast-paced, rigorous course is designed to study matter and the changes it undergoes to understand the world around us. Topics include matter, phases and changes of matter, atomic and molecular structure, bonding, intermolecular and intramolecular forces, reactions, stoichiometry, solutions, acid and base, gas laws, thermochemistry, kinetics and equilibrium, and nuclear chemistry. This course also offers students a chance to practice safe laboratory techniques, to learn proper handling techniques of various chemical substances, and to develop problem solving and critical thinking skills needed to succeed in lab-based courses.

**731 PHYSICS I COLLEGE-PREPARATORY****1 credit**

PREREQUISITE: Satisfactory completion of an Algebra II course.

How is Physics relevant in my life? How do I see myself in the mirror? What adjustments do I need to make to my driving in bad weather? The Physics course will present a new challenge for many students. It is perhaps the first course in which sophisticated mathematics, spatial relations, logic analytical problem-solving are used collectively in solving problems. The process involves defining the system, extracting pertinent data from the system, creating visual representations, utilizing resources (formulas and constants), computing the numerical answer, and interpreting the results. There are many chances for error but those can be minimized by staying structured in your approach. Physics will help explain many of the everyday events in your life: sports, learning to drive, music, electronic devices. Students will begin to understand and appreciate the principles of Physics in action in their daily lives as

the course intentionally connects students' experiences to the material. In the blended CP/Honors classroom, differential expectations will be evident in the complexity of the material, the volume of the workload and the depth of the evaluations.

### **730 PHYSICS I HONORS**

**1 credit**

Prerequisite: An 87 in Advanced Honors Algebra II or 93 in Honors Algebra II, or 87 in College-Preparatory Precalculus, or 83 in Honors Precalculus.

How is Physics relevant in my life? How do I see myself in the mirror? What adjustments do I need to make to my driving in bad weather? The Honors Physics course will present a new challenge for many students. It is perhaps the first course in which sophisticated mathematics, spatial relations, logic analytical problem-solving are used collectively in solving problems. The process involves defining the system, extracting pertinent data from the system, creating visual representations, utilizing resources (formulas and constants), computing the numerical answer, and interpreting the results. There are many chances for error but those can be minimized by staying structured in your approach. Physics will help explain many of the everyday events in your life: sports, learning to drive, music, electronic devices. Students will begin to understand and appreciate the principles of Physics in action in their daily lives as the course intentionally connects students' experiences to the material. In the blended CP / Honors classroom, differential expectations will be evident in the complexity of the material, the volume of the workload and the depth of the evaluations.

### **740 ANATOMY AND PHYSIOLOGY HONORS**

**1 credit**

Prerequisite: An 84 in Honors Biology or 87 in Biology or 84 in Honors Environmental Science.

This course is designed for the highly motivated student who has an interest in and aptitude for the study of the structure and function of the human body. Students will study a variety of human systems, with an emphasis on visualizing and applying information for better understanding. Lab work will include a detailed study of the parts of the human skeleton as well as observation of muscles and internal systems through mammalian dissection. Lab practical exams will be required. The students will be introduced to many health topics and apply their understanding to current health issues. The course includes a research paper on a selected disease or disorder.

### **744 ENVIRONMENTAL SCIENCE HONORS**

**1 credit**

Prerequisites: a 90 in Biology I or an 85 in Honors Biology I, and a 90 in Chemistry I or an 85 in Honors Chemistry.

This course is an interdisciplinary study of the natural world through the exploration of scientific, cultural, economic, ethical, and social interactions of human societies with the environment. It aims to equip students with the ability utilize a global perspective to identify and analyze local and international environmental problems, to evaluate the risks associated with these problems, to explore our responsibility to act on these problems, and to examine the various solutions for resolving or preventing them. To reach the goals of this course, there is a strong laboratory and field investigation component, allowing students to learn about the environment through firsthand observation. Students today will be impacted by and will impact the future of our environment, and the aim of this course is to motivate students to continue their study of environmental science throughout their life.

### **750 CHEMISTRY ADVANCED PLACEMENT\***

**1 credit**

Prerequisites: A 90 in Honors Chemistry I or 95 in Chemistry I and 93 in Advanced Honors Algebra II or 95 in Honors Algebra II or 88 in Honors Pre-Calculus or 93 in College-Preparatory Pre-Calculus.

What are intermolecular forces and why are they so important? What is the connection between chemistry and rechargeable batteries? Why is NutraSweet referred to as a “super sweetener”? Chemists around the world perform chemical reactions, isolate compounds, and create new materials with unique physical and chemical properties. Every aspect of our lives depends upon these specialized chemicals. Whether it be the Ibuprofen we use to relieve our headaches or the sunscreen we apply to keep from burning when at the beach, we could not survive a day without chemicals and chemical reactions. AP<sup>®</sup> Chemistry is a deep dive course into the major topics of Chemistry: Atomic Theory, Chemical Bonding, Intermolecular Forces, Stoichiometry, Gas Laws, Kinetics, Thermodynamics, Equilibrium, Electrochemistry and Nuclear Chemistry. Significant time will be spent in the laboratory and utilizing virtual simulations to make the concepts come to life. Get ready to be challenged. Significant summer work will be required in preparation for the course.

### **751 BIOLOGY ADVANCED PLACEMENT\***

**1 credit**

Prerequisites: A 90 in Honors Biology I or 95 in Biology I or 90 in Honors Anatomy or 95 in Honors Environmental Science.

This course is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year. An Advanced Placement<sup>®</sup> course differs significantly from the usual high school course with respect to the increase in the amount of reading required, the range and depth of topics covered, the kind of laboratory investigations done, and the time required each week of the students. The course will cover the AP<sup>®</sup> required topics of the chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, genetics, natural selection, and ecology. The recommended AP<sup>®</sup> labs will be performed in alignment with the course content. Students will also develop their lab report writing skills that reflect college level scientific reports. Extensive summer work will be required in preparation for this course.

### **754 PHYSICS I ADVANCED PLACEMENT\***

**1 credit**

Prerequisite: Either a 95 in Advanced Honors Algebra II or 93 in Honors Pre-Calculus or 88 in Honors Physics.

How does Bluetooth work? Why do I adjust my driving in bad weather? How is Physics relevant in my life? We live in an increasingly complex world with new technology being developed every day. There are positive aspects of these advancements, but there may also be unintended aspects of the technology. We are constantly being asked to update things, purchase new models with new features. Informed decisions are crucial in this tech driven world. The process of becoming informed involves critical analysis and exploring the options. Physics will help you develop the skills and comfort with the critical analysis process. AP<sup>®</sup> Physics 1 is an algebra-based course in general Physics. Topics presented during the course follow those outlined by the College Board and mirror an introductory level university physics course. The course is organized into six big ideas that bring together the fundamental science principles and theories of general physics. The students will participate in inquiry-based exploration of the topics to gain a more conceptual understanding of the physics concepts.

### **756 PHYSICS II ADVANCED PLACEMENT\***

**1 credit**

Prerequisite: an 85 in AP<sup>®</sup> Physics I or a 95 in Honors Physics.

What causes objects to partially submerge? How does a refrigerator work? We live in an increasingly complex world with new technology impacting our lives. There are positive aspects of these advancements, but there may also be unintended aspects of the technology. We are constantly being asked to update things, purchase new models with new features. Informed decisions are crucial in this tech driven world. The process of becoming informed digital citizens involves critical analysis and

exploring the options. Should you decide to pursue a career in a technical field Physics will help you develop the skills and comfort with the critical analysis process. AP<sup>®</sup> Physics 2 is an algebra-based course in general Physics. Topics presented during the course follow those outlined by the College Board and mirror an introductory level university physics course. The course is organized into six big ideas: Fluids, Thermal physics, Electric Fields and Forces, Electric Circuits, Geometric Optics and Magnetism. This course will complete the student's understanding of fundamental science principles and the theories of general physics. The students will participate in inquiry-based exploration of the topics to gain a more conceptual understanding of the physics concepts.

**758 ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT<sup>®</sup>** **1 credit**  
Prerequisite: An 85 in Honors Biology I or 90 in Biology I or 95 in Honors Environmental Science or 85 in Honors Chemistry I or 90 in Chemistry I.

AP<sup>®</sup> Environmental science is designed to be the equivalent of a college-level course and differs from Honors Environmental science in the textbook used, amount of independent work required, and the depth of topics covered. This hands-on laboratory science engages students with scientific principles, concepts, and methodologies necessary for understanding the interactions between humans and their environment. Students will identify and analyze human-made environmental problems, evaluate the risks of these problems, and examine solutions for resolving or preventing them. This interdisciplinary course will cover topics in geology, biology, environmental studies, environmental science, chemistry, and geography. Summer work will be required in preparation for this course.

