



**Ursuline Academy of Dallas
Course Compendium
2025-2026**

The course descriptions in this booklet are intended to provide you with pertinent information concerning content, length, prerequisite(s), and credit value for each course.

Ursuline Academy of Dallas reserves the right to withdraw a course offering due to insufficient enrollment or unexpected staff changes.

Founded in 1874, Ursuline Academy of Dallas is an independent Catholic college preparatory school for young women sponsored by the Ursuline Sisters. The mission of Ursuline Academy is the total development of the individual student through spiritual formation, intellectual growth, service to others, and building of community. Ursuline Academy educates young women for leadership in a global society.

This compendium provides curriculum information for the 2025-2026 school year. It is designed to assist students, parents, counselors, advisors, the Dean of Academics, and the Registrar in selecting courses best suited to meet the needs of each student.

Students will consult with their advisors and counselors concerning curriculum choices and requirements.

Student registration is a critical function at Ursuline Academy of Dallas. Based upon the registration data, courses are scheduled, and teachers are employed for the next year. **Course requests made at the time of registration are considered permanent for the academic year. All requested changes must be submitted via email to the Registrar at celias@ursulinedallas.org.**

On occasion, due to unusual conditions, changing a student's schedule is **justifiable** (see below).

A change is considered justifiable if:

1. An instructor and/or a Personal Counselor have determined that a student was scheduled for a course in which she has inadequate background.
2. The student was scheduled for a course for which she has not completed the required prerequisites.
3. The student was recommended for a specific course but was not scheduled into that course.
4. The student was scheduled for a course for which she has already received credit.
5. The student has special circumstances, and the change is approved by the Dean of Academics.

GRADUATION REQUIREMENTS

To earn a diploma from Ursuline Academy, a student must meet the following requirements:

- Obtain the last six credits from Ursuline Academy while enrolled as a full-time student
- Earn passing grades in all courses or remediate failures
- Fulfill all community service requirements
- Be enrolled in a minimum of six courses in a given semester
- Complete the **required graduation requirements:**

Class	Theology	English	Math	Social Studies	Science	World Lang	Electives	PE	Fine Arts	Comp Science	Seminar	Required minimum credits for graduation
2026	4	4	3	3	3	3	2	1	1	1	1	26

- Social Studies requirements: 3 credits - World History, Government, United States History, and Macroeconomics
- Science requirements: 3 credits - Physics, Chemistry, and Biology beginning in Freshman year
- World Language requirements: 3 consecutive years or through level 3 beginning in Freshman year
- Seminar requirement: 0.5 credit in Freshman and 0.5 credit in Junior or Senior year
- Only senior students may take two free periods in a semester. Students may take no more than one Zero Hour class and one class during the school day for P/F per semester.

Class	Theology	English	Math	Social Studies	Science	World Lang	Electives	PE	Fine Arts	Comp Science	Seminar	Required minimum credits for graduation
2027 2028 2029	4	4	3	3	3	3	3	1	1	1	1	27

- Social Studies requirements: 3 credits - World History, Government, United States History, and Macroeconomics
- Science requirements: 3 credits - Physics, Chemistry, and Biology beginning in Freshman year
- World Language requirements: 3 consecutive years or through level 3 beginning in Freshman year
- Seminar requirement: 0.5 credit in Freshman and 0.5 credit in Junior or Senior year
- Senior students may take two free periods in the first semester of their senior year; in the second semester, senior students may take only one free period.
- Students may take no more than one Zero Hour class and one class during the school day for P/F per semester.

All students who complete the graduation requirements at Ursuline think critically and are prepared for college coursework. Our honors/AP classes are for students who truly love the subject matter and appreciate the way the subject matter sheds light on connections to the world.

- Honors classes require more than just “keeping up with a faster pace;” they demand active participation with the subject matter and content at a deeper, more sophisticated level.
- For a particular academic discipline, if a student wrestles with and wonders about the relationship between the content and the world around her, if she wants to dive deep and submerge herself in complexity, and if she appreciates the spotlight that the particular subject matter sheds on humans and humanity, then the honors/AP class is for her.
- An honors student is expected to focus mostly on new material, receive and apply instruction more quickly to novel situations, be self-driven, timely with assignments, and relish and seek out challenges.

Ursuline Academy of Dallas does not give credit for any middle school course or high school course taken during the middle school years for incoming Freshman students. When applicable, students may place into an advanced class (i.e. World Language) but will not receive credit for the class taken during middle school. They are still subject to the graduation requirements set forth by Ursuline Academy of Dallas.

Students may take no more than one Zero Hour and one class during the day for a pass/fail option but no more than that per day during a semester excluding the Freshman or Upperclassman Seminar class.

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Computer Science

The Computer Science Department offers a variety of courses in which students learn to organize ideas, develop algorithms, and employ problem-solving techniques. Students will apply these skills, in combination with their creativity, to produce solutions that will affect positive change in a technological world.

3621 Programming I: (Sophomore-Senior) This semester course provides students with an introduction to critical thinking and problem solving through programming in Python, a high-level, general-purpose language widely used in universities and industry. Students learn fundamental programming concepts such as variables, function design and control flow with an emphasis on graphics. Best programming practices are emphasized as students design, code, debug, and test algorithms to solve real-world applications.

1 semester

1/2 credit

3622 Programming II: (Sophomore-Senior) This course builds on the Computer Programming I course and introduces more advanced Python programming concepts such as math functions, random numbers, looping constructs, lists, user input, data types and motion. Students learn how to read, modify, design, debug, and test algorithms to solve problems.

Prerequisite: Programming I

1 semester

1/2 credit

3665 Introduction to Robotics: (Sophomore-Senior) This semester course integrates the fundamentals of robot design, engineering, electronics, and programming. The class will cover construction techniques, various locomotion systems, basic electronics, programming, and sensor-based control systems. Students will gain hands-on experience as they design their robots and participate in engineering challenges.

1 semester

1/2 credit

3666 Applied Robotics: (Sophomore-Senior) This project-based course will apply the concepts learned in Introduction to Robotics. Students will select a project to accomplish specific goals outlined at the beginning of the semester. This course may be repeated for credit.

Prerequisite: Introduction to Robotics

1 semester

1/2 credit

3637 Engineering Design Innovation: (Junior-Senior) Students are introduced to numerous fields of engineering including civil, mechanical, electrical and computer engineering. Students will develop spatial visualization skills in addition to applying their math, science, computer science, and creative skills. In this course students become engineers, designers, and innovators who actively participate in Design Thinking and the engineering design process to design, build and test prototypes that solve real-world engineering problems. Hands-on lab work accounts for 80% of class time.

Prerequisite: Physics I

Corequisite: Algebra II

Note: Juniors receive one Computer Science credit. Seniors receive one Science elective credit or Computer Science credit.

2 semesters

1 credit

3641 AP Computer Science Principles: (Sophomore-Senior) This year-long course is compatible with the curriculum specified by College Board and offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving, using the Python programming language. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Prerequisite: Departmental Approval

2 semesters

1 credit

3628 AP Computer Science A: (Sophomore-Senior) This year-long course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Prerequisite: Departmental Approval and completion of Algebra II

Corequisite: Algebra II/Precalculus Honors

2 semesters

1 credit

3660 Computer Science Advanced Topics Honors: (Junior-Senior) Building on the foundations of AP Computer Science A, this advanced course will provide students the opportunity to study the analysis and design of fundamental data structures. Students will program using the Python language and libraries to explore lists, tuples, dictionaries, strings, and graphical interfaces. In addition, students will implement solutions related to artificial intelligence, data analysis, sorting algorithms, and database applications.

Prerequisites: AP Computer Science A and Department Approval

2 semesters

1 credit

English

The English Department cultivates lifelong readers and creative, independent thinkers, preparing students to engage empathetically and meaningfully in their communities, prompting them to seek and analyze information, develop their own opinions, and skillfully convey their perspectives to others—both verbally and in writing. An Ursuline English graduate reflects on media, her own learning, and her relationship to culture and the human experience.

5131 English I: Telling My Story: (Freshman) The human experience can be described as a journey, and our learning and growing as a process. As we venture through life, we inevitably explore new places, meet new people, and learn new lessons. And though the details of our individual odysseys are unique, to interact with our world we need to know who we are, where we come from, and how our origin story shapes our place in our community. In this introductory high school literature and writing course, we will put ourselves in the shoes of our protagonists and tag along for the ride as they search for their place in the world. Taking inspiration from these literary role models we will reflect on our own families, decisions, goals, and community as freshmen at Ursuline. Throughout the year, we will use essays, projects, and discussions to analyze how influential authors depict literal and figurative explorations of identity and community while also reflecting on our own journeys as readers, writers, and scholars.

2 semesters

1 credit

5111 English I Honors: (Freshman) In this introductory high school literature and writing course, we will put ourselves in the shoes of our protagonists and tag along for the ride as they search for their place in the world. Taking inspiration from these literary role models we will reflect on our own families, decisions, goals, and community as freshmen at Ursuline. Throughout the year, we will use essays, projects, and discussions to analyze how influential authors depict literal and figurative explorations of identity and community while also reflecting on our own journeys as readers, writers, and scholars. Honors students will be tasked with creating multi-paragraph literary analyses throughout the year. By leveraging writing as a means to articulate thoughts more effectively, students will also enhance their skills in revising and polishing their own work as well as that of their classmates. With an intentional focus, this course will provide a unique opportunity to dive into grammar, vocabulary, and literary analysis at an advanced scope and pace.

Prerequisite: Departmental Approval

2 semesters

1 credit

5232 English II: (Sophomore) This course, The Female Voice, will explore common themes concerning female authors and protagonists representing a wide range of diverse cultural backgrounds to offer students many perspectives on the female voice. The course narrows the freshman year's journey theme into that of women's journey towards identity. To develop analytical skills, sophomores incorporate literary analysis and literary terminology into multi-paragraph essays examining themes related to women. By applying the skills learned through analysis and the study of grammar usage, the students scrutinize their essays for content and style through the writing and revisions process. Furthermore, the students write a documented essay dealing with women's experiences to incorporate their developing research skills into an essay.

Prerequisite: English I

2 semesters

1 credit

5212 English II Honors: (Sophomore) This course, The Female Voice, will explore common themes concerning female authors and protagonists representing a wide range of diverse cultural backgrounds to offer students many perspectives on the female voice. The course narrows the freshman year's journey theme into that of women's journey towards identity, exploring more difficult works than English II. Students for this course have demonstrated confidence in analysis, writing, and reading skills. Working at an accelerated pace, honors students will be expected to craft multi-paragraph literary analyses each semester. Using writing as a process through which students can articulate their ideas more clearly, they will also gain experience in revising and editing their own work as well as the work of others. These students will be encouraged to read beyond the curriculum through independent reading and research.

Prerequisites: English I Honors or English I and Departmental Approval

2 semesters

1 credit

5338 English III American Voices: (Junior) In the 1760s, Hector St. John de Crèvecoeur, a French immigrant and naturalized New York citizen, famously posed the question: “What then is the American, this new (wo)man?” This course will explore answers to this question, considering how the complex category “American” has been both imagined and challenged in a diverse range of American voices and genres. We will actively explore such themes as identity, individualism, the American dream, and tensions between inclusion and exclusion to determine what defines Americans, American literature, and the American experience. Students will be expected to write a documented essay and will also hone their writing skills in a variety of areas: literary analysis, the argumentative essay, and the personal essay. Greater emphasis on complex, thesis-driven essays, as well as on long-term reading assignments, will further prepare them for college-level work. Class discussions, various forms of writing, and creative projects will provide students an opportunity to think and respond critically and analytically.

Prerequisite: English II

2 semesters

1 credit

5302 AP English Language and Composition: (Junior-Senior) This is a college-level course which combines extensive instruction and practice of writing with the study of American fiction and non-fiction. The readings serve as a springboard to discussion and analysis of American thought and voice, as well as provide illustrative models for the student's ongoing understanding of language and its use. Students will write in different modes (including expository, analytical, argumentative, and personal) for a variety of purposes and audiences. Students will develop an understanding of writing and language while striving to develop a lucid, individualized writing style. The course prepares students for the AP Language and Composition College Board exam.