**745 FORENSIC SCIENCE COLLEGE-PREPARATORY** **1 credit**  
Prerequisites: Successful completion of Biology I and Chemistry I and Physics.

Forensic science is the application of basic biological, chemical, and physical science principles and technological practices to the purposes of justice in the study of criminal and civil issues. Forensics draws on a wide variety of knowledge, analytical techniques, and modes of inquiry. This is an interdisciplinary course combining skills and knowledge from Biology, Chemistry, and Physics. Students will examine techniques involved in crime scene investigation and crime scene reconstruction, analyze historical and current cases, and simulate the collection and analysis of different types of evidence. Students will also examine the ethical and legal issues associated with evidence collection, litigation, and ultimately, social justice. Students will be required to do independent research and project-based work in addition to outside reading assignments.

**746 MARINE BIOLOGY COLLEGE-PREPARATORY** **1 credit**  
Prerequisites: Successful completion of Biology I and Chemistry I. Marine Biology is devoted to the study of marine living things and their processes.

The course will incorporate information and activities in the Marine environment (the abiotic - geological, physical, and chemical - environment) that surround marine organisms and relate to their functions and habits. A survey of marine organisms, including algae, plankton, invertebrates, fish, and marine mammals is included. Students discuss organisms from coastal communities, deep sea, Arctic, Antarctic, and coral reefs. They will also explore Marine ecology which includes the major coastal and pelagic marine communities and human interaction with the marine world. This is a lab class which requires independent student research, outside paperback reading, and fieldwork. Detailed specimen dissection is mandatory.

## **747 MARINE BIOLOGY HONORS**

**1 credit**

Prerequisites: 85 in Biology I or 85 in Chemistry I or 85 in Honors Environmental Science. Marine Biology is devoted to the study of marine living things and their processes.

The course will incorporate information and activities in the Marine environment (the abiotic - geological, physical, and chemical - environment) that surround marine organisms and relate to their functions and habits. A survey of marine organisms, including algae, plankton, invertebrates, fish, and marine mammals is included. Students discuss organisms from coastal communities, deep sea, Arctic, Antarctic, and coral reefs. They will also explore Marine ecology which includes the major coastal and pelagic marine communities and human interaction with the marine world. This is a lab class which requires independent student research, outside paperback reading, and fieldwork. Detailed specimen dissections are mandatory, field work outside of class hours and class presentations will be expected for Honors students.

## **MINOR ELECTIVES**

### **1132 CPR AND FIRST AID**

**¼ credit**

This course will teach the student how to recognize an emergency and how to respond. The student will be prepared to make appropriate decisions regarding first aid care and how to provide care for injuries or sudden illness until professional medical help arrives.

### **1540 FUNDAMENTALS OF DATA SCIENCE - A STUDY OF CLIMATE CHANGE**

**¼ credit**

Prerequisites: Completion of Algebra II. Average of 85% or higher in an honors or higher-level math. This interdisciplinary course in Data Science will use the topic of Climate Change to learn the fundamentals of Data Science including the definitions of data and Big Data, how to obtain and clean data, how to analyze and visualize data, how to make informed decisions with data as well as reflecting upon the ethics of data usage. Business cases will be selected from relevant industries for study. For example: methane production in agriculture. Students will learn some of the science behind climate change. The course will conclude with an analysis of the impact upon society and the ethical concerns that arise.

### **1668 CAREERS IN HEALTH & BIOSCIENCE - Fall Semester**

**¼ credit**

Careers In Health & Bioscience introduces students to career pathways in healthcare and bioscience, such as allied health and medical support services. This will be accomplished through lectures, class discussions, research projects, field trips and professional guest speakers. The major topics of study in allied health are as follows: pharmacology, rehab services, dental services, gerontology, social services, nutritionist, health education, medical genetics, mental health, public health, emergency medical technicians, and pharmacy assistant. Topics to be covered under medical support services include managed care, administrative services, medical assisting, and medical office management. The major topics of study in physician/nurse are as follows: medical doctor, registered nurse, licensed practical nurse, physician's assistant, nurse practitioner, and certified nursing assistant. The topics to be covered in medical technology are as follows: radiology technician, respiratory technician, laboratory technician, orthopedic technician, vision technician, audiology and medical imagery.

### **1673 ENGINEERING DESIGN - Spring Semester**

**¼ credit**

In this course, students use creative and analytical thinking, along with the engineering design process, to produce solutions to real world problems and hypothetical scenarios posed in the lab. Students draw on principles of mathematics, science, and technology to synthesize solutions. A major goal of the course is to introduce students to engineering subfields such as Mechanical, Chemical,

Aerospace, Civil and Electrical engineering. Students will hear from guest speakers in the engineering field and attend a field trip to see what a day in the life of a female engineer is like.

### **1675 MEDICAL NEUROSCIENCE**

**¼ credit**

In this hands-on elective course, students' eyes will be opened to the most complex organ in the universe—the human brain. Students will deepen their knowledge of the brain and nervous system from a medical perspective; draw many connections to medicine by learning about the diagnosis, treatment, and prognosis of neurological traumas, disorders, and diseases. Additionally, students will learn some clinical skills such as taking vital signs, conducting a neurological exam, and assessing a patient in the classroom and in a clinical setting. The course includes fieldtrips to places such as the Harvard Medical School to participate in the Harvard MEDSci program—where students care for a patient mannequin simulator with a neurological condition. This course can be transformative for students considering a career in the medical field or scientific world. Allow yourself to be inspired! This course meets three times a cycle for one semester.

### **1676 ASTRONOMY - Fall Semester**

**¼ credit**

This course surveys both early and modern concepts of the physical universe. Topics include the naked-eye sky: constellations, the earth's atmosphere, motions of sun, moon, planets, and stars; the solar system: the sun, planets, satellites, comets, asteroids; the stars: types, distribution, physical constitution, evolution; the galaxies: Milky Way, types of galaxies, and cosmology: large scale properties of the universe, including origin and evolution. Emphasis is placed on the physical principles involved, with some discussion of observation techniques. A prior course in Chemistry or Physics will not be assumed. The math used is limited to basic algebra.

### **1677 PSYCHOLOGY, BIOLOGY, AND POLITICS OF FOOD - Spring Semester**

**¼ credit**

In this course, students will explore the topic of food and how it relates to health and nutrition, policy, and social ritual. Students will explore how food preferences and production have changed over time, the biology and nutrition of foods (including malnutrition and allergies), food sustainability and security, the economics, and politics of food, and more. Additionally, students will partake in various hands-on allergy-safe experiments with food and crop production to explore more about what we eat. This course aims to inspire students interested in a career in nutrition, sustainable policy, agriculture, and more.

### **1678 ORGANIC CHEMISTRY - Fall Semester**

**¼ credit**

Prerequisite: Completion of Honors Chemistry, AP<sup>®</sup> Chemistry or AP<sup>®</sup> Biology

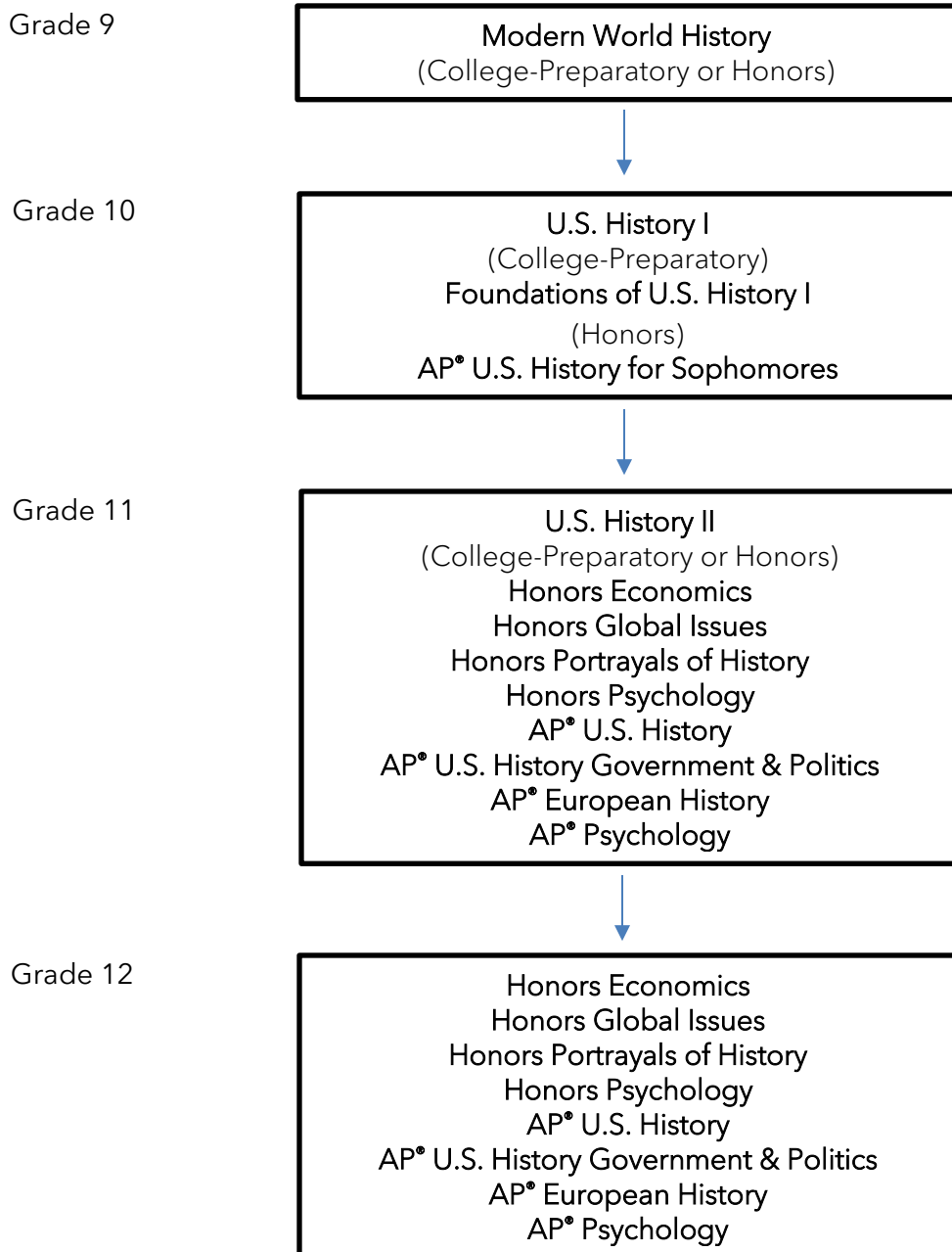
This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and various functional groups; further topics include separation methods, isomerization, stereochemistry, and spectroscopy.



## SOCIAL STUDIES

The goal of the Social Studies Department of Notre Dame Academy is to help young people make informed and reasoned decisions for social and economic justice as members of a culturally diverse, democratic society, and global citizens of the world. The curriculum provides a coordinated, systematic study of the social science disciplines such as anthropology, archaeology, economics, geography, history, civics, law, political science, psychology, and sociology intertwined with content from the humanities, mathematics, and the natural sciences. The curriculum is designed to develop each student's problem solving, critical thinking, public speaking, and effective writing skills as she matures. We are committed to students not only studying topics but also experiencing them through rich field trips and guest speakers.

### PROGRESSION OF SOCIAL STUDIES MAJOR COURSES FOR HIGH SCHOOL STUDENTS



### **322 MODERN WORLD HISTORY**

**1 credit**

This course explores the essential question: What political, social, economic, and scientific developments have shaped the modern world? This course surveys the development of the modern world from the early 19<sup>th</sup> century advent of “isms” to the present exploring the enduring legacies of the past which shape world societies of today. Students examine the history, economics, politics, philosophies, arts, social roles cultural traditions of each continent, with emphasis on modern Europe, modern China, modern India, and the modern Middle East. Using the conceptual framework of “isms” such as nationalism, imperialism, socialism, fascism, capitalism, communism, etc., students develop a global perspective through systemic analysis, critical thinking and effective oral and written communication using primary and secondary sources.

### **323 MODERN WORLD HISTORY HONORS**

**1 credit**

Prerequisite: 93 in Grade 8 history course.

This course explores the essential question: What political, social, economic, and scientific developments have shaped the modern world? This course surveys the development of the modern world from the early 19<sup>th</sup> century advent of “isms” to the present exploring the enduring legacies of the past which shape world societies of today. Students examine the history, economics, politics, philosophies, arts, social roles cultural traditions of each continent, with emphasis on modern Europe, modern China, modern India, and the modern Middle East. Using the conceptual framework of “isms” such as nationalism, imperialism, socialism, fascism, capitalism, communism, etc., students develop a global perspective through systemic analysis, critical thinking and effective oral and written communication using primary and secondary sources. The honors course delves deeper into source analysis. A supplemental source text is used, and a research paper will be completed.

### **332 UNITED STATES HISTORY I COLLEGE-PREPARATORY**

**1 credit**

This course explores the essential questions: What is the American Dream? What is the role and responsibility of government? What is America’s place in the world? Beginning with a study of Pre-Columbian Native American societies, the course then delves into America’s colonial history leading up to the development of the Constitution. Causes and events of the Civil War are studied, and the year concludes with Reconstruction.

### **333 FOUNDATIONS OF UNITED STATES HISTORY I HONORS**

**1 credit**

Prerequisite: A grade of 90 in Modern World History.

This course explores the essential questions: What is the American Dream? What is the role and responsibility of government? What is America’s place in the world? Beginning with a study of Pre-Columbian Native American societies, the course then delves into America’s colonial history leading up to the development of the Constitution. Causes and events of the Civil War are studied, and the year concludes with Reconstruction. Successful completion of the honors course may serve as a prerequisite to AP® United States History.

### **349 UNITED STATES HISTORY FOR SOPHOMORES ADVANCED PLACEMENT®**

**1 credit**

Prerequisite: 97 or above in Honors Modern World History.

AP® United States History is a challenging course that is meant to be the equivalent of a college course, and students can earn college credit if they take and pass the AP® Exam in May. It is a survey of American History from Reconstruction to the present. Solid reading and writing skills, along with a willingness to devote considerable time to reading and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and

histography. In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. The themes will include discussions of American diversity, the evolution of American culture, economic trends and transformations, environmental issues, the development of political institutions, social reforms, diplomatic and intellectual history. In addition to the themes mentioned above, students will be required, through discussion, to think conceptually about the American past and to focus on historical changes over time. Each unit includes one or more of the periods and/or key concepts outlined in the AP® U.S. History curriculum framework. *Please note: To prepare Sophomores for the AP® exam, that additional curriculum will be covered.*

### **334 UNITED STATES HISTORY II COLLEGE-PREPARATORY** **1 credit**

Students continue their high school study of the United States with industrialization, immigration, the role of the United States in World War I, and the early 20<sup>th</sup> century quest for social justice for all citizens. In United States History II, they learn about the fundamentals of economics, the Great Depression and the New Deal, World War II, the Cold War, social, cultural, and technological change, and globalization concluding with a study of social and political movements and international events in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries.

### **335 UNITED STATES HISTORY II HONORS** **1 credit**

Prerequisite: 93 in United States History I.

Students continue their high school study of the United States with industrialization, immigration, the role of the United States in World War I, and the early 20<sup>th</sup> century quest for social justice for all citizens. In United States History II, they learn about the fundamentals of economics, the Great Depression and the New Deal, World War II, the Cold War, social, cultural, and technological change, and globalization concluding with a study of social and political movements and international events in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries.

### **350 UNITED STATES HISTORY ADVANCED PLACEMENT®** **1 credit**

Prerequisite: Course is designed to follow Honors Foundations of United States History I. Successful completion of Honors United States History I or a 95 or above in CP United States History I.

AP® United States History is a challenging course that is meant to be the equivalent of a college course, and students can earn college credit if they take and pass the AP® Exam in May. It is a survey of American History from Reconstruction to the present. Solid reading and writing skills, along with a willingness to devote considerable time to reading and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and histography. In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. The themes will include discussions of American diversity, the evolution of American culture, economic trends and transformations, environmental issues, the development of political institutions, social reforms, diplomatic and intellectual history. In addition to the themes mentioned above, students will be required, through discussion, to think conceptually about the American past and to focus on historical changes over time. Each unit includes one or more of the periods and/or key concepts outlined in the AP® U.S. History curriculum framework.

### **359 ECONOMICS HONORS** **1 credit**

The goal of this course is for the student to demonstrate an understanding of basic economic concepts. The course includes a study of various microeconomic topics including scarcity, incentives, marginal analysis, supply/demand, elasticity, types of markets, consumer choice, study of macroeconomic topics including economic growth, employment, the banking industry, capital markets, fiscal and monetary policy, and international trade. In addition, the course includes case studies in many of the following topics: the benefits of higher education, wildlife preservation, tax

incidence, rent control, the minimum wage, the coffee market, the opportunity cost of babysitting or skipping class, the music industry, Wal-Mart, and “what is to like about outsourcing?” As an Honors level course, students are expected to do more extensive reading, research, and writing.