Prerequisites: English II Honors or English II and Departmental Approval

2 semesters

1 credit

5450 English IV: Reading in the Dark: Gothic Literature: (Senior) From vampires and ghosts to jewel thieves and murderers, readers have been entranced with mystery and the morbid since the 18th century. In this course, we will explore core themes found in Gothic literature and many of the genres that evolved from its foundation in order to better understand the human fascination with fear and the grotesque. Additional categories will include: gothic science fiction, supernatural gothic, southern gothic, classic gothic, and contemporary gothic literature. We will also investigate the impact these works have had on modern culture and artistic expression in other mediums. By the end of the course, the students will gain an appreciation for the complex nature of dark fiction and what it reveals about the existential questions that plague humanity.

2 semesters

1 credit

5470 English IV: Literary Engineering: An Exploration of the Creative Process in Fiction Writing:

(Senior) What processes and thinking is at work within the minds of fiction writers? What inspires them? Where do they get their ideas? How they shape their complex stories from simple building blocks? In this course, we will explore how authors create their stories, characters, and worlds in which their stories take place. We will break down many of the tools writers of various genres including literary and speculative fiction use and apply them to our own work. By the end of the course, students will gain a better understanding of why these methods are important and why they have endured.

2 semesters

1 credit

5475 English IV: Fables and Fantasies: Crafting the Unreal in Literature: (Senior) Fantasy, in academic spaces, is often derided as merely popular genre fiction, outright dismissed as little more than “fairy tales” with little to no educational value. The reality, however, is that fantasy literature illuminates the truth of the world around us. As American writer Ralph Waldo Emerson says, “Fiction reveals the truth that reality ignores,” and in this course we will be putting that very idea to the test. Our class will discuss real-world issues, explore the literary conversations that have been happening over centuries, and seek to understand why human beings as a species are so fascinated with the fantastic.

2 semesters

1 credit

5480 English IV: From Book to Film: Film and Literature: (Senior) There is nothing better (or worse) than seeing the film version of your favorite novel. Yet, converting a text to film requires directors and screenwriters to make changes in order transfer the author’s meaning to a new medium. Throughout the year, we will evaluate the text and the adaptation, looking at the way(s) the changes impact meaning, story, and narrative structure (among other topics). To be clear: this is not a “moving watching” course. It will require an additional outside time commitment, since the students will be expected to read the books and watch the movies outside of class (i.e. movies will be assigned as homework, not shown in class). By the end of the course, students will gain an appreciation for the complex and controversial process of adaptation and the way(s) genre/medium impact meaning.

2 semesters

1 credit

5415 Topics in AP Literature: Gods Behaving Badly (Senior) In this class, we will be taking a look humans have used stories to make sense of themselves and their environment. Whether attempting to explain the annual change of seasons or the afterlife, we as humans (and societies) often grapple with complex topics through the telling and retelling of myths. Scrutinizing the stories we tell about ourselves and our society, we can begin to consider and understand our world. To that end, this course will attempt a wide variety of mythological texts and writing assignments, all of which are designed to prepare the student for a college level literature class, either by mimicking particular assignments typical of collegiate writing, or by scaffolding the skill sets of risk taking, rubric parsing, and different style demands.

Prerequisites: AP English Language and Composition or English III and Departmental Approval

2 semesters

1 credit

5420 Topics in AP Literature: A Murder Most Foul: (Senior) From Edgar Allan Poe to Sir Arthur Conan Doyle to Agatha Christi and beyond, the literary murder mystery has captivated (and befuddled) audiences since its conception. In this class, we will explore the genre, looking at its origins, major themes, and the way(s) it plays games with the reader. We will read stories populated by unreliable narrators, characters with hidden motives and bad intentions, strange twists of fate and plot, and sometimes even the supernatural. To that end, we will ask ourselves: who did it and why? More importantly, what does the answer show us about our world? Throughout the year, students will experience a wide variety of texts and writing assignments, all of which are designed to prepare them for a college level literature class, either by mimicking assignments typical of collegiate writing, or by scaffolding the skill sets of risk taking, creative thinking, and different style demands.

Prerequisites: AP English Language and Composition or English III and Departmental Approval

2 semesters

1 credit

5654 Creative Writing I: (Sophomore-Senior) This elective course provides a forum for students seeking an opportunity for written self-expression and an opportunity to develop skills to enhance the power and clarity of that expression. The course will focus on two specific areas of creative writing: poetry and short fiction. Much of the class will employ a workshop format in which activities include modeling, class discussion, and peer review. Essential to the success of the class is the willingness of students to submit their work to the critical response of their peers, as well as their ability to evaluate candidly the work of those same peers.

1 semester

1/2 credit

5655 Creative Writing II: (Sophomore-Senior) This elective course will act as the next step forward in the development of students' creative writing skills. This will be a writing intensive class with extensive use of workshop and peer review. Throughout the semester, each student will create multiple poems and short stories generated by prompts based on form, style, subject and in class exercises. Revision will also be covered and utilized as a part of the student's final writing portfolio.

Prerequisite: Creative Writing I

1 semester

½ credit

5711 Journalism: (Freshman-Junior) This elective course is designed to increase students' understanding of the communication process within the context of journalistic writing and page design. Students will develop research and documentation skills while applying their ability to conduct interviews to obtain information and to verify facts. They will also learn to discern credible sources and to recognize the positive and negative effects of digital media and interactive journalism. In addition to writing skills, students will develop page layouts incorporating design elements in page production using computer software packages including InDesign, Photoshop 7.0, Illustrator 7.0, and Adobe CS, version 6. This journalism course also focuses on the impact of the Internet on the news, studying and contributing to newspapers online, and investigating other forms of modern media from podcasts to blogs.

2 semesters

1 credit

5721 Newspaper Journalism: (Sophomore-Senior) This elective course is a laboratory class for journalism students to design and produce a publication that serves the school community. Students will build interview skills to gather information and use direct quotes from participants to report the news. Using Adobe InDesign publishing software, students will apply their design skills to the page production process. In addition to the computer and writing skills used, students will study and practice components of photojournalism, business management, and advertising to complete the project. The class is also responsible for the school's online newspaper and its constant updating with stories, pictures, and videos. This course may be repeated for credit.

Prerequisite: Journalism I or Instructor Approval

2 semesters

1 credit

5731 Yearbook Journalism: (Sophomore-Senior) Throughout this elective laboratory course, students will apply the basic skills of design and copy writing learned in Journalism I as they pertain to this type of publication. The magazine format and graphic design require good photograph editing and cropping skills to create designs that are visually appealing and effective. This class may be repeated for credit.

Prerequisites: Journalism I and Instructor Approval

2 semesters

1 credit

Integrated Studies

9030 Broadcasting I: Introduction to Media Communications: (Freshman–Senior) In this broadcasting course, students cultivate a multifaceted skill set, evolving into critical media consumers, discerning producers, and proficient communicators. Students will master the art of accessing, analyzing, evaluating, and creating diverse forms of media content, vital for language development. The class then empowers students to apply their journalistic skills for various purposes while introducing them in the legal and ethical dimensions of broadcast journalism. With a focus on understanding the roles and functions within the field, a critical analysis of visual elements, and content creation, students explore the historical evolution of broadcasting, the societal role of media, and strategies for reaching target audiences. Students are introduced to the intricacies of broadcast production, considering economic factors by executing financial plans and identifying technical elements. Students will produce a range of programs, honing their skills in storytelling, camera work, audio, lighting, and post-production. They actively engage in critiques to enhance their content quality. The course also fosters leadership and teamwork, nurturing collaborative and deadline-driven work in a supportive environment. This class may be taken for a pass/fail option.

1 semester

1/2 credit

9035 Broadcasting II: Advanced Media Communications: (Freshman–Senior) In Broadcasting II, students undergo a comprehensive journey to become critical media consumers and proficient producers. They develop crucial language skills in accessing, analyzing, evaluating, and creating diverse forms of communication, putting their journalistic expertise to practical use. Students examine the legal and ethical aspects of broadcast journalism, gain insights into its roles and societal functions, and master critical analysis of visual content. Students also acquire the ability to create compelling broadcast journalism content, navigate historical developments in broadcasting, understand media functions and roles, apply media laws, explore ethics and societal impact, and engage with audience feedback. Additionally, they grasp production intricacies, manage finances, learn technical elements, and craft various programs. This course promotes leadership, teamwork, and the continuous improvement of broadcast content, preparing students for successful careers in media and communication. This class may be taken for a pass/fail option.

1 semester

1/2 credit

Life Skills

The Life Skills courses cultivate students who focus not only on academics but also on resiliency, grit, and communication skills. We want our students to embody Serviam, exemplify integrity, and engage with others ethically, critically, and empathetically.

9005 Freshman Seminar: Life Skills: (Freshman) This class equips students with a strong foundation of lifelong social, mental, and practical competencies. Students gain knowledge and skills to prepare them for any of their future life paths once they leave Ursuline. The class includes guest speakers and the wisdom and expertise from a variety of Ursuline teachers. Students demonstrate mastery of topics with hands-on activities and class projects. At the freshman level, topics may include media use, organization and study skills, interpersonal communication, and life balance.

1 semester

1/2 credit

9010 Upperclassman Seminar: Life Skills: (Junior–Senior) This class equips students with a strong foundation of lifelong social, mental, and practical competencies. Students gain knowledge and skills to prepare them for any of their future life paths once they leave Ursuline. The class includes guest speakers and the wisdom and expertise from a variety of Ursuline teachers. Students demonstrate mastery of topics with hands-on activities and class projects. At the upperclassman level, topics may include personal finance, digital leadership, self-defense, defining personal values, life hacks, and resolving conflict.

Note: This course may be taken in either junior or senior year.

1 semester

1/2 credit

Service Learning

The mission of St. Angela Merici emphasizes the importance of service to others as a lived reality. This department fosters this lived reality by giving students the opportunity to serve their community through service learning experiences.

9000 Service Learning Experience: (Sophomore-Senior) Students will explore purpose, passion, and action in the community through a service-learning partnership with a non-profit organization. Through the development of students' unique personal skills, creative interests, and academic endeavors, students will drive a service experience of their passion, building a solid partnership with a non-profit agency the student has sought out to serve. Students will be active service leaders, investigating a service experience and community partner, preparing and implementing this service experience, and eventually demonstrating their work to community supporters. Using technology programs that allow for flexibility outside the classroom, the blended-learning format of this class will provide a foundation for communication with professionals across the Dallas metroplex and Teacher Service Mentors from Ursuline Academy of Dallas. Furthermore, students will fulfill all their Serviam requirements for the year throughout this course. This course may be repeated once for credit. This class may be taken for a pass/fail option.

2 semesters

1 credit

STEM Research

9015 STEM Independent Research: (Junior-Senior) Young women learn best through experiential learning, collaboration and authentic tasks that engage the uniqueness of the individual. This class is designed for students who are passionate about STEM and want to explore a particular topic of STEM or solve a STEM-related problem that is beyond the standard classroom. Students, as an individual or a small group (maximum 4), propose a topic/problem with a timeline of milestones to be met and then develop a project, research paper, product, etc. over the course of the school year. Students also work with a mentor/expert in the field to help guide them and their research. Students make a presentation to the class and the community about their research and findings at the end of the year. This course may be repeated once for credit. This class may be taken for a pass/fail option.

Prerequisites: Algebra II, Chemistry, one credit of Computer Science and Application Approval

Corequisite: Biology for Juniors

2 semesters

1 credit

Mathematics

The Mathematics Department strives to develop students' mathematical analysis and critical thinking skills so that they can confidently pursue their goals and explore diverse fields of interests. In tandem with developing a strong mathematical foundation is the hope that students will come to value the beauty of mathematics in nature along with the purity of mathematical analysis, so they can provide unbiased context and validation to the challenges they will face in the world.

Note: Any student interested in double tracking needs to contact the Math Department Chair for the approval process.

3130 Algebra I: (Freshmen) Linear and non-linear functions are studied through the lens of multiple representations: mathematical symbols, geometric drawings/graphs, and verbal and written words. Students will solve problems by applying mathematical principles to algebraic equations including rational numbers and will build upon this algebraic foundation to solve increasingly complex problems. Technology is introduced as a tool to analyze problems.

2 semesters

1 credit

3211 Geometry: (Freshman-Sophomore) Students will investigate geometric structure, congruency, similarity, and measurement utilizing coordinate geometry to reinforce algebraic connections and understanding. Solutions will include both geometric and algebraic representations. Proper use of mathematical language and technology is emphasized.

Prerequisite: Algebra I

2 semesters

1 credit

3212 Geometry Honors: (Freshman-Sophomore) This course includes a more in-depth examination of the geometry course content. Students will provide an extension to each unit culminating in a portfolio of individual work that extends concepts with additional analysis, more complex applications, and/or creation of real-life problem solutions. For example, students may develop proofs to more complex relationships, extend geometric patterns to the Fibonacci Sequence or Pascal's Triangle, , and much more. Critical thinking and analysis are emphasized through this independent work.

Prerequisite: Algebra I

2 semesters

1 credit

3333 Algebra II: (Sophomore-Junior) This course continues the development of the student's ability to recognize, represent and solve problems involving functions and equations, emphasizing relationships between algebra and geometry. With modeling and use of technology playing key roles, students explore functions (including linear, quadratic, exponential, rational, and logarithmic), data analysis, systems of equations and inequalities, and an introduction to probability and statistics.

Prerequisite: Geometry

2 semesters

1 credit

3334 Algebra II Honors: (Sophomore-Junior) This course encompasses all aspects of the Algebra II course and provides an opportunity for students to delve deeply into the concepts with an application perspective. Integral to the program is an emphasis on mathematical processes that underlie the content: computation in problem-solving contexts, language and communications, connections within and outside mathematics, reasoning, justification and proof, and applications and modeling.

Prerequisites: Geometry Honors or Geometry and Departmental Approval

2 semesters

1 credit

3335 Algebra II/Precalculus Honors: (Sophomore-Junior) This fast-paced, advanced honors course is designed for the student who embraces mathematical challenges and enjoys working hard problems. It combines concepts from two courses, Algebra II and Pre-Calculus, and it prepares students to take advantage of the Academy's AP Calculus and Multi-Variable course offerings. The course focuses on providing a complete analysis of piecewise, polynomial, rational, exponential, logarithmic, and trigonometric functions. Matrices, sequences and series, probability, trigonometric identities, and analytical trig are major units of study. Students are expected to interpret mathematical solutions using symbolic and verbal representations. Independent and collaborative work techniques are utilized.

Prerequisites: Geometry Honors and Departmental Approval

2 semesters

1 credit

3614 Precalculus: (Junior-Senior) This course examines rational, composite, exponential, logarithmic, and trigonometric functions. Students explore the properties of each function and use them to model physical and economic phenomena. Topics also include the Law of Sines and Cosines and conic sections. Students prepare for calculus with concepts including limits and extensive graphing.

Prerequisite: Algebra II

2 semesters

1 credit

3615 Precalculus Honors: (Sophomore-Senior) This course examines the concepts of composite, exponential, logarithmic, trigonometric, parametric, and polar functions. Laws associated with each function class are explored, as well as their applications. Topics also include the Law of Sines and Cosines, conic sections, vectors, and complex numbers. Limits as a foundation for calculus are explored and developed. Emphasis is placed on providing both algebraic and graphical representations to fully demonstrate and solve problems with appropriate use of technology.

Prerequisites: Algebra II Honors or Algebra II and Departmental Approval

2 semesters

1 credit

3432 Statistics: (Senior) This introductory course emphasizes work with data and statistical ideas. The areas covered include data analysis with graphical and numerical examination of distributions and relationships, producing data using random sampling and randomized comparative experiments, and sampling distributions and probability. There is also a study of statistical inference starting with an introduction to confidence levels, significance tests, and errors, extending into inference for distribution and proportions. Importance is placed on active learning in the development of statistical thinking and understanding of data concepts. Technology is integrated throughout the course, with instruction using the statistics feature of the graphing calculator.

Prerequisite: Algebra II

2 semesters

1 credit

3433 Data Science: (Junior-Senior) This interdisciplinary mathematics course studies data through the lenses of psychology, computer science, and mathematics. The foundational concepts of Data Science are explored using online tools such as Microsoft Excel, Python, Data Commons and Tableau. Students learn through project-based units in which they develop an understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. Throughout the course, students create a portfolio of data science work to highlight their newly developed abilities.

Students considering majors in psychology, nursing, education, fine arts, social work, information science, business, and journalism (among many others) will benefit from this course.

Prerequisite: Algebra II

2 semesters

1 credit

3404 AP Statistics: (Junior-Senior) This elective course is an in-depth study of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students examine broad conceptual themes: exploratory analysis of data, with use of graphical and numerical techniques to study patterns and departures from patterns; planning a study with emphasis on data collection, modeling, and validity of conjectures obtained; probability, the tool used for describing distributions of data in modeling; statistical inferences starting with confidence levels, significance tests and errors, and then investigating inference for distributions and proportions, followed by more advanced topics in inference. Technology is integrated throughout the course with instruction using statistical features of the graphing calculator and statistical software. Independent projects will be required. Strong verbal ability is recommended. The course prepares students for the AP Statistics College Board exam.

Prerequisite: Concurrently with Algebra II/Precalculus Honors or higher-level course

2 semesters

1 credit

3401 Calculus: (Junior-Senior) Students will investigate elementary calculus including differentiation and integration with algebraic, graphical, and verbal representations. Students will be able to identify maxima and minima of functions by analyzing the first and second derivatives. Students will use integration techniques to find area under the curve and as a net accumulation of a rate of change. Graphing calculators are utilized to create deeper connections.

Prerequisites: Precalculus, Precalculus Honors, or Algebra II/Precalculus Honors

2 semesters

1 credit

3403 AP Calculus AB: (Junior-Senior) This course presents a multi-representational approach to the concepts of elementary calculus. Functional behavior is examined from a local and global perspective. The derivative is explored in terms of rate of change and local linear approximations. In integral calculus, the topics explored include antiderivatives, integration techniques, the definite integral and applications. The relationship between the derivative and the definite integral is explored through the Fundamental Theorem of Calculus. The definite integral is explored both as a Riemann sum and as a net accumulation of a rate of change. Each of these topics is examined from a numeric, algebraic, graphic, and verbal perspective. The connections among these representations are also emphasized. The course prepares students for the AP Calculus AB College Board exam.

Prerequisites: Algebra II/Precalculus Honors, or Precalculus Honors, or Precalculus and Departmental Approval

2 semesters

1 credit

3402 AP Calculus BC: (Junior-Senior) This course presents a multi-representational approach to the concepts of elementary calculus. Functional behavior is examined from a local and global perspective. The derivative is explored in terms of rate of change and local linear approximations. In integral calculus, the topics explored include antiderivatives, integration techniques, the definite integral and applications. The relationship between the derivative and the definite integral is explored through the fundamental Theorem of Calculus. The definite integral is explored both as a Riemann sum and as a net accumulation of a rate of change. Sequence and series topic deals with tests for convergence and power series. Additional topics include the study of vectors and parametric and polar functions in context of differentiation and integration. Each of these topics is examined from a numerical, algebraic, graphical, and verbal perspective. The connections among these representations are also emphasized. The course prepares students for the AP Calculus BC College Board exam.

Prerequisites: AP Calculus AB, or Algebra II/Precalculus Honors or Calculus and Departmental Approval

2 semesters

1 credit

3405 Multivariable Calculus Honors: (Senior) This course is for students accomplished in mathematics and want to delve deeply into advanced mathematics. It includes the study of vectors and analytic geometry in 3-dimensional space. Additional topics include functions of several variables; partial and directional derivatives; extrema; double and triple integrals and applications; cylindrical and spherical coordinates.

Prerequisites: AP Calculus BC

*Depending on enrollment this course might be offered online only.

2 semesters

1 credit

3616 Personal Finance: (Senior) This course explores practical applications of mathematical modeling: investing, attaining credit, planning for retirement, budgeting, and savings. With an understanding of exponential growth and compounding interest, students will gain confidence to take charge of their own financial futures by learning how to plan for and reduce their postsecondary expenses, invest in the stock market, build their own credit, plan for retirement, and more.

Prerequisite: Algebra II

1 semester

1/2 credit

Performing Arts

The mission of the Performing Arts Department is to foster the use of music, dance, and theatre as vehicles for creating, performing, responding, and connecting to the bigger world.

2708 Concert Choir: (Freshman-Senior) This is a performance class. Prior experience in a choral ensemble or previous musical instruction is desired but not a prerequisite. A student audition is also not required. The musical literature studied ranges from Renaissance to contemporary, and major performances are presented each semester. Students are instructed in basic music reading, theory, history, and literature. Opportunities also exist for solo, ensemble, honor choir, and liturgical performance. This course may be repeated for credit.

2 semesters

1 credit

2710/2711 Band: (Freshman-Senior) This is a performance class open to wind and percussion instrumentalists. Prior experience is desired but not required for admission to the class. Beginning students will be recommended for private study outside of the class when necessary. Band functions as a marching organization during part of the fall semester and as a concert ensemble for the remainder of the year. Students enrolled in the class prior to the beginning of the school year will be informed of summer band activities. Opportunities exist for solo, ensemble, honor band/orchestra, and jazz band performance. Class is held at Jesuit College Prep from 7:00-8:30 a.m. daily; students travel to Ursuline for the remainder of the school day. Band students must take both courses 2710 and 2711. In course 2710, the student can receive ½ credit Physical Education or ½ elective credit once PE requirements are met. In course 2711, the student can receive ½ credit Fine Arts or ½ elective credit once Fine Arts requirements are met. This course may be repeated for credit.

2 semesters

1 credit

2702 Orchestra: (Freshman-Senior) This is a performance class of orchestral string instrumentalists from Ursuline Academy, Jesuit College Prep and Cistercian Prep. Prior experience is desired but not required; beginning students will be recommended for private study outside of the class when necessary. The ensemble develops individual playing skills and musical understanding through the study of literature ranging from Early Baroque to contemporary styles. Aspects of music theory and history are presented in the study of specific compositions. Piano students are encouraged to enroll for the course as student accompanists and members of the keyboard/percussion section. Concerts are scheduled throughout the year and opportunities also exist for solo and ensemble performances and honor orchestra auditions. The Orchestra meets on Tuesday and Thursday mornings from 7:00 – 8:00 a.m. at Ursuline Academy with credit awarded in the spring semester. Students will receive ½ Fine Arts credit or may choose the pass/fail option if all Fine Arts requirements and electives have been met. This course may be repeated for credit.

2 semesters

½ credit

2714 AP Music Theory: (Sophomore-Senior) This course provides a sequential study of the elements of music including melody, harmony, texture, structure, and timbre through ear training, sight singing, and score analysis. Students will learn and demonstrate basic music theory concepts, both written and aural, including melodic and rhythmic notation, chord progression and harmonization of melody. This course is designed for only those sophomore-senior students who have previous musical training and experience. It does not provide the opportunity for creative expression.

Prerequisite: Instructor Approval

2 semesters

1 credit

2709 Jazz Choir I: (Freshman-Senior) This after school performance class is designed for students desiring specific knowledge and performance experience in jazz and contemporary music styles. Emphasis will be placed upon the history, literature, and vocal performance of twentieth century American jazz and related popular music. Students will develop a working knowledge of jazz style and technique, rehearse and perform literature in two, three, and four parts, both accompanied and unaccompanied, explore jazz improvisation, and study the history and representatives of the genre. The students will present public performances throughout the year. Class meets after school on Tuesday and Thursday during the year. This course cannot be used to meet the Fine Arts requirement. Students may choose the pass/fail option and this course may be repeated for credit.

Prerequisite: Participation by audition only

2 semesters

1/2 credit

Production/Non-Performance

2743 Light and Sound Design: (Junior-Senior) “Every child is an artist. The problem is how to remain an artist once they grow up.” --Pablo Picasso. This class will cover the basic principles of light and sound design. Students will have hands on experience with stage lighting, recording, and editing techniques. They will have the opportunity to create and communicate their ideas through their own designs. Students are encouraged to participate in a UA production outside of class. Parent approval is required to work with various shop tools under supervision. This course may be repeated one time for credit.