### **344 GLOBAL ISSUES HONORS**

**1 credit**

Students engage in inquiry-based learning, exploring current issues at local and global levels. Through case study analysis students will connect with four themes: 1. Power, sovereignty, and international relations; 2. Human rights; 3. Development; and 4. Peace and conflict. Some case studies may include climate change, nuclear weapons and North Korea, fast fashion, and response to pandemics. It encourages students to understand, appreciate, and critically engage with a variety of perspectives and approaches to global politics. Lastly, it allows students to appreciate the complex and interconnected nature of many political issues and develop the capacity to interpret competing and contestable claims regarding those issues. As part of their assessment, students will individually explore a passion, devise a question, delve into their curiosities, and create a way in which to demonstrate their understanding.

### **346 PORTRAYALS OF HISTORY HONORS**

**1 credit**

This course explores the portrayals of history through various forms of media including film/tv, docudramas, plays/musicals, historical fiction novels, advertisements/commercials, and others. Students will wrestle with the question of the value of entertainment versus historical accuracy and how these conflicting ideas can clarify or contribute to historical mythology. This class is formatted as a college seminar and students will actively participate in classroom discussions, supplemental readings, and writing analysis. Topics covered will include the American Revolution, Black history, and Women’s history.

### **345 PSYCHOLOGY HONORS**

**1 credit**

This course combines the study of the social sciences with that of the natural sciences. This course is designed to instill a factual knowledge base and analytical skills regarding the study of social and biological behavior and the workings of the mind. Students will examine a broad variety of topics and issues using a variety of instructional methods, including research, and experiments. At the Honors level, students are exposed to more reading, research, and writing.

### **347 PSYCHOLOGY ADVANCED PLACEMENT®**

**1 credit**

Prerequisites: Successful completion of AP® United States History, AP® US Government and Politics or AP® European History; or a 90 or above in Honors Economics or Honors Psychology or a grade of 90 in Honors United States History I, or a grade of 95 in United States History I.

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

### **352 UNITED STATES GOVERNMENT AND POLITICS ADVANCED PLACEMENT®**

**1 credit**

Prerequisites: Successful completion of AP® United States History or AP® European History, or a grade of 90 in Honors United States History, or a grade of 95 in United States History.

This curriculum includes a thorough examination of the foundations of the United States bureaucratic government, its institutions, and constitutional underpinnings. This course examines the politics and policy making of the nation while exploring the formation and influence of political beliefs and behaviors, political parties, interest groups, and mass media. Civic knowledge and the development of active civic engagement are the goals of this course.

### **360 EUROPEAN HISTORY ADVANCED PLACEMENT\***

**1 credit**

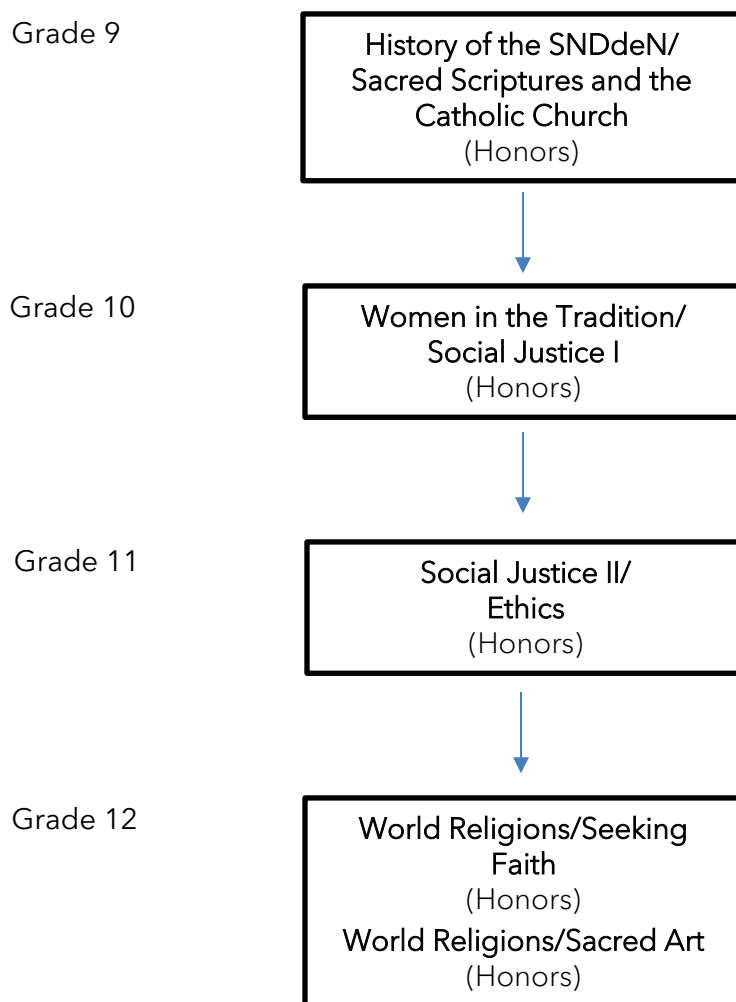
Prerequisite: Successful completion of the AP® United States History or AP® US Government and Politics or 90 in Honors United States History or a 95 in United States History.

AP® European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP® European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

## THEOLOGY

The Theology Department of Notre Dame Academy supports a rigorous academic learning environment and educates and empowers young people to become life-long learners as modeled by our foundress, St. Julie, who believed in a God who is good! As an academic subject, Theology intentionally develops a student's creative and critical thinking skills through proven pedagogical strategies, a student-centered approach to learning, and experiential learning opportunities within and beyond the classroom working closely with our Campus Ministry department. As students become familiar with the Catholic tradition, they experience an atmosphere of open dialogue in our classrooms. All students are challenged to increase their knowledge of their faith, to accept and develop social and personal responsibilities in that process, and to serve others while honoring the dignity of the individual and caring for all creation.

### PROGRESSION OF THEOLOGY MAJOR COURSES FOR HIGH SCHOOL STUDENTS



#### **009 HISTORY OF THE SISTERS OF NOTRE DAME de NAMUR / SACRED SCRIPTURES AND THE CATHOLIC CHURCH HONORS**

**1 credit**

Students begin their high school theological studies with an introduction to the life of St. Julie Billiart and the work of the Sisters of Notre Dame de Namur. They will continue exploring the global mission of the Sisters through their seven Hallmarks. This will include interaction with Campus Ministry

Coordinators. Students will also be introduced to the traditions and sacraments of the Catholic Church. Recognizing not all students come into Notre Dame Academy with a background in the Scriptures, they begin their study with exploring both the Hebrew Bible and the New Testament. The work starts with the story of God's revelation through major themes such as Creation, God's Covenant, Salvation, and Jesus' ministry. Students are invited to consider what it means to be humans created in God's image and likeness and the impact of this call to goodness.

### **023 WOMEN IN THE TRADITION / SOCIAL JUSTICE I HONORS**

**1 credit**

In the first semester students will study the lives and legacies of women such as St. Julie Billiart, Mary Magdalene, Dorothy Day, and others. These open-minded leaders of justice will prepare students for further study of Catholic Social Teaching. In the second semester students develop an understanding of the Christian call to work for justice and peace. Students study the Church's tradition of Catholic Social Teaching to apply these principles to current social issues, such as poverty and environmental justice. Students will utilize a variety of media sources to research world events to formulate a critical voice, based on Scripture and Catholic Social Teaching, which responds to the needs of the poor and marginalized.

### **024 SOCIAL JUSTICE II / ETHICS HONORS**

**1 credit**

In the first semester, students continue their study of Social Justice, adding to their foundations through in-depth case studies, utilizing resources such as Facing History and Ourselves®. This work is devoted to teaching about the dangers of indifference and the values of civility, helping students confront the complexities of current events and history in ways that promote critical and creative thinking about the challenges we face and the opportunities we have for positive change. As students engage in critical thinking, they develop a vocabulary of decision-making and justice as aids to their reasoning, and to see critical connections between past and present. This course helps students to move from thought to judgment and ultimately to participation. In the second semester, students encounter topics that address questions concerning what is ethical from the Christian perspective. They will consider the ethics of the human condition, life, death, gender equality, economics, and immigration, drawing connections to current events. These subjects are considered with moral weight and complexity that allow students to question, discuss and articulate their ideas and perspectives.

### **045 WORLD RELIGIONS / SEEKING FAITH HONORS**

**1 credit**

The World Religions course provides students an opportunity to appreciate the incredible diversity of religions in our world today, all of which influence the way people live their lives and think about who they are. The study of religion provides a framework for understanding and participating in dialogue among the followers of different religions. Students broaden their perspectives of religious experience in the world by examining major faith traditions and their basic doctrines, ethics, histories, and practices. In Seeking Faith students delve deeper into the shared spiritual practices of major faith traditions including Christianity, Buddhism, Hinduism, and Judaism. This course serves to guide students to experience and deepen their relationship with God as they seek to define and put into practice their spirituality in today's world.