1 semester

1/2 credit

2745 Set Design: (Junior-Senior) “The world always seems brighter when you’ve just made something that wasn’t there before.” --Neil Gaiman. Set Design is the art of creating a complete environment in which a theatrical work can exist. Students will touch on the artistic elements of design. They will be exposed to how lights, sound, set, math, science, history, and visual arts collaborate to create a theatrical event. They will have hands on experience with set construction and scene painting techniques. Each student will present their own design at the end of the semester. Students are encouraged to participate in a UA production outside of class. Parent approval is required to work with various shop tools under supervision. This course may be repeated one time for credit.

1 semester

1/2 credit

2761 Stage Makeup and Design: (Freshman-Senior) This is an introductory course that studies the theory and practice of make-up design and its application for stage. Students will explore basic makeup principles, make-up through the ages, fantasy makeup design, and the creation of some basic special effects. Students will be applying make-up to themselves for the majority of the classes. Students are encouraged to be a part of the makeup crew during the Ursuline main stage production.

1 semester

1/2 credit

2762 Introduction to Costuming: (Freshman-Senior) All of us put thought into what we wear and how we wear it. Just like in real life, costume design and construction also require a lot of thought and are vital when it comes to creating successful theatre, film and TV productions. This class gives you a peek at how the process works, allowing you to play around with some design ideas and concepts of your own. The class will also give you some basic sewing skills, which you will use to create your own personal project. Students are highly encouraged to work on the costume crew for the Ursuline productions.

1 semester

1/2 credit

2790 Stagecraft 101: You Built That?: (Freshman-Senior) Who doesn't want to learn how to use power tools? Imagine the awe your friends and family will show when you present them with your latest creation. Although stagecraft is exclusive to the theatrical world, the skills needed go well beyond the imaginary fourth wall. This class is designed to give our students the confidence to design and build. Learning how to safely use woodworking tools, the students will craft their own projects throughout the semester. They will also help with the build of our productions, giving them a chance to use their skills on a larger scale in a collaborative project. All students enrolled in this class must have parental permission to use power tools and must agree to use all safety procedures and protocols. Students are encouraged to work on the UA Productions outside of class.

1 semester

1/2 credit

2795 Advanced Makeup and Costume Design: (Sophomore-Senior) An upper-level course for students wanting a deeper dive in designing more advanced makeup and fashion/costumes with the addition of hair styling. Students will have a chance to explore and apply prosthetics, learn pattern making and draping to build their own garments, textile/fabric identification, and learn about synthetic/human hair wigs. All these skills will culminate in a final project fit to hit the runway! Students are highly encouraged to be a part of costume or hair/makeup crew for Ursuline theater productions.

Prerequisite: Stage Makeup and Introduction to Costuming with approval from Ms. Coulter

1 semester

1/2 credit

2739 Advanced Theatre Production: (Senior) This year-long course is designed for advanced students with previous theatre experience. Students will have opportunities to enrich understanding, and experiment with application of knowledge as they explore all aspects of theatre production, as well as explore some theatre history and literature. The cornerstone or culmination of this course will be a student driven production. Students will take responsibility for all production elements; play choice, directing, design, construction and other areas of participation necessary for a successful artistic collaboration. Students participating in this course must be available for a significant time commitment outside of class for meetings, rehearsals, and production work. Parent approval required to work with various shop tools under supervision. This class may be taken for a pass/fail option.

Prerequisite: 2 main stage productions and 1 theatre class. Department Chair Approval Required

2 semesters

1 credit

Performance

2732 Fundamentals of Acting: (Freshman-Senior) This is a one-semester class designed to develop basic acting skills. Students will explore the fundamentals of acting through voice and body work, script and character analysis, and appreciation of various theories on the craft of acting.

1 semester

1/2 credit

2740 Musical Theatre: (Freshman-Senior) This semester-long performance course gives the student a crash course in musical theatre. The student will be exposed simultaneously to dance, acting, and vocal training. They will learn how the three elements come together to create a production. At the end of the semester, there will be a showcase for family and friends. This course may be repeated once for credit.

1 semester

1/2 credit

2765 Improvisation: (Freshman-Senior) Like fun and games? Improv is an accepted teaching and learning strategy applied to academic, scientific, and professional settings to improve communication, foster creative and critical thinking, and increase confident responses to unexpected challenges. Students will explore a variety of improv games and exercises. This course may be repeated once for credit.

1 semester

1/2 credit

2775 Broadway Dance: (Freshman-Senior) This semester-long performance course gives the student a concentrated dance class in musical theatre dance. The student will be exposed to original Broadway choreography, why the technique was chosen by the choreographer, and why the specific style was chosen. This performance-based class will be included in a showcase at the end of the semester. This class may be taken as either a Fine Arts or Physical Education graduation requirement.

1 semester

1/2 credit

2727 Hip Hop: (Freshman-Senior) Hip Hop is a high energy type of dance, originating from funk and street dance. This class focuses on different stylized techniques, rhythm, and isolations; teaching coordination, musicality and choreography. This class is open to all grade levels and can be taken as either a Fine Arts credit or P.E. credit.

1 semester

1/2 credit

2719/2720 Dance: (Freshman-Senior) During this year-long course, students will be taught proper conditioning as well as correct dance movements and performance poise. Theory and practice will be combined to introduce the students to the principles and techniques of performing ballet, lyrical, musical theater, hip hop, jazz styles, and basic stage movement. In addition, the students will develop a working knowledge of dance vocabulary necessary for performance both as an individual and as a member of a dance company. Part of the discipline of dance includes appropriate rehearsal and performance wear which makes an enforced dress code essential for dance class. Appearance is important; students are expected to wear clean clothes to class to contribute to the pre-professional atmosphere. Dancers must provide their own shoes. Dancers will perform in 1-2 dance recitals each school year. The student must commit to these performances at the beginning of the year. Class attendance and promptitude are crucial for the class and part of the student's grade. This is a zero hour class that meets at 7:00 - 8:15 a.m. on A Days. Some outside rehearsal time may be necessary. Dance students must take both courses 2719 and 2720. In course 2719, the student can receive 1/2 credit Physical Education or 1/2 elective credit once PE requirements are met. In course 2720, the student can receive 1/2 credit Fine Arts or 1/2 elective credit once Fine Arts requirements are met. This course may be repeated for credit.

2 semesters

1 credit

2725/2726 Advance Dance: (Freshman-Senior) This class is designed for those students with previous dance training. During this year-long course, students will be taught proper conditioning as well as correct dance movements and performance poise. Theory and practice will be combined to introduce the students to the principles and techniques of performing ballet, lyrical, musical theater, hip hop, jazz styles, and basic stage movement. In addition, the students will develop a working knowledge of dance vocabulary necessary for performance both as an individual and as a member of a dance company. Part of the discipline of dance includes appropriate rehearsal and performance wear which makes an enforced dress code essential for dance class. Appearance is important; students are expected to wear clean clothes to class to contribute to the pre-professional atmosphere. Dancers must provide their own shoes. Dancers will perform in 1-2 dance recitals each school year. The student must commit to these performances at the beginning of the year. Class attendance and promptitude are crucial for the class and part of the student's grade. This is a zero hour class that meets at 7:00 - 8:15 a.m. on B Days. Some outside rehearsal time may be necessary. Dance students must take both courses 2725 and 2726. In course 2725, the student can receive 1/2 credit Physical Education or 1/2 elective credit once PE requirements are met. In course 2726, the student can receive 1/2 credit Fine Arts or 1/2 elective credit once Fine Arts requirements are met. This course may be repeated for credit.

Prerequisite: Students must audition for placement in this class.

2 semesters

1 credit

Physical Education

The Physical Education department at Ursuline Academy cultivates students who value the power of self-care and the recognition of the connection between the body and mind. The mental benefits and stress-relieving qualities of exercise prompt students to make physical activity a part of their daily routine, resulting in the conditions and opportunities to increase learning. An Ursuline Physical Education graduate understands the importance of gaining the awareness, knowledge, and skills essential for a healthy life.

Note: All students must complete ½ credit of Wellness and ½ credit in one of the following: a PE course listed for credit below, Band, Color Guard, Dance, Rangerettes, Cheer, or participate on one of the Athletic Sport teams offered by Ursuline Academy.

8132 Wellness: (Freshman-Sophomore) This course is designed to guide students throughout the many dimensions of Wellness (spiritual, physical, mental, emotional, occupational, and social) and provide an atmosphere to discuss and learn about how to live a healthy and stress-free life. Students will develop skills needed to maintain an active lifestyle, learn the importance of nutrition, and discover how to find a healthy balance of all facets of Wellness. Students will also engage in building essential skills needed to maintain optimal health while developing ways to promote healthy lifestyles in our diverse society. This is a required course for all students to complete by the end of their sophomore year, earning 0.5 of the Physical Education credit requirements.

1 semester

½ credit

8235 Sports Medicine: (Sophomore-Senior) This course provides an overview of the various fields of sports medicine and basic musculoskeletal anatomy. Students will learn about the evaluation, prevention and rehabilitation of sports injuries. Students will learn how to use training equipment and materials and learn up to date procedures for athletic training. Students will gain an understanding of current issues and events within the sport, athletic training, and medical community. This course will also provide students with the opportunity to interview a medical professional. This course does not fulfill the physical education credit requirement but does fulfill an elective credit. Students may elect to take this course pass/fail, or for a calculated grade point average.

Prerequisite: Wellness

1 semester

½ credit

8245 Spinning 101: (Freshman-Senior) Students will explore working their heart, lungs, muscles, and mind together in this fitness journey that applies real training principles of bicycle racing, in a non-competitive environment. In class, the students will participate in cycling and discover how the intensity of the workout is influenced by cadence, resistance of the bike's wheel and the student's body position on the bike. Typical workouts will include warm-up, steady up-tempo cadences, sprints, climbs, and cool-downs. This is a multi-level class and requires no outside cycling experience. This is a zero hour class that meets from 7:15 - 8:00 a.m. Monday through Friday. This course may be offered up to four 8-week sessions dependent on course enrollment. Students will receive notification of session date options after schedules are released. This course fulfills the physical education credit requirement. Students may elect to take this course pass/fail, or for a calculated grade point average.

1 semester

½ credit

8250 Mindfulness and Stress Management: (Sophomore-Senior) This course will teach students to evaluate stress triggers and how to handle them appropriately. Students will learn the basics of Mindfulness, Meditation, and Yoga as an active stress relief. The class will also learn and discuss other daily habits that influence stress such as sleep, nutrition, time management, and social media. Students will explore multiple stress management techniques and determine the ones that best fit their needs. Students will practice mindfulness, breathing exercises, or yoga for a portion of each class period as a way for students to de-stress and refocus. This course does not fulfill the physical education credit requirement but does fulfill an elective credit. Students may elect to take this course pass/fail, or for a calculated grade point average.

Prerequisite: Wellness

1 semester

½ credit

8240 Yoga: (Freshman-Senior) Yoga teaches basic postures and breathing exercises that derive from ancient India. Students are encouraged to develop a greater body-mind alliance. The combination of relaxation, general body toning, flexibility, and meditation gives the student an awareness of their enhanced human potential. Concepts of yoga philosophy are discussed, which provides the basis for the practice of these techniques. There is no prerequisite for this course. This course fulfills the physical education credit requirement. Students may elect to take this course pass/fail, or for a calculated grade point average.

1 semester

1/2 credit

8260 Hip Hop: (Freshman-Senior) Hip Hop is a high energy type of dance, originating from funk and street dance. This class focuses on different stylized techniques, rhythm, and isolations, teaching coordination, musicality and choreography. This class is open to all grade levels and can be taken as either a Fine Arts credit or P.E. credit.

1 semester

1/2 credit

8271 Personal Fitness: (Freshman-Senior) Students will learn to utilize the weight room equipment, learn proper body mechanics for weightlifting and fitness exercises, and how to create a workout routine designed with their personal fitness goals in mind. Students of all fitness levels are welcome, with no prior lifting or workout experience required. Students will also learn about how to fuel their bodies for exercise (nutrition) and discuss topics relating to overall health and well-being. This is a zero hour class that meets from 7:15 - 8:00 a.m. Monday through Friday. This course may be offered up to four 8-week sessions dependent on course enrollment. Students will receive notification of session date options after schedules are released. This course fulfills the physical education credit requirement. Students may elect to take this course pass/fail, or for a calculated grade point average.

1 semester

1/2 credit

8272 Core Conditioning: (Freshman-Senior) This class will focus on low-impact, high-intensity movements designed to strengthen your body in ways that few other workouts can. This course will be a mixture of Barre workouts, HIIT (high intensity interval training), and other movements designed to strengthen your core, to challenge your balance and coordination, and improve your functional strength. In some classes, you'll use just the barre and your body weight to churn out rep after rep of muscle-burning moves, while others incorporate tools like resistance bands, sliders, ankle weights, free weights, exercise balls, and more. No prior experience required, all levels welcome. This is a zero hour class that meets from 7:15 – 8:00 a.m. Monday through Friday. This course may be offered up to four 8-week sessions dependent on course enrollment. Students will receive notification of session date options after schedules are released. This course fulfills the physical education credit requirement. Students may elect to take this course pass/fail, or for a calculated grade point average.

1 semester

1/2 credit

8273 Advanced Strength & Conditioning: (Sophomore-Senior) This course will focus on advanced movements within strength and conditioning, as well as proper ways to program these lifts to achieve maximum performance. You must be a varsity athlete at Ursuline to take this class. We will focus on major lifts such as the power clean, snatch, back squats and barbell bench; and ways to perform them safely. Athletes will learn how to write basic programs, focusing on training volume and intensity, and what is needed to remain at a high level of athletic performance. Athletes will also gain an understanding of ways to regress and progress exercises to stay healthy and keep striving for gains in performance. This is a phenomenal course for any athlete looking to play sports in college and have a base of mechanics needed to continue training at a high level. This course fulfills the physical education credit requirement and departmental approval is required. Students may elect to take this course pass/fail, or for a calculated grade point average.

Prerequisite: Varsity Athlete and Departmental Approval

1 semester

1/2 credit

8275 Broadway Dance: (Freshman-Senior) This semester-long performance course gives the student a concentrated dance class in musical theatre dance. The student will be exposed to original Broadway choreography, why the technique was chosen by the choreographer, and why the specific style was chosen. This performance-based class will be included in a showcase at the end of the semester. This class may be taken as either a Fine Arts or Physical Education graduation requirement.

1 semester

1/2 credit

2712 Color Guard: (Freshman-Senior) This is a one-semester course working in cooperation with the Band class. Students are selected through an audition process held in May of the previous year. Class is held at Jesuit College Prep from 7:00-8:30 a.m. daily in the fall semester. Students travel to Ursuline for the remainder of the school day. After school practices may be scheduled throughout the semester. If the student intends to continue in Concert Band for the spring semester, she needs to sign up for Band. The student will receive 1/2 credit Physical Education the first year taken or can receive 1/2 elective credit once PE requirements have been met.

Prerequisite: Participation by audition only

1 semester Fall

1/2 credit

Athletics

All athletic credits will be pass/fail. For the courses listed below, students can only receive a 1/2 credit of PE. Participation in additional seasons may be repeated for elective credit. A student cannot receive more than 1/2 credits per semester for Athletics. Students receiving PE credit for Athletics are required to follow the policies and procedures stated in the UA Student Handbook, as well as the rules and regulations stated in the UA Athletic Paperwork.

Note: Fall Sports which include Cross Country, Volleyball and Rangerettes will receive participation credit at the end of the Fall semester. Winter sports which include Basketball, Bowling, Soccer, Swim and Spring sports which include Crew, Golf, Lacrosse, Softball, Tennis, Track and Field, Jesuit Cheer and Cistercian Cheer will receive participation credit at the end of the Spring semester. Participation in additional athletic seasons may be repeated for elective credit. Beginning the 2022-2023 school year, managers will also receive P.E. credit.

Fall Sports: (Freshman-Senior) To receive PE credit, the student-athletes must actively participate from the starting date of try-outs/practices to the last day of practice/competition. Student-athletes must meet the requirements and criteria of the program regarding absences, competition, and uniform/equipment collection to receive credit. Fall sports include Cross-Country and Volleyball.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

Spring Sports: (Freshman-Senior) To receive PE credit, student-athletes must actively participate from the starting date of try-outs/practices to the last day of practice/competition. Student-athletes must meet the requirements and criteria of the program regarding absences, competition, and uniform/equipment collection to receive credit. Spring sports include Soccer, Basketball, Bowling, Swimming, Softball, Track and field Tennis, Golf, Crew, and Lacrosse.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

8705 Rangerettes Drill Team: (Freshman-Senior) To receive PE credit, the student must actively participate from the starting date of try-outs/practices to the last required practice/event during the fall semester. Rangerette students must meet the requirements and criteria of the program including but not limited to absences, performances, uniform/equipment collection and/or financial commitments to receive credit. The student will receive pass/fail designations at the end of the fall semester.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

8710 Cheer: (Freshman-Senior) To receive PE credit, the student must actively participate from the starting date of try-outs/practices to the last day of practice/competition in the spring. Activities meeting this condition are: Cistercian Cheer, and Jesuit Cheer. Students must meet the requirements and criteria of the program regarding absences, performances and competitions to receive credit. The student will receive pass/fail designations at the end of the spring semester.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

Science

The Science Department offers interactive, relevant, and rigorous curricula that both challenge and engage students in the process of science. The curricula are designed to pique the student's natural curiosity about science, train her to use scientific equipment, and encourage her to ask meaningful questions about scientific events occurring throughout the world, as well as in her daily life. Inquiry based science laboratory work encourages conceptual learning and development of problem-solving skills in each discipline. The ultimate goal of this department is to develop the individual student's critical thinking skills, to enable her to become a scientifically literate citizen who embraces the challenges of working in a global society.

4108 General Physics: (Freshman) General Physics is designed to introduce students to scientific inquiry through an exploration of the physical laws that govern nature. Students will develop problem-solving skills as they conduct experiments to describe interactions in the world around them. The course will focus on development of graphical skills, application of mathematical concepts to analyze relationships, and understanding scientific processes. This course is only open to students concurrently enrolled in Algebra I.

Corequisite: Algebra I

2 semesters

1 credit

4109 Physics I: (Freshman) This course is designed to provide students with a rich understanding of Newtonian Physics, scientific inquiry, and problem-solving. Using a theme-based approach, students develop graphical and mathematical models of observed phenomena to explain and describe the world we live in. The emphasis of the course will be on linear motion, forces, energy, waves, momentum, projectile motion, circular motion, electricity and magnetism. Students will also develop laboratory and scientific communication skills through hands-on activities and experiments.

2 semesters

1 credit

4110 Physics I Honors: (Freshman) This course is designed to provide students with a rich understanding of Newtonian Physics, scientific inquiry, and problem-solving. Using a theme-based approach, students develop graphic and mathematical models of observed phenomena to explain and describe the world we live in. The emphasis of the course will be on linear motion, forces, energy, waves, momentum, projectile motion, circular motion, electricity and magnetism. Along with content mastery, students will develop strong laboratory and scientific communication skills through hands-on activities and experiments. All Honors students are expected to have a solid understanding of basic Algebra I concepts as the models developed will be applied to complex situations.

Prerequisite: Algebra I and Departmental Approval

2 semesters

1 credit

4221 Chemistry I: (Sophomore) This inquiry-based course is designed to provide a basic knowledge of chemistry using a thematic approach to bridge the connection between nature and science providing students a deeper understanding of the world around them. Topics studied include matter, energy, and the SI system of measurement, the periodic table, molecular structure, chemical bonding, nomenclature, chemical equations, stoichiometry, equilibrium and modeling the atom. Students will also focus on laboratory and scientific communication skills through hands-on activities and experiments.

Prerequisite: General Physics or Physics I

2 semesters

1 credit

4223 Chemistry I Honors: (Sophomore) This inquiry-based course is designed to provide a basic knowledge of chemistry using a thematic approach to bridge the connection between nature and science providing students a deeper understanding of the world around them. Emphasis will be placed on the particle nature of matter, with special focus towards the role of energy in chemistry. Students will learn to analyze data and hone critical thinking skills rather than memorize a wide breadth of knowledge. Honors laboratory exercises emphasize great care in observation and measurement, the preparation of data tables and their interpretation.

Prerequisites: Physics I Honors or General Physics with Departmental Approval or Physics I with Departmental Approval

2 semesters

1 credit

4328 Biology I: (Junior) This is an inquiry-based course that introduces students to the world of living things. The students will explore basic life processes at the molecular, cellular, systemic, organismal, and ecological levels of organization within the biosphere. Concepts from physics and chemistry will be integrated into the curriculum to better understand how organisms work at the cellular level. Interdependence and interactions within the environment will be examined and natural phenomena, such as energy and homeostasis, will be observed. The nature of science and how to correctly implement the scientific method will be emphasized regularly during inquiry-based labs.

Prerequisite: Chemistry I

2 semesters

1 credit

4329 Biology I Honors: (Junior) This is an inquiry-based course that will emphasize how living organisms work at the molecular and cellular levels. This class will build upon the models developed in physics and chemistry to better explain how a cell, energy, genetics, and homeostasis work within organisms. Interdependence of living things will be emphasized, and natural scientific phenomena will be observed and tested. Inquiry-based labs will be used to help students better understand how organisms operate, change, and interact in the complex biosphere over both the short and long term.

Prerequisites: Chemistry I Honors or Chemistry I with Departmental Approval

2 semesters

1 credit

4211 Environmental Science: (Senior) This is a laboratory science course that introduces the student to the fundamental concepts and terminology of environmental science. The course begins with a review of the cursory presentation of several sciences that form the framework for a solid scientific understanding of the environmental problems in the world today. These include biology, ecology, chemistry, demography, and philosophy. Students are encouraged to discover and understand the interconnectedness of all the earth's systems and the impact that each system has on the others. Students will perform controlled experiments, field studies and modeling to better understand the dynamics affecting the environment. Each student is expected to develop her own environmental perspective based on what she has learned in the course.

Prerequisites: General Physics or Physics I, Chemistry I, and Biology I

2 semesters

1 credit

4411 Anatomy and Physiology: (Senior) This course is designed to be a fast-paced class for seniors who are interested in health-related careers, such as medicine, nursing, physical therapy, or athletic training. The goal of the course is to prepare students with necessary skills and knowledge to be successful in their future anatomy and biology classes in college. The environment in the class provides opportunities for observation of tissues, construction of models, identification of interrelationships among body systems, and exploration of relationships between structure and function in the human body.

Prerequisites: General Physics or Physics I, Chemistry I, and Biology I

2 semesters

1 credit

4415 Engineering Design Innovation: (Junior-Senior) Students learn how engineers create, design, and test the technologies and devices of the 21st Century using math, science, computer science and creative skills. Students learn multiple problem-solving strategies including Design Thinking, the 6 D's, and the Engineering Design Process. They use these ways of thinking to solve real-world problems, build prototypes, and test their solutions. Students learn from both regular classroom instruction and from hands-on design projects. Students spend 80% of instructional time conducting engineering field and laboratory activities. The activities include mechanical engineering (robotics, ballistic devices and drones), civil engineering (drafting, architecture and construction), systems and logistics, computer engineering (digital logic design, coding, and 3D printed structures) and biomedical engineering. Students receive either one science elective credit or one computer science elective credit.

Prerequisites: Physics, Chemistry, and Biology
2 semesters *1 credit*

4432 Human Anatomy Honors: (Senior) This course examines the relationships between structure and function of the integumentary, skeletal, muscular, nervous, endocrine, sensory, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body. Cat dissection and other laboratory experiments are performed, along with computer simulations of various physiological processes. There will be an emphasis on conditions of medical significance throughout the course.

Prerequisites: Physics, Chemistry, and Biology I with Departmental Approval or Biology I Honors
2 semesters *1 credit*

4434 AP Physics II: (Junior-Senior) AP Physics 2 is an algebra-based, introductory college-level physics course. Cultivate your understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, waves, and probability. Build on the fundamental concepts presented in the Space, Lightning, Music, and Earthquakes units from first-year physics while exploring exciting, new concepts that will deepen your knowledge of the world around you.

Prerequisites: Physics Honors, General Physics with Departmental Approval or Physics I with Departmental Approval
2 semesters *1 credit*

4533 AP Physics C: Mechanics: (Senior) This is a college-level Physics course restricted to mechanics, including kinematics and dynamics in one and two dimensions, energy, momentum, universal gravitation, rotation of rigid bodies, and simple harmonic motion. Its mathematical treatment requires Calculus, and it is equivalent to college level courses in calculus-based physics, the entry level course for those majoring in most STEM fields. Solving complex problems will be the norm in this course. Laboratory work involves equipment familiarity, experimental design and analysis of results in graphical, mathematical and conceptual formats. The course prepares students for the AP Physics C College Board examination.