### **054 WORLD RELIGIONS / SACRED ART HONORS**

**1 credit**

The World Religions course provides students an opportunity to appreciate the incredible diversity of religion in our world today, all of which influence the way people live their lives and think about who they are. The study of religion provides a framework for understanding and participating in dialogue among the followers of different religions. Students broaden their perspectives of religious experience in the world by examining major faith traditions and their basic doctrines, histories, and practices. The second semester builds off the artistic traditions of each religion studied and analyzes architecture, paintings, statues, music, and various mediums of artful expression as they are used to enhance

worship. While all religions vary in belief and practice, they share an interest in creating or acknowledging a sense of sacred in the visible or symbolic form. Students will experience a variety of artful expressions and work to discover the sacred meaning behind their creation.

## MINOR ELECTIVES

### **1603 ETHICAL ISSUES FACING OUR WORLD TODAY**

**¼ credit**

This course equips each student with a systematic approach to investigating the ethical systems at work in the modern world. Students examine both secular and Catholic ethics and are expected to apply their knowledge to various ethical issues, cases, and contemporary problems. Students will have the opportunity to research, analyze, and discuss the following topics: business, bioethics, the environment, and the media. This course will be taught cross-curricular.

### **1614 THEOLOGICAL LITERATURE**

**¼ credit**

Prerequisite: Successful completion of freshmen/sophomore/junior year English course and/or Departmental approval.

This course asks the questions that are likely on the minds of our students but are not always explored in the English classroom, or if they are, not through a Christian/Catholic lens. Why are we here? What does it mean to live a life that is emblematic of Christ's image and likeness? How can we find peace in our daily actions? With these questions as a guide, students will engage in thoughtful discussions based on Christian themes, ethical dilemmas, and character depictions at play in texts, such as C.S. Lewis' *The Screwtape Letters*; Tolkien's *The Hobbit*; or Merton's *The Seven Storey Mountain*, to name a few. Beyond this, students will explore how various narrative techniques and literary devices further the spiritual themes that arise and beg to be questioned. The literary analysis and discussion skills will supplement skills practiced in all English courses and seek to challenge students to look at texts with more curiosity about what the texts can teach them about what it means to be complexly human.

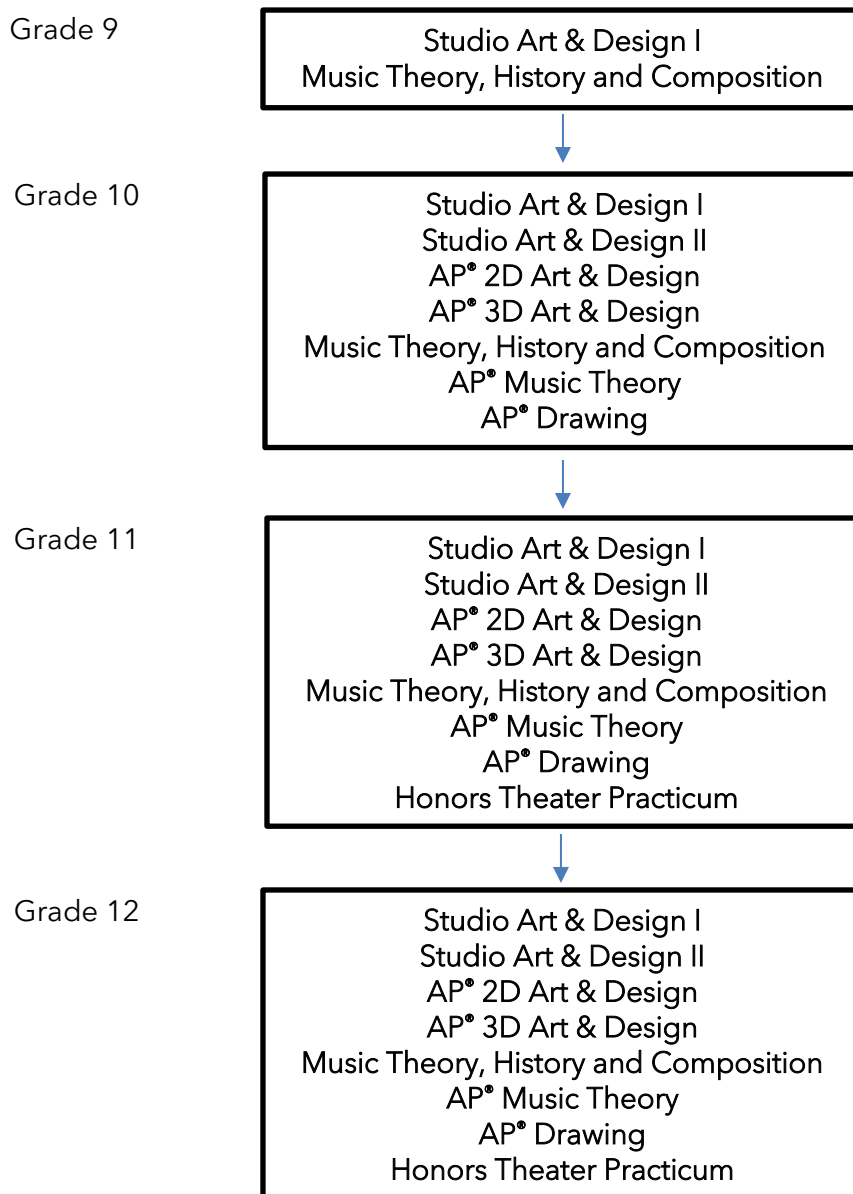


## VISUAL AND PERFORMING ARTS

The award-winning Visual and Performing Arts (VPA) Department at Notre Dame Academy aims to expose students to new ideas, processes, and techniques that will support their creative development. Through hands-on learning, students step outside of their comfort zones to foster a spirit of confidence and creativity that enriches their study of other academic subjects. VPA classes at NDA take an experiential approach to instruction believing students learn best by doing as they explore their many creative talents. Our classrooms embrace process, practice, and experimentation, striving for that rich moment when students are amazed by their own abilities.

The Visual and Performing Arts Department provides a wide range of arts experiences for High School students. Courses encourage students at all levels to explore and deepen their knowledge of the arts. Homework may be required (see each course description) and in some cases course fees may apply.

### PROGRESSION OF VISUAL AND PERFORMING ARTS MAJOR COURSES FOR HIGH SCHOOL STUDENTS



## MAJOR VISUAL ART COURSES

### **818 STUDIO ART AND DESIGN I COLLEGE-PREPARATORY** **1 credit**

In this full year entry level course students are introduced to a variety of art & design mediums and techniques. Students review the elements of art and principles of design as they build a solid understanding of both 2D and 3D art making techniques. Students study design thinking and learn to develop a concept into a completed work of art or design project. The history of art and design is also explored as students are introduced to historically significant and contemporary artists from around the world. A major objective of this course is for students to explore a wide range of mediums and to develop a personal appreciation for art and art making. Course fees apply.

### **819 STUDIO ART AND DESIGN II COLLEGE-PREPARATORY** **1 credit**

Prerequisite: 75 or higher in Studio Art & Design I or AP<sup>®</sup> Art; or Departmental Approval.

This full year course is best geared for students who are serious artists looking to build their art portfolio. Students are given loose prompts and expected to propose their own concept from which to develop into a completed project. Project pieces are involved, require thoughtful planning, and a high level of craft. Each completed piece is expected to have an accompanying artist statement. This class provides a wide range of student choice and for the practice of design thinking principles in a guided studio environment. Class critiques take place regularly and students are expected to gain confidence discussing their work and ideas. Course fees apply.

### **850 DRAWING ADVANCED PLACEMENT\*** **1 credit**

Prerequisites: 90 or higher in one of the following: Studio Art I, Studio Art II, Digital Design I and II, of AP<sup>®</sup> 3D or 3D Art. Departmental approval is required for any AP<sup>®</sup> Art.

AP<sup>®</sup> Drawing is strongly encouraged for students who wish to develop a portfolio in drawing and illustration. This is a rigorous course with a fully formed piece of artwork due every two weeks. A portfolio of 15-20 pieces is expected by the end of April and will be submitted to the College Board to complete the AP<sup>®</sup> College Board Drawing Exam. Students develop work independently and must have a strong set of technical skills, creativity, and discipline to manage their time. Students are expected to complete work outside of class time and at home. Course fees apply.

### **851 2D ART AND DESIGN ADVANCED PLACEMENT\*** **1 credit**

Prerequisites: 90 or higher in one of the following: Studio Art I or Studio Art II, 2D Art & Design, or Digital Design I and II, AP<sup>®</sup> 3D or AP<sup>®</sup> Drawing. Departmental approval is required for any AP<sup>®</sup> Art.