Prerequisites: Physics I Honors, General Physics with Departmental Approval or Physics I with Departmental Approval

Corequisite: AP Calculus AB or AP Calculus BC
2 semesters *1 credit*

4436 AP Chemistry: (Junior-Senior) This college-level course follows a stated curriculum submitted by the College Board for Advanced Placement. The course centers around six “big ideas” which include the structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. Students will develop a deep understanding of these big ideas through the application of seven science practices which are reinforced through a minimum of 16 hands-on lab investigations. Several of these lab investigations will be inquiry-based with guidance. The course is taken with the idea in mind that students will take the AP Exam to receive college credit equivalent to the general chemistry course usually taken during the first year of college.

Prerequisites: Physics, Chemistry I Honors or Chemistry I with Departmental Approval
2 semesters *1 credit*

4511 AP Biology: (Senior) This college-level Biology course follows a stated curriculum developed by the College Board for Advanced Placement to provide students with the conceptual framework, factual knowledge, and analytical skills needed to understand and critically evaluate the unifying principles and rapidly changing issues of a biological science. Four overarching ideas, or themes, provide the main organizing structure of the course. These themes are evolution, cellular processes, genetics and information transfer, and ecology. Approximately 25 percent of instructional time is dedicated to laboratory investigations, including inquiry-based, student-directed labs. The reading load reflects that of a college level course, including a college approved textbook. Major research projects and case studies will be included, and a summer project may be assigned.

Prerequisites: Physics, Chemistry I, Biology I and Departmental Approval or Biology I Honors

2 semesters

1 credit

4525 Biotechnology and Public Health Honors: (Senior) Biotechnology is a fast-growing, exciting field of science, and public health is the science of protecting and improving the health of people and their communities. The growing population and rising affluence of our modern world is creating both challenges and solutions that are occurring at an incredible rate. From curing cancer and feeding children to genetic modification and combatting disease, the goal for both disciplines is to improve our quality of life, reduce human suffering and protect resources. Explore the wide array of new discoveries and cutting-edge technologies through a research lens, as well as investigate the techniques used to determine risk and develop solutions to the real problems facing us today. The Honors path offers a deeper dive into the principles of biotechnology and will involve a more sophisticated research opportunity.

Prerequisites: Physics, Chemistry, and Biology I with Departmental Approval or Biology I Honors

2 semesters

1 credit

4900 Forensic Science: (Senior) This course offers the opportunity to investigate how science plays a vital role in the justice system and to explore exciting, real-world applications of concepts students learned in physics, chemistry, and biology. The class is designed to offer a mastery of forensic science and a firm understanding of techniques used in modern forensic labs. The students will also participate in a simulated work experience in which each student will be “hired” onto a criminal investigation team that will solve crimes through evidence collection/analysis and investigative problem solving. Students will begin learning the foundational skills in a “training academy” after which they will earn their Special Investigator badge. As Special Investigators for the Ursuline Academy Criminal Investigation Bureau, they will be assigned cases that they will process and analyze from the initial scene through the presentation of evidence in court. Other simulated work experiences will include professional development in the form of workshops and guest speakers, and professional goals and reflection.

Prerequisites: Physics, Chemistry, and Biology I

2 semesters

1 credit

4903 Forensic Science Honors: (Senior) This course offers the opportunity to investigate how science plays a vital role in the justice system and to explore exciting, real-world applications of concepts students learned in physics, chemistry, and biology. The class is designed to offer a mastery of forensic science and a firm understanding of techniques used in modern forensic labs. The students will also participate in a simulated work experience in which each student will be “hired” onto a criminal investigation team that will solve crimes through evidence collection/analysis and investigative problem solving. Students will begin learning the foundational skills in a “training academy” after which they will earn their Special Investigator badge. As Special Investigators for the Ursuline Academy Criminal Investigation Bureau, they will be assigned cases that they will process and analyze from the initial scene through the presentation of evidence in court. Other simulated work experiences will include professional development in the form of workshops and guest speakers, and professional goals and reflection. The Honors path offers a deeper dive into forensic methods and investigative techniques based on authentic problem solving and critical thinking.

Prerequisites: Physics, Chemistry and Biology I with Departmental Approval or Biology I Honors

2 semesters

1 credit

Social Studies

The Social Studies Department seeks to create independent thinkers and lifelong learners who will use the tools provided by a social studies curriculum to engage empathetically and ethically with the global community.

6130 World History: (Freshman) This course examines the interaction and exchange of ideas and culture from the 13th century through the modern world. Students explore the influence of politics, art, religion, technology, and geography in the shaping of civilizations. Using a wide range of source materials and technological applications, students will develop essential skills that will build the foundation for future studies in history and the social sciences.

2 semesters

1 credit

6425 United States Government: (Sophomore) This course introduces students to the basic structures and functions of government in the United States. Attention is paid particularly to Constitutional principles, the legislative process, cultural factors influencing government, the role of the United States in world affairs, and the cultivation of civil discourse. Students will analyze primary documents, strengthen their writing skills, discuss various philosophies of government, explore issues affecting local politics, and cultivate critical reading, thinking, and debating skills. American Government focuses on the time period from the Declaration of the Independence to the present day.

Prerequisite: World History

1 semester

1/2 credit

6430 United States Government Honors: (Sophomore) This course delves into the foundational concepts and theories of political philosophy, examining the evolution of ideas surrounding justice, power, and governance, and the foundations of American democracy. Through an exploration of key texts and thinkers from various historical periods, students will critically engage with fundamental questions about the nature of political systems, individual rights, the social contract, and the role of the state. By the end of the course, students will have developed a nuanced understanding of diverse political theories and their implications for contemporary society. This class will expose you to the writings and thoughts of thinkers; documents that have played a major role in establishing and shaping American democracy; and challenge you to consider these ideas both on your own and with the help of your classmates during class discussions and activities. Students will also learn about the practical realities of participating in government and how the ideas, laws, and institutions we study help to influence current events.

Prerequisites: World History and Department Approval

1 semester

1/2 credit

6333 United States History: (Junior) This course is a survey of significant American events from the Age of Colonization to the late 20th century. Emphasis is placed on the economic, political and cultural events that contributed to the formation of an American society that reflects pluralism. The rise to power of the United States is traced as well as its acceptance of global responsibility.

Prerequisite: World History and United States Government or United States Government Honors

2 semesters

1 credit

6303 AP United States History: (Junior) This course is a survey of significant American events and themes from Pre-Columbian America to present. Emphasis is placed on concepts, connections, and historical thinking skills outlined by the College Board. The seven themes are: identity, work, exchange, and technology, peopling, politics and power, America in the world, environment and geography, ideas, beliefs and culture. The course will follow how these themes have formed, changed and guided the history of America. In doing so, students will continue to develop the ability to think like a historian specifically honing: chronological reasoning, comparison and contextualization, crafting historical arguments, and historical interpretation and synthesis. This course is designed to fulfill state requirements for high school graduation, while preparing the student for the AP U.S. History College Board Exam. In addition, the study of U.S. history provides the student with a better understanding of American's role in an interconnected world.

Prerequisites: World History, United States Government or United States Government Honors and Departmental Approval

2 semesters

1 credit

6435 Macroeconomics: (Senior) This course is the study of the free enterprise system as experienced in the United States today. Emphasis is placed upon how society uses its scarce resources to produce and distribute goods and services to meet the demands of society. General principles of economics are presented including theory of supply and demand, money and banking, and monetary and fiscal policies and the benefits of trade. In addition, practical knowledge such as good savings practices and the use of credit are discussed.

Prerequisite: United States History

1 semester

1/2 credit

6405 AP Macroeconomics: (Senior) Designed to prepare students to take the AP Macroeconomics College Board Exam this course gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. Topics include measuring the health of the economy, the role of markets, the use of policies to help maximize economic growth as well as international trade. Additionally, the use of economic models to depict and analyze economic patterns helps develop critical thinking and reasoning skills. Finally, this course seeks to help students better understand how the world functions and enhance decision making competencies.

Prerequisites: AP United States History or United States History and Departmental Approval

1 semester

1/2 credit

6401 AP European History: (Sophomore-Senior) Plague. Religious warfare. Revolution. Artistic innovation. Students will practice research and presentation skills as we investigate significant individuals, events, and developments in European History from the late Middle Ages through the present day. Students will read extensively from primary and secondary sources, practice evaluating historical arguments, making historical comparisons, and contextualizing events.

Prerequisite: Departmental Approval

2 semesters

1 credit

6406 AP Human Geography: (Sophomore-Senior) Is overpopulation a real problem? Who owns the ocean? When opening a new shop, should your business be next to your competition, or across town? These are some of the many questions students will tackle in this course as we study what's where, why it's there, and why it matters. This course utilizes interdisciplinary case studies drawn from all world regions and helps students to develop skills in approaching problems geographically, using maps and spatial technologies, thinking critically about texts and graphic images, and developing research skills. This interactive, hands-on class is perfect for any student who is interested in gaining a deeper understanding of global issues and the world in which they live. Students will also be prepared to take the AP Human Geography test.

Prerequisite: Departmental Approval

2 semesters

1 credit

6603 AP Psychology: (Junior-Senior) This course is designed to examine the principles of human behavior, the challenges of human experience, and the universal aspects of our diverse global society. Topics include heredity and the environment, motivation and emotions, cognition and language, and social psychology. Students will also learn how research is conducted in the social sciences.

Prerequisite: Departmental Approval

2 semesters

1 credit

6637 AP Comparative Government and Politics: (Junior-Senior) AP Comparative Government and Politics will use a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. This class will examine these governments in the context of the 21st century. Due to the current nature of the course, this is a social science rather than history course. Students cultivate their understanding of comparative government and politics through analysis and research of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

Prerequisite: U.S. Government, U.S. Government Honors, or AP U.S. Government

1 semester

1/2 credit

6655 Inside Nazi Germany: (Sophomore-Senior) Inside Nazi Germany will focus on the central question of whether Nazism is a uniquely German experience or a potential danger to any highly developed society. This course will examine reasons for Hitler's rise to power, the nature and purposes of his dictatorship, the move toward war, and the genocide of racial 'undesirables.' Focus will be given to a series of central ideas and questions: Moving from the horrors and depravity of the First World War to an attempt at German democracy under the Weimar Republic, we will investigate the roots of German Nazism. Once the Nazis secured power, we will study the role of all aspects of German society under Nazi control. In looking at 'ordinary Germans,' the course will examine how the Nazi government lead a highly advanced nation into a destructive war and ultimately genocide. Throughout the course, students will hone their research and writing skills, increase their critical thinking skills, and use the lessons of Nazi Germany to connect students to the global implications of genocide. Adapted from Dr. Donald Niewyk.

1 semester

1/2 credit

6665 Introduction to Philosophy: (Junior-Senior) This course will introduce students to the history of philosophy, as well as work toward applying philosophic practices toward complex issues. Introduction to Philosophy will also familiarize students with texts from Western and Eastern philosophers, and philosophical traditional topics such as ethics, human nature, and theory of knowledge. Through the study of philosophy, students will work toward analyzing texts and ideas more critically, as well as apply reason and logic toward the challenging problems of today. Introduction to Philosophy will rely heavily on the reading and analysis of philosophical texts, in addition to exploring philosophical issues through oral discussions and written assignments.

1 semester

1/2 credit

6680 Shark Tank 101: Intro to Entrepreneurship & Business: (Freshmen-Sophomore) Have you ever wondered what it might be like to pitch a business on the TV show Shark Tank? This introductory class allows students to explore one of the most popular college majors. Students begin by choosing an entrepreneurial business idea, then learn step-by-step how to create a business plan based on six key areas – management, product development, finance, marketing, operations, and human resources. Projects include original consumer research, ad and logo creation, SWOT analysis, profit and loss projections, and the principles of hiring the right team. The course ends with a "Shark Tank" presentation to business entrepreneurs from the Dallas community. Real-world case studies, along with talks by both industry professionals and current college business students are included.

1 semester

1/2 credit

6683 U.S. Women’s History: (Sophomore-Senior) From the colonial era to the present, students will examine the key role women have played, and continue to play, in shaping the nation. The course will begin with early indigenous and enslaved accounts of life in North America and continue by revisiting major events through women’s eyes. By the end of the term, students will be able to use the skills of history to make varied arguments about women’s impact in U.S. History. Students will read from a range of primary and secondary sources, as well as conduct original research.

1 semester

1/2 credit

6700 Rock ‘n’ Roll, Jazz, and the Symphonic Music: A History of Music and its Influence on Modern Society: (Sophomore-Senior) This course will focus on the history of music from the symphonic masterpieces, through the Age of Jazz, and concluding with Western popular music (Rock ‘n’ Roll and Pop). By listening to musical examples, students will examine how music has shaped the political, cultural, and social conditions of the people and state. Additionally, students will develop a working vocabulary of musical terms, as well as knowledge of the different musical eras and their styles. A strong focus for the course will require students to examine music samples and develop critical analyses toward their impact on cultures throughout history through oral discussions and written assignments.

1 semester

1/2 credit

6710 Microeconomics for Business: (Junior-Senior) Microeconomics examines the relation between business and the consumer. Some of the topics covered will be ways companies set prices, determine wages paid to employees, maximize their profits, and use marketing tools (e.g., branding, celebrity endorsements, government regulations) to gain leverage over their competitors. Microeconomics differs from the required macroeconomics course, as macro studies the national economy and government’s responsibility to sustained growth. In fact, less than 15 percent of the macro curriculum is duplicated in micro. Microeconomics is an elective offered to juniors and seniors. There is no prerequisite. Students who are exploring a career in business may be particularly interested in this class.

1 semester

1/2 credit

6715 Latin American History: Colonial Period: (Sophomore-Senior) This course surveys the history of Latin America from the arrival of Europeans in the region to the Wars of Independence. It will analyze the strategies and logic of conquest, the material, psychological and environmental effects deriving from the expansion of empire, the movements toward independence, and the issues of slavery and labor systems, religion, and honor. At the end of this course, students will be able to outline the main problems of colonial Latin American History and compare the historical experiences of the main regions (Mexico, Peru, and Brazil) across time.

1 semester

1/2 credit

6720 Chew on This: An Edible History of Food: (Sophomore-Senior) From the creation of the first cities in the Neolithic Revolution, to its vital role today supporting an ever-growing global population, food has played a key role in the history of humankind. In this course, students will take an interdisciplinary look into the many roles food plays in their lives and the ways its production and consumption have shaped the world around them. Students will explore the complex history, economics, philosophy, and geography of food beginning in a historical and global perspective, then diving into the food economy of the United States, the ethics of food, and ending with a local and personal look at food as culture. Students will engage with the class topics in a variety of ways, including class debates, research projects, tastings, and cumulating in an individual investigation into the role food plays in their identity.

1 semester

1/2 credit

6725 Consumers and Competition: The Introduction to the Principles of Marketing:

(Junior – Senior) Facebook, Instagram, and Snapchat are more than just social media entertainment – they are the gateway to modern digital marketing success. Leveraging the communication and analytical skills that students are developing across their curricula, this class will engage and challenge students with real-world marketing challenges and give them the tools to solve these problems. Marketing is more than just advertising – it is the ability to identify customer needs; analyze and evaluate available means of customer interaction; construct appealing communications; and iterate based on data-based responses. By evaluating both successes and failures in marketing, along with case studies that allow students to make their own recommendations, students will develop a baseline of mastery for marketing brands in the 21st century, and using parallel skills developed in their US History class, demonstrate mastery in a final research project.

1 semester

½ credit

Theology

The Theology Department shapes the atmosphere, structure, and spiritual culture of Ursuline Academy of Dallas so that it fosters the spiritual development and intentional discipleship of our students. Transmitting the Christian faith means to create in every place and time the conditions for a personal encounter of individuals with Jesus. As Pope Benedict XVI stated, "Being Christian is not the result of an ethical choice or a lofty idea, but the encounter with an event, a person, which gives life a new horizon and a decisive direction." As teachers, we will walk with Christ in our ministry, both spiritually and academically, to inspire and engage each student's faith journey.

7132 Revelation and Scripture: (Freshman) During the fall semester, students will delve into the Old Testament and see it come to life as they experience God's Word in a personalized manner and discover Biblical inspiration and theological truths. Particular attention will be given to the overall scope of salvation history, divine authorship of Scripture, and God's unfailing relationship with His people which bridges the gap between the Old and New Covenants, leading up to the Christmas story. During the spring semester, students will journey throughout the New Testament, experiencing the living Word of God in the person of Jesus Christ. As the living Word of God and the second person of the Blessed Trinity, Jesus brings new meaning to the exploration of the Gospels. Key themes include Jesus' infancy, ministry, miracles, parables, crucifixion, resurrection, and how the world has been forever changed. Additional themes covered include prayer, stages of faith, the stories of St. Angela and St. Ursula, & personal spiritual development.

2 semesters

1 credit

7232 Jesus, Salvation, and the Church: (Sophomore) In the fall semester, students explore the rich Ursuline heritage bestowed upon us through the legacy of Sts. Angela and Ursula, the foundress and patroness of the Ursuline Order. Students will reflect upon some of the most crucial questions about the Christian faith: How does what happened in the garden of Eden affect the world we live in today? Why did those events require the death and resurrection of the Son of God? How does Jesus' earthly life 2,000 years ago serve as a model for us today? In the spring semester, students will examine how the Church was founded by Christ through the Apostles with the guidance of the Holy Spirit. Students will recognize how the Church guides us to encounter the living Christ in our world today.

Prerequisite: Freshman Theology

2 semesters

1 credit

7337 Sacraments and Morality: (Junior) In the fall, this course guides students to better understand how Jesus is personally and visibly present in the actions of the sacraments. Students discover how the sacraments fulfill our human need for physical manifestations of the spiritual. The course ultimately aims at instilling the value of sacraments as tools to help us on our journey to heaven and as personal experiences of Christ's grace. During the spring semester, this course aims at directing students to virtue as a path to true and lasting happiness. It challenges students to ask hard and honest questions concerning their actions and moral choices as young disciples living in the 21st century. At the end of this course, students should better understand the moral reasoning of the Church's teachings and how it applies to their own lives.

Prerequisite: Sophomore Theology

2 semesters

1 credit

7336 Morality: Life in Christ: (Junior) This course aims at directing students to virtue as a path to true and lasting happiness. It challenges students to ask hard and honest questions concerning their actions and moral choices as young disciples living in the 21st century. At the end of this course, students should better understand the moral reasoning of the Church's teachings and how it applies to their own lives.

Prerequisite: Sacraments in the Summer

Note: Sacraments and Morality are required to fulfill Theology requirements for Junior year

1 semester

1/2 credit

All Seniors are required to select two of the following:

7440 Catholic Social Justice: (Senior) This course prepares students for living in a just manner in our world. Our Christian understanding reveals that God desires a world in which all facets of life are guided by justice and charity. Integrating the learning of the past three years, an emphasis is placed upon comprehension of Church social documents. In weaving together the issues of social justice with Church teachings, students integrate these topics into their own lives. Prayer and spiritual connection are foundational to the curriculum to emphasize our response to the cry of the earth and the cry of the poor.

Prerequisite: Junior Theology

1 semester

1/2 credit

7442 Ecumenical and Interreligious Issues: (Senior) The purpose of this course is to acquaint students with the different major world religions (specifically Hinduism, Buddhism, Judaism, and Islam) and various Christian faith traditions. By engaging in a detailed study of the sacred writings and works of several world religions in addition to various Christian denominations, the course will introduce students to diverse traditions, doctrines, cultures, and histories. Additionally, students will be exposed to the way these faith communities share similar beliefs with the Catholic Church. The course will also help students identify what common threads join humanity together in its search to understand God. Building on the previous Ursuline courses that taught the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course will help students to recognize the ways in which important spiritual truths can also be found in the varied Christian faith traditions as well as in the major world religions. This course is also intended to help them recognize the ways in which other systems of belief and practice differ from the Catholic faith.

Prerequisite: Junior Theology

1 semester

1/2 credit

7444 Sacred Scripture: (Senior) The purpose of this course is to develop an appreciation and understanding of the principles for interpreting Sacred Scripture. As a survey course, specific sections of the Old and New Testament will be presented to create an overview of the importance of Scripture study and its relationship to our faith life. The Old Testament will have an emphasis on the Pentateuch, historical books, prophets, and wisdom literature. The New Testament will focus on a survey of the gospels and the letters of Paul. The course is designed to project a sense of unity between the Old and New Testament. The students will benefit from this course by learning about the history of salvation as it relates to our present-day faith experiences with our loving, merciful God.

Prerequisite: Junior Theology

1 semester

1/2 credit

7450 Church History: (Senior) Discover the epic 2000-year history of the Church, a history you are writing today. Throughout this course, students will encounter famous, infamous, and ordinary Catholics who have impacted the faith. Students will analyze Christianity's relationship with Judaism and Islam, examine evidence for belief in Christ, and explore the life and radical witness of Christians throughout the centuries. Opportunities are provided for students to directly interact with vowed and ordained religious, have a firsthand encounter with Eastern rite Christianity, evaluate the Church's changing understanding of its relationship with State, address old and current controversies, study the theology of sacred art and architecture, and learn from everyday people whose lives and grace have carried over into our lives today. This is the family history of the Catholic Church, a Church both human and divine, and a story which begs the question, "What will your contribution be?"

Prerequisite: Junior Theology

1 semester

1/2 credit

7455 Vocation: Discernment and the Heart's Desire: (Senior) God calls every person to love and serve in many ways: How is he calling you? In this course, students will develop an understanding of what "vocation" means in the Catholic tradition, including the universal call to holiness and the universal vocation of love. The course will also provide students with the time and tools to reflect upon their personal spiritual profile, the various models of spirituality in the Church, and methods of prayerfully discerning God's call. Through their developing spiritual insights and deeper self-knowledge, students will examine ways of following God's will in their lives and what it means to live in service to others.

Prerequisite: Junior Theology

1 semester

1/2 credit

7531 Peer Ministry and Liturgy: (Junior-Senior) In this year-long course, juniors and seniors are formed as disciples of Christ, with a focus on living out their faith in daily life. Peer ministers are servant leaders who accompany their peers along the journey of faith, serving the Catholic, Ursuline identity of our school community. Peer ministers plan and serve in all-school Masses and prayer services, assist with daily morning prayer, and develop Campus Ministry programming for the student body. This course will include class discussions, planning sessions for Campus Ministry programming, Bible studies, and communal prayer. Current peer ministers are also expected to serve on the retreat leadership team for annual student retreats. Grades are determined on a pass/fail basis and will be included on the transcript.

Note: This course cannot be taken in place of Junior or Senior-level required Theology courses. Students may take this course in addition to their other Theology classes. This course is open to all faith traditions and meets during a designated class period. You must be in good standing with the DOS Office and Academic Dean to be considered.

Prerequisites: Application and Interview

2 semesters

1 credit

Visual Arts

The Visual Arts Department is committed to empowering students in the development of their own unique artistic voice. In addition, we encourage student agency in the visual arts to instill confidence in using the visual language of art in a diverse and changing world.

2538 Studio Art I: Drawing, Painting, and Design Foundations: (Freshman-Senior) In this class, students develop an understanding of the elements of art: line, shape, color, value, form, texture, and space, as the fundamental building blocks for creating a work of art. Students focus on applying the elements of art in a wide variety of artistic challenges by engaging in sketchbook activities and creating works of art. These creative exercises support a working knowledge of each element and allow students to explore a variety of mediums and art forms including drawing, painting, and collage. Students complete the class with a portfolio of approximately four to five works of art. This hands-on art class is designed to benefit the beginning art student as well as challenge the advanced student. Completion of this class prepares students with a foundation of skill and vocabulary to proceed into any upper-level art class.