AP<sup>®</sup> 2D Art and Design is strongly encouraged for students who wish to develop a comprehensive portfolio of work in the visual arts. This is a rigorous course with a fully formed piece of artwork due every two weeks. A portfolio of 15-20 pieces is expected by the end of April and will be submitted to the College Board to complete the AP<sup>®</sup> College Board 2D Art & Design Exam. Students develop work independently and must have a strong set of technical skills, creativity, and discipline to manage their time. Students are expected to complete work outside of class time and at home. Course fees apply.

### **852 3D ART AND DESIGN ADVANCED PLACEMENT\*** **1 credit**

Prerequisites: 90 or higher in one of the following: Studio Art I, Studio Art II, Introduction to Sculpture, AP<sup>®</sup> 2D Design or AP<sup>®</sup> Drawing. Departmental approval is required for any AP<sup>®</sup> Art.

AP<sup>®</sup> 3D Art and Design is strongly encouraged for students who wish to develop a comprehensive portfolio of work in the 3D visual arts. This is a rigorous course with a fully formed piece of artwork due

every two weeks. A portfolio of 15 pieces is expected by the end of April and will be submitted to the College Board to complete the AP® College Board 3D Art & Design Exam. Students develop work independently and must have a strong set of technical skills, creativity, and discipline to manage their time. Students are expected to complete work outside of class time and to seek additional time to work independently in the art studio. Course fees apply.

## MINOR VISUAL ART COURSES

### 1228 2D ART

**¼ credit**

This semester course teaches students about the basics of 2D design. Students build their drawing, painting, and mixed media skills. Focus is on developing the technical skills that help students render realistic pieces as well as creative approaches with each medium. Projects vary year to year. Course fees apply.

### 1230 YEARBOOK DESIGN & DIGITAL PHOTOGRAPHY

**¼ credit**

In this course students gain hands-on experience in publishing by working on the Notre Dame Academy yearbook known as *The Echo*. Students work to photograph school events, and to write and document the year as it unfolds. Students work in publishing software and learn to prepare and edit documents for print. Yearbook students will develop teamwork skills as they work with their peers to produce, manage, and market the yearbook. This course is an excellent choice for students seeking real-world experience in publishing.

### 1232 INTRODUCTION TO SCULPTURE, CERAMICS & 3D DESIGN

**¼ credit**

This semester course introduces students to the world of sculpture and 3-dimensional art making. Students work in a variety of mediums including clay and plaster as they develop their hand building skills and appreciation for form. In addition to building skills, students learn to transition shapes to forms as they translate their design ideas from paper to object. Students will be expected to share their ideas through artist statements and critiques. Course fees apply.

### 1234 DIGITAL DESIGN I - Fall Semester

**¼ credit**

Students work with a variety of digital design software, particularly the Adobe Creative Suite applications as they learn the principles of graphic design and digital illustration. Emphasis is on developing an understanding of digital vernacular and learning to work in a digital environment. Students will develop familiarity with the Adobe Photoshop and Adobe Illustrator software by working through a series of design projects.

### 1235 DIGITAL DESIGN II - Spring Semester

**¼ credit**

In this second semester digital design course students learn to work with animation software and begin to explore 3-dimensional design by using the software Sketch-up. Projects vary from year to year, but students should expect to gain design skills in both a 2D and 3D environment while exploring the creation of animated gifs, motion graphics, and 3D architectural modeling.

### 1679 CHINESE CALLIGRAPHY

**¼ credit**

This is an introduction course to Chinese Calligraphy, which will give students an insight into the traditional uses of this ancient art. Students will learn the Chinese writing system and gain fundamental knowledge and skills of Chinese calligraphy through systematic hands-on practice with brush, ink, and rice paper. Students will work on mini calligraphy projects based on their own interests, under the guidance of the instructor. This course is taught in English and is open to all students. No prior knowledge of Chinese language is required.

## MAJOR MUSIC COURSES

### **925 MUSIC THEORY, HISTORY AND COMPOSITION COLLEGE-PREPARATORY** **1 credit**

This music class focuses on the fundamentals of music theory, music history, composition and sight singing, ear training and melodic dictation. Application of concepts will enhance students' overall musical knowledge and performance skills. This course is recommended for those interested in music appreciation, vocalists and instrumentalists who wish to improve their overall musicianship and/or take AP® Music Theory in the future. Music Theory students are encouraged to play an instrument or sing with the performance choir and may be asked to participate in concerts and at school events.

### **950 MUSIC THEORY ADVANCED PLACEMENT®** **1 credit**

Prerequisite: Prospective students should be able to read and write musical notation and have basic performance skills with voice or an instrument. Students must have department approval.

The AP® Music Theory course focuses on concepts and skills emphasized within introductory college music theory courses, with the goal of helping students become sophisticated and thoughtful music listeners, performers, and composers. AP® Music Theory students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. To become proficient with these skills, students need to consistently practice applying course concepts through aural analysis, score analysis, sight-singing, dictation, and composition. These concepts and skills are explored with a thorough analysis of diverse music, including music from standard Western tonal repertoire and contemporary art music, jazz, popular music, and the music of non-Western cultures. AP® Music Theory students are encouraged to play an instrument or sing with the performance choir and may be asked to participate in concerts and at school events.

## MINOR MUSIC COURSES

### **1321 PIANO** **¼ credit**

This course is offered in the spring semester and is designed for students who wish to explore new piano playing skills or who want to develop their existing skills. This course provides each student with the opportunity to study piano in our music lab. Musical elements (rhythm, melody, 36 form, harmony, expression, and style) are taught using a variety of musical styles through individual and ensemble playing. This class can be taken multiple times and is open to all levels of ability. Students taking this course are encouraged to also participate in the High School Instrumental Ensemble club which meets 1 day per week after school (typically Tuesdays). This is a performance-based course which requires students to participate in all school concerts. Students may be asked to perform in additional community events.

### **1330 HIGH SCHOOL INSTRUMENTAL ENSEMBLE** **¼ credit**

Prerequisite: It is recommended that students have played their instrument for at least two years, but beginning students are also eligible to take this course. All students taking this course must provide and maintain their own instrument.

The High School Instrumental Ensemble welcomes all students who play instruments. Students will study a variety of musical styles and techniques as they build their instrumental skills. This is a performance-based course which may require students to participate in all concerts and students may be asked to perform in additional community events. Interested students may audition for the Southeastern District Junior or Senior Music Festivals. Instrumental students are encouraged to also join the instrumental club which meets 1 day per cycle. This course meets each semester and may be

taken multiple times. Freshmen students who play an instrument may opt to take the Instrumental Ensemble course to satisfy the Freshmen Choir requirement.

### **1336 HIGH SCHOOL CONCERT CHOIR**

**¼ credit**

This course is required for Freshmen unless they play an instrument and opt to take High School Instrumental Ensemble which satisfies the requirement for Freshmen choir.

The Choir is the high school vocal choir and it is open to all students who want to develop their vocal abilities and perform in a group. This course runs both semesters, and students may take this course in either the fall or spring or both. A variety of music styles including classical, folk, sacred, Broadway, and pop are explored as students develop skills in music, reading, listening, proper vocal technique, self-confidence, and teamwork. Members of this class are required to perform in all concerts, at liturgies, and may be asked to sing at community events. This ensemble may participate in choral festivals, competitions, and/or travel. Students in this class are encouraged to audition for the Southeastern District Junior or Senior Music Festivals.

Note: Students may take this course multiple times and are encouraged to also join the Cuvilly and High School Combined Chamber Choir which meets one time per week after school typically on Thursday afternoons in the Choir Room.

### **1337 CUVILLY AND HIGH SCHOOL COMBINED CHAMBER CHOIR**

**¼ credit**

Note: This course may be taken in addition to High School Concert Choir as it meets after school.

This is a combined Cuvilly and High School vocal performance Chamber choir which meets one time per week after school (typically on Thursdays). The choir may meet at additional times as needed for rehearsals. This course is for students who wish to develop their singing and performance skills through regular participation in liturgical performances. Choir singers are required to participate in both the Winter and Spring Concerts, liturgies, and may be asked to sing at additional school and community events. This course is open to students taking performance choir during the school day and to those who wish to join the choir only in the afternoon. This course may be taken multiple times and is offered each semester. Students interested in vocal performance are highly encouraged to take this course and join the choir. Many students opt to participate in Chamber Choir every year and have a wide range of internal and external performance opportunities.

## MAJOR THEATRE COURSES

### **892 THEATRE PRACTICUM: PERSPECTIVE AND PERFORMANCE HONORS**

**1 credit**

Prerequisite: Theatre Foundations and/or prior participation in a Notre Dame Academy theater production recommended but not required.

#### **Concentration One - Semester One Directing**

Students will study works of classical and contemporary American playwrights and compare and contrast two works. The central project of the semester is learning how to stage and direct a work.

#### **Concentration Two - Semester Two Dramaturgy and Performance**

Dramaturgy: the study of dramatic composition (how a piece of theatre is put together) and the representation of the main elements of drama on stage (the creative choices made to serve the story: lights/sound/costumes/hair/makeup). Students will research a theatre tradition and its conventions based on a community/art form they have not previously studied such as vaudeville, musical theatre, choreography, oral tradition, griot. Students will choose source material from Classical folk tales, myths, legends, and fable.

## MINOR THEATRE ARTS COURSES

### **1419 PUBLIC SPEAKING**

**¼ credit**

This course is specifically tailored to the needs of the young adult speaker. It explores confidence building, non-verbal communication, listening skills, how to become a "people person", group problem solving, speech preparation including research, organization and execution, conflict management, logic and reasoning through the understanding and utilization of the "informative speech" structure, the "persuasive speech" structure, and the "creative delivery". Using a nontraditional approach that involves games, activities, skits, movies, and of course "real world" tips and tricks, public speaking will be an enjoyable, creative, and fun challenge! The course also touches on debate, "how to" step-by-step instructions and "fast-forensics". Students interested in any occupation - business, medicine, education, social justice, law, government, or the arts - will benefit greatly from this foundational course. Homework is not required.

### **1422 THEATRE FOUNDATIONS**

**¼ credit**

This course introduces students to acting techniques and practical application of theater skills such as movement, voice, relaxation, concentration, improvisation, character analysis, scene study, monologues, audition skills, and stagecraft (hair, makeup, and costume design). No experience is necessary, just an interest in theatre.

## WORLD LANGUAGE

The World Language Department embraces the gift of diversity through the study of language and culture. The goal of the World Language Department is to guide students through proficiency in another language, sensitivity to cultural differences, and an appreciation of the varied cultures in our diverse world. This is accomplished in French, Latin, Mandarin Chinese, and Spanish, through the progressive development of the three modes of communication: interpretive (listening and reading comprehension), interpersonal (conversation and correspondence), and presentational (oral or written) paired extensive exploration of cultures and customs.

### PROGRESSION OF WORLD LANGUAGE MAJOR COURSES FOR HIGH SCHOOL STUDENTS

French

<p>French I French II (College-Preparatory or Honors) French III (College-Preparatory or Honors) French IV (College-Preparatory or Honors) French V (Honors) Honors French for Immersion Learners AP® French Language &amp; Culture</p>
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Latin

<p>Latin I Honors Latin II Honors Latin III</p>
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Mandarin Chinese

<p>Honors Mandarin Chinese III Honors Mandarin Chinese IV AP® Mandarin Chinese</p>
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Spanish

<p>Spanish I Spanish II (College-Preparatory or Honors) Spanish III (College-Preparatory or Honors) Spanish IV (College-Preparatory or Honors) Spanish V (College-Preparatory or Honors) AP® Spanish Language &amp; Culture</p>
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## FRENCH

### **512 FRENCH I COLLEGE-PREPARATORY**

**1 credit**

Prerequisite: Departmental approval

In French I, students develop introductory level communicative skills in French, including simple sentence structure, basic verb conjugations, and thematic vocabulary. The culture and geography of the francophone world are experienced through readings, short videos, film clips, and online activities. The objective of this course is to lay the foundations for achieving communicative proficiency in French.

### **521 FRENCH II COLLEGE-PREPARATORY**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous French performance, or previous teacher recommendation.

In French II, students increase their communicative skills in French by adding to the syntax, grammar, and vocabulary fundamentals learned in French I. Students practice listening and reading comprehension in addition to making progress in their ability to express themselves, orally and in writing, in idiomatic French. Continued attention is given to the study of francophone cultures, geography and civilization through reading, video, film study and online activities.

### **520 FRENCH II HONORS**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous French performance, or teacher recommendation and a minimum grade of 90 in French I.

Honors French II is designed for the student who has demonstrated solid development in basic communicative skills and a high aptitude for both language acquisition and in-depth study of grammatical concepts. Students increase their communicative skills in French by adding to the syntax, grammar, and vocabulary fundamentals learned in French I. Students practice listening and reading comprehension in addition to making progress in their ability to express themselves, orally and in writing, in idiomatic French. Continued attention is given to the study of francophone cultures, geography and civilization through reading, video, film study and online activities.

### **531 FRENCH III COLLEGE-PREPARATORY**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous French performance, or teacher recommendation.

In French III, students complete their full introduction to the grammar and vocabulary foundations needed to pursue fluency in the target language while gaining further experience in the four language skills of reading, writing, speaking, and listening. Additionally, they expand their knowledge of francophone cultures through reading, video, and online activities.



**530 FRENCH III HONORS****1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous French performance, or teacher recommendation and a minimum grade of 87 in Honors French II or 90 in French II.

Honors French III is designed for the student with a high interest in French who has achieved a solid linguistic foundation. Students complete their full introduction to the grammar and vocabulary foundations needed to pursue fluency while gaining further experience in the interpretive, interpersonal, and presentational modes of communication. Additionally, they expand their knowledge of francophone cultures through reading, video, and online activities.

**535 FRENCH FOR IMMERSION LEARNERS****1 credit**

Prerequisites: Departmental approval based on multiple years of learning French in an immersion environment as well as the results of the language placement test and, in certain situations, a writing sample, previous French performance, or teacher recommendation.

French for Immersion Learners is designed specifically for students who have spent several years in an immersion learning environment. The objective of the course is to reinforce the immersion experience by maintaining and advancing students' oral French. An additional goal is to solidify their knowledge of written French, including the mastery of grammatical concepts and written syntax which are essential to their success as they move through the curriculum to the most advanced levels. This course provides a dedicated environment for students who come to Notre Dame Academy with the unique background of an immersion program to further their proficiency in all aspects of the language and culture.

**541 FRENCH IV COLLEGE-PREPARATORY****1 credit**

French IV allows students to continue to develop their French skills in all four skill areas of reading, writing, speaking, and listening. A variety of learning styles are supported, and students engage in activities such as presentations, projects, and traditional assessments including quizzes and exams. Grammar topics are reviewed and expanded to increase proficiency. This course also includes a focus on current events and relevant cultural reflections.

**540 FRENCH IV HONORS****1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous French performance, or teacher recommendation and a minimum grade of 87 in Honors French III or a 90 in French III.

The Honors French IV course furthers the student's French skills across three modes of communication: interpretive (listening and reading comprehension), interpersonal (conversation and correspondence), and presentational (oral or written). To this end, the course solidifies more complex grammar topics, broadens vocabulary, and explores culturally relevant themes and topics from the Francophone world. Students gain experience in reading, writing, listening, and speaking French and in thinking and speaking from a cross-cultural perspective. This course prepares students to undertake the Advanced Placement French curriculum in the following year.

### **549 FRENCH V HONORS**

**1 credit**

Prerequisite: Successful completion of French IV or Honors French IV or a minimum grade of 88 in French III or Honors French III.

In an exploration of the many Francophone cultures, students continue to develop awareness of diversity in the world regarding cultural practices and products, such as art, music, food, traditions, and festivals. Major themes include the environment, immigration, social justice and equality, identity and social organization, and technological and ethical issues. This course is less rigorous than AP® and does not include a standardized assessment at the end of the course. Comprehension is prioritized and the course is tailored to the goals of the students.

### **550 FRENCH ADVANCED PLACEMENT\***

**1 credit**

Prerequisites: A minimum grade of 90 in Honors French IV and, in certain situations, a writing sample.

The AP® French Language and Culture course is a rigorous course taught in the target language that requires students to demonstrate their proficiency across three modes of communication: interpretive (listening and reading comprehension), interpersonal (conversation and correspondence), and presentational (oral or written). The course focuses on the integration of authentic resources including but not limited to online print, audio, and audiovisual resources, as well as traditional print resources including literature, essays, newspaper articles, and emails. The course prepares students for success on the College Board AP® French Language and Culture exam. Therefore, the course is designed for students to become knowledgeable and conversant on a variety of cultural topics and themes relevant to the francophone cultures of the world.

## **MANDARIN**

### **675 MANDARIN CHINESE III HONORS**

**1 credit**

Prerequisites: Successful completion of Mandarin Chinese II, departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Mandarin Chinese performance, or teacher recommendation.

Honors Mandarin Chinese III course is taught primarily in the Chinese language. Most of the written material is in characters and use of Pinyin is limited to learning the pronunciation of new vocabulary. Students broaden their vocabulary, improve their spoken fluency in Chinese, learn to use past and future tenses, and become proficient with more complicated sentence structures. Students continue exploring cultural topics, including history, art, and current events.

### **676 MANDARIN CHINESE IV HONORS**

**1 credit**

Prerequisites: Successful completion of Mandarin Chinese III, departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Mandarin Chinese performance, or teacher recommendation.

This course is conducted primarily in Mandarin. Through reading and discussion of authentic materials in Chinese, students solidify previously learned grammatical structures and expressions. Readings provide the basis for vocabulary-building and class discussion. They further improve their spoken fluency in Chinese, learn more complicated sentence structures, such as the Ba把 and the Bei被 structures. Selections of movie clips are viewed to deepen students' knowledge and understanding of Chinese culture and its traditions.

### **679 MANDARIN CHINESE ADVANCED PLACEMENT®**

**1 credit**

Prerequisites: Successful completion of Mandarin Chinese III or above, departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Mandarin Chinese performance, or teacher recommendation.

The AP® Chinese Language and Culture course is a rigorous course taught exclusively in the target language that requires students to demonstrate their proficiency across three modes of communication: interpretive (listening and reading comprehension), interpersonal (conversation and correspondence), and presentational (oral or written). The course focuses on the integration of authentic resources including but not limited to online print, audio, and audiovisual resources, as well as traditional print resources including literature, essays, newspaper articles, and emails. Students explore both contemporary and historical Chinese culture. Selections of movies deepen knowledge and understanding of Chinese culture and its traditions. The course prepares students for success on the College Board AP® Chinese Language and Culture exam.

## **LATIN**

### **611 LATIN I COLLEGE-PREPARATORY**

**1 credit**

Prerequisite: Departmental approval

Latin I introduces students to the fundamental building blocks of Latin, including simple sentence structure, noun declensions, basic verb conjugations, and thematic vocabulary. They explore how Latin informs the English language and other languages. The culture and geography of the classical era are experienced through reading, short videos, film clips, and online activities while students also learn about Greek and Roman mythology. The objective of this course is to lay the foundation for continued study of Latin while strengthening understanding of essential elements of English and other world languages.

### **620 LATIN II HONORS**

**1 credit**

Prerequisite: Latin I

Latin II continues the study of the fundamental building blocks of Latin I. A brief review of language concepts from Latin I, parts of speech, parts of a sentence, types of verbs and others, paves the way for the presentation of more advanced language concepts, verb tenses, syntax, elements of a sentence and sentence structure. The culture, geography and history of Ancient Rome and Greece will be studied. Students continue to explore the connection between Latin and English. They will also explore the connection between Latin and the top five Romance languages: French, Spanish, Italian, Portuguese, and Romanian. The objective of this course is to build on a solid foundation and add to that foundation the practical application of Latin terms used in current day situations such as legal terms in Latin and Latin root words in medical terminology.

### **633 LATIN III HONORS**

**1 credit**

Prerequisite: Honors Latin II

Latin III continues the study of the fundamental building blocks of Latin II. A brief review of language concepts from Latin II, parts of speech, parts of a sentence, types of verbs and others, will pave the way for the presentation of more advanced language concepts, verb tenses, syntax, elements of a sentence and sentence structure. Students will continue to explore the connection between Latin and English. Advanced cultural and grammar topics will be introduced and studied.

## SPANISH

### **411 SPANISH I COLLEGE-PREPARATORY**

**1 credit**

Prerequisite: Departmental approval

In Spanish I, students develop introductory level communicative skills in Spanish, including simple sentence structure, basic verb conjugations, and thematic vocabulary. The culture and geography of the Hispanic world are experienced through readings, short videos, film clips, and online activities. The objective of this course is to lay the foundations for achieving communicative proficiency in Spanish.

### **421 SPANISH II COLLEGE-PREPARATORY**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Spanish performance, or teacher recommendation.

In Spanish II, students increase their communicative skills in Spanish by adding to the syntax, grammar, and vocabulary fundamentals learned in Spanish I. Students practice listening and reading comprehension in addition to making progress in their ability to express themselves, orally and in writing, in idiomatic Spanish. Continued attention is given to the study of Hispanic culture, geography and civilization through reading, video, film study and online activities,

### **420 SPANISH II HONORS**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Spanish performance, or teacher recommendation and a minimum grade of 90 in Spanish I.

Honors Spanish II is designed for the student who has demonstrated solid development in basic communicative skills and a high aptitude for both language acquisition and in-depth study of grammatical concepts. Students increase their communicative skills in Spanish by adding to the syntax, grammar, and vocabulary fundamentals learned in Spanish I. Students practice listening and reading comprehension in addition to making progress in their ability to express themselves, orally and in writing, in idiomatic Spanish. Continued attention is given to the study of Hispanic culture, geography and civilization through reading, video, film study and online activities.

### **431 SPANISH III COLLEGE-PREPARATORY**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Spanish performance, or teacher recommendation.

In Spanish III, students complete their full introduction to the grammar and vocabulary foundations needed to pursue fluency in the target language while gaining further experience in the four language skills of reading, writing, speaking, and listening. Additionally, they expand their knowledge of Hispanic culture through reading, video, and online activities.

### **430 SPANISH III HONORS**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Spanish performance, or teacher recommendation and a minimum grade of 87 in Honors Spanish II or 90 in Spanish II.

Honors Spanish III is designed for the student with a high interest in Spanish who has achieved a solid linguistic foundation. Students complete their full introduction to the grammar and vocabulary

foundations needed to pursue fluency while gaining further experience in the interpretive, interpersonal, and presentational modes of communication. Additionally, they expand their knowledge of Hispanic culture through reading, video, and online activities.

#### **441 SPANISH IV COLLEGE-PREPARATORY**

**1 credit**

Spanish IV allows students to continue to develop their Spanish skills in all four skill areas of reading, writing, speaking, and listening. A variety of learning styles are supported, and students engage in activities such as presentations, projects, and traditional assessments including quizzes and exams. Grammar topics are reviewed and expanded to increase proficiency. This course also includes a focus on current events and relevant cultural reflections.

#### **440 SPANISH IV HONORS**

**1 credit**

Prerequisites: Departmental approval based on the results of the language placement test and, in certain situations, a writing sample, previous Spanish performance, or teacher recommendation and a minimum grade of 87 in Honors Spanish III or 90 in Spanish III.

Honors Spanish IV furthers students' Spanish skills across three modes of communication: interpretive (listening and reading comprehension), interpersonal (conversation and correspondence), and presentational (oral or written). To this end, the course solidifies more complex grammar topics, broadens vocabulary, and explores culturally relevant themes and topics from the Spanish-speaking world. Students gain experience in reading, writing, listening, and speaking Spanish and in thinking and speaking from a cross-cultural perspective. This course prepares students to take the Advanced Placement® Spanish curriculum in the following year.

#### **448 SPANISH V COLLEGE-PREPARATORY**

**1 credit**

Prerequisite: Successful completion of Spanish IV or Honors Spanish IV.

Students will study Spanish life, culture and history mainly through the medium of film and its analysis as it relates to issues we face in society today.

#### **449 SPANISH V HONORS**

**1 credit**

Prerequisite: Successful completion of Spanish IV or Honors Spanish IV and department approval, which may include a writing sample or oral interview.

In an exploration of the many Hispanic cultures, students continue to develop awareness of diversity in the world regarding cultural practices and products, such as art, music, food, traditions, and festivals. Major themes include the environment, immigration, social justice and equality, identity and social organization, and technological and ethical issues. This course is less rigorous than AP® and does not include a standardized assessment at the end of the course. Comprehension is prioritized and the course is tailored to the goals of the students.

#### **450 SPANISH ADVANCED PLACEMENT®**

**1 credit**

Prerequisites: A minimum grade of 90 in Honors Spanish IV, and in certain situations, a writing sample.

The AP® Spanish Language and Culture course is a rigorous course taught in the target language that requires students to demonstrate their proficiency across three modes of communication: interpretive (listening and reading comprehension), interpersonal (conversation and correspondence), and presentational (oral or written). The course focuses on the integration of authentic resources including but not limited to online print, audio, and audiovisual resources, as well as traditional print resources including literature, essays, newspaper articles, and emails. The course prepares students for success

on the College Board AP® Spanish Language and Culture exam. Therefore, the course is designed for students to become knowledgeable and conversant on a variety of cultural topics and themes relevant to the Hispanic cultures of the world.

## **MINOR ELECTIVE**

### **1679 CHINESE CALLIGRAPHY**

**¼ credit**

This is an introduction course to Chinese Calligraphy, which will give students an insight into the traditional uses of this ancient art. Students will learn the Chinese writing system and gain fundamental knowledge and skills of Chinese calligraphy through systematic hands-on practice with brush, ink, and rice paper. Students will work on mini calligraphy projects based on their own interests, under the guidance of the instructor. This course is taught in English and is open to all students. No prior knowledge of Chinese language is required.