1 semester

1/2 credit

2539 Studio Art II: Drawing: (Freshman-Senior) In this class, students develop skills in drawing from direct observation while exploring a variety of media including graphite, charcoal, chalk pastel, and colored pencil. Students continue to build their art vocabulary as they design artworks incorporating the elements of art learned in Studio Art I, and the principles of design: balance, contrast, emphasis, movement, pattern and unity. Students demonstrate personal artistic voice through drawing projects that include a variety of subject matter such as still-life drawing, portraiture, and mixed media abstraction. Students complete the class with a portfolio of approximately three finished works demonstrating purposeful connections among the form, content, and subject of their work. Through class critiques, discussions, and analysis of art history, students enrich their technical skills, vocabulary, and understanding of drawing. Completion of this class prepares students with the skills and confidence needed to take Studio Art III: Painting.

Prerequisite: Studio Art I

1 semester

1/2 credit

2541 Studio Art III: Painting: (Sophomore-Senior) In this class, students explore a variety of painting mediums including watercolor, acrylic, and oil paint. Students engage in research and experimentation through sketchbook assignments to develop their own artistic voice. Students create individual project proposals pursuing their own concepts and ideas while demonstrating an understanding of formal design concerns and exploring various approaches to painting from realism to abstraction. Students learn how to use Adobe Photoshop as a method for generating ideas and sources of inspiration for their paintings. Students investigate both historical and contemporary artists and art movements as they continue to build on skills developed in Studio Art I and II to create a strong portfolio of artwork. Students completing this course develop the experience and technical skills necessary to succeed in Studio Art IV: Mixed Media Painting.

Prerequisite: Studio Art II

1 semester

1/2 credit

2542 Studio Art IV: Mixed Media Painting: (Sophomore-Senior) In this class, students learn advanced painting techniques and non-traditional mixed media painting processes. Students develop skills in using Adobe Photoshop as a method for generating ideas and sources of inspiration for their paintings. Throughout the course, students focus on developing a body of three works of art with a centralized concept that exhibits their personal artistic style and voice. Various stylistic approaches may be explored from realism to abstraction in conjunction with a study of historical and contemporary artists and art movements associated with painting. Students completing this course develop the experience and technical skills necessary to succeed in AP Studio Art.

Prerequisite: Studio Art III

1 semester

1/2 credit

AP Studio Art: (Junior-Senior) AP Studio Art is designed for highly motivated students who are committed to dedicating time both in and outside of class to developing a college level art portfolio. For the AP Art exam, students submit an art portfolio of 15 images demonstrating technical skills in either 2-D Design, 3-D Design, or Drawing for evaluation to the College Board at the end of the school year. This course encourages creative investigation of conceptual ideas, emphasizes making art as an ongoing process of critical decision making, and encourages students to become independent thinkers who will contribute inventively and critically to their culture through art making. Students in this course learn the professional practices of writing an artist statement, creating a personal website, assembling an art portfolio, and exhibiting art publicly.

College Board portfolio requirements:

- 1) Sustained Investigation: 15 digital images that include works of art and design and process documentation
- 2) Selected Works: Five works that best demonstrate an understanding of and engagement with design
- 3) Written Commentary: Identifying the questions or inquiry that guided the sustained investigation.

Students in AP Studio Art will select one of the following portfolios during the first quarter of the school year:

2603 AP Studio Art: 2-D Art and Design

2604 AP Studio Art: 3-D Art and Design

2605 AP Studio Art: Drawing

Prerequisites: Completion of two art credits in courses related to the portfolio the student intends to take, Application, and Departmental Approval

2 semesters

1 credit

2549 Fused Glass: (Junior-Senior) In this class, students explore the ancient art form of fused glass. Students learn the proper process involved in stacking, or layering thin sheets of colored glass, to create their own artistic designs as they develop patterns or simple images. Students may choose to incorporate glass frits and liquid glass to enhance their designs. The stacked glass design is then fused by placing it inside an electric kiln and heating it until the design is fused into one piece. With this process, students may choose to create non-functional works of art or functional plates, bowls, and tiles. Students will investigate the historical context and origin of this art form and discover how various cultures have embraced and defined the art of fused glass.

1 semester

1/2 credit

2575 Book Arts and Papermaking: (Junior-Senior) In this class, students explore the art and craft of making books with handmade paper. Artistic applications of handmade paper will be explored in various ways including constructing both utilitarian and artistic books, creating a unique watermark, and using handmade paper as a sculptural method by designing lightweight, sculptural installations. Students learn about papermaking throughout history and how this ancient technique can be applied to modern day art forms. Students also learn about the elements of art and the principals of design with a special emphasis on color and unity.

1 semester

1/2 credit

2583 Screen Printing: (Freshman-Senior) In this hands-on studio art class, students learn the process of screen printing. Students learn how to squeegee ink through screen stencils to create beautiful works of art in multiples. The use of color, among other elements of design, is a hallmark of this process. Both hand-drawn and photographic imagery are used as sources for creating these prints as students exercise creativity and broaden their art portfolio. Through demonstrations, lectures, and hands-on assignments, students learn tools, techniques, and vocabulary associated with screen printing, and the rich history of this process.

1 semester

1/2 credit

2584 Relief and Engraving: (Freshman-Senior) In this hands-on studio art class, students learn two methods of printmaking — relief and intaglio. Students learn how to carve a linoleum block and dry-point engrave an acrylic plate each of which are inked and printed using a printing press to transform the student’s creative designs, drawings, and photographs into beautiful works of art in multiple. The use of line, shape, and value, among other elements of design, are hallmarks of this process. Through demonstrations, lectures, and hands-on assignments, students learn tools, techniques, and vocabulary associated with printmaking as they exercise creativity and broaden their art portfolio. Students also learn about the contemporary use of relief and engraving, and its rich history.

1 semester

1/2 credit

2550 Ceramic Basics I: (Freshman-Senior) In this introductory class in the art of clay, students learn basic hand-building techniques in both additive and subtractive processes using the coil, pinch, and slab method of constructing to create a variety of functional and nonfunctional sculptures, objects, and vessels. Students are also introduced to the potter’s wheel and learn techniques for throwing an assortment of functional and sculptural forms. Through demonstrations and hands-on assignments, students explore various methods of glazing and firing their work while learning the history of this ancient art form.

1 semester

1/2 credit

2551 Ceramic Basics II: (Freshman-Senior) In this class, students build and refine the throwing and hand-building skills learned in Ceramics I. Through demonstrations and hands-on assignments, students experiment with various methods of glazing and firing their work as they continue their study the historical development of ceramics.

Prerequisite: Ceramic Basics I

1 semester

1/2 credit

2552 Ceramics III: (Sophomore-Senior) In this class, students build upon the basic skills learned in Ceramic Basics I and II. Students continue to construct more complex slab-building projects, further develop their skills in throwing on the potter's wheel, and experiment with making small glaze test batches. Students glaze and fire their work and continue their study of the historical development of ceramics.

Prerequisite: Ceramic Basics II

1 semester

1/2 credit

2553 Ceramics IV: (Junior-Senior) Students in this class continue to refine their skills on the potter’s wheel with the creation of more complicated forms that can be combined with hand-building techniques using the extruder and slab roller. Through self-directed projects, students develop a body of work that expresses their own artistic voice and style. Students study contemporary trends in ceramics while also learning to develop simple glaze calculations on the computer, assist in the loading and firing of the work, and participate in art exhibitions.

Prerequisite: Ceramics III

1 semester

1/2 credit

2556 Pocket Photography: Creating with Smart Phones: (Freshman-Senior) In this class, students will learn how to create extraordinary photographs with the device that is always on hand, the smart phone. Photographers of any skill level will discover practices to dramatically improve their skills to expertly capture and edit images on a smart phone. Students will learn how to use various camera modes and settings on the phone to achieve professional looking photographs. Through a variety of assignments, students will develop a sophisticated approach to composing dynamic pictures and creating visual interest while discovering the creative possibilities of shooting and editing on a smart phone. Students are also introduced to basic applications of Adobe Photoshop as a tool for further enhancing images. Through class discussions and critiques, students discover how to use the visual language of photography to communicate meaning, tell stories, and convey ideas. Continuous access to a smart phone is required. No other equipment is required.

1 semester

1/2 credit

2560 Photography I: Seeing Creatively: (Freshman-Senior) In this class, students learn to exercise creativity through the medium of digital photography. Through lectures, demonstrations, assignments, and critiques, students learn to create dynamic photo compositions and learn how to use the manual functions of the camera including aperture, shutter speed, and ISO to create photographic works of art. Students also learn how to edit photos in Adobe Photoshop and apply this tool for self-expression. Through exploration and investigation, students discover photography's rich heritage and contemporary practices. Students are required to provide their own digital camera with manual shutter and aperture control. These cameras typically cost \$350-\$500. If a student is unable to provide their own camera, a limited number of cameras are available upon request. Camera loans are conditional and require students and guardians to sign an equipment responsibility agreement.

1 semester

1/2 credit

2562 Photography II: Photoshop Applications: (Freshman-Senior) In this class, students continue to develop their photography skills while expanding their understanding of editing photos with Adobe Photoshop for self-expression. Through lectures, demonstrations, assignments, and critiques, students learn to apply the elements of art and principles of design to their work. By exploring the narrative qualities of photographic imagery, students develop and express their own artistic voice. This class will focus on the element of value and the principle of contrast as light is considered as an important component for illuminating a subject, creating a mood, or telling a story. Students are required to provide their own digital camera with manual shutter and aperture control. If a student is unable to provide their own camera, a limited number of cameras are available upon request. Camera loans are conditional and require students and guardians to sign an equipment responsibility agreement.

Prerequisite: Photography I

1 semester

1/2 credit

2567 Photography III: Professional Practices: (Sophomore-Senior) In this class, students build upon the knowledge and skills learned in Photography I & II while exploring advanced photographic techniques and equipment in a variety of shooting situations. Students work to develop and express their own personal artistic vision and style through a variety of assignments such as night photography and product photography. Students continue developing their technical skills in Adobe Photoshop for self-expression and participate in competitive photo exhibitions. Students are required to provide their own digital camera with manual exposure control. If a student is unable to provide their own camera, a limited number of cameras are available upon request. Camera loans are conditional and require students and guardians to sign an equipment responsibility agreement.

Prerequisites: Photography I and II

1 semester

1/2 credit

2568 Photography IV: Personal Voice: (Sophomore-Senior) In this class, students build on the knowledge and skills learned in Photography I-III while exploring advanced photographic techniques and equipment in a variety of shooting situations. Students work to develop and express their own personal artistic vision and style through a variety of assignments such as studio portraiture and independent endeavors. Students also continue to develop technical skills in Adobe Photoshop and participate in competitive photo exhibitions. Students are required to provide their own digital camera with manual exposure control. If a student is unable to provide their own camera, a limited number of cameras are available upon request. Camera loans are conditional and require students and guardians to sign an equipment responsibility agreement.

Prerequisites: Photography I, II and III

1 semester

1/2 credit

2570 Film I: Introduction to Film Studies: (Freshman-Senior) In this class, students explore a world increasingly shaped by moving images and learn the basics of film analysis, history, and production. The course covers a variety of topics, starting with the history of cinema. Students explore major film genres such as drama, comedy, horror, and science fiction. The course provides an overview of the film-making process, from pre-production, production, to post-production. Students learn the basics of writing a screenplay and producing a film. Assignments for this course include watching and analyzing classic films as well as writing and producing a group film project. Students work collaboratively to create a short black and white silent screenplay. Students gain hands-on experience with industry standard film equipment and software including Adobe Premiere Pro. Filmmaking cameras and equipment are loaned to students for the purposes of this class. Use of Ursuline equipment requires students and guardians to sign an equipment responsibility agreement.

1 semesters

1/2 credit

2572 Film II: Intermediate Film Studies: (Sophomore-Senior) In this class, students develop a deeper understanding of film theory and practice building on the foundation from Film I. The course covers several key topics, starting with an introduction to major film theories such as auteur theory and feminist film theory. Students learn advanced film techniques, including lighting, sound design, and editing in software Adobe Premiere Pro. The course also explores world cinema, focusing on international films and directors. Documentary filmmaking is another important topic, where students learn the techniques and ethics involved in producing documentaries. Assignments for this course include analyzing a film using a specific film theory, creating a short documentary, and writing a detailed screenplay for a short film with complex characters and plots. Additionally, the course includes film criticism, teaching students how to write in-depth film critiques. Filmmaking cameras and equipment are loaned to students for the purposes of this class. Use of Ursuline equipment requires students and guardians to sign an equipment responsibility agreement.

Prerequisites: Film I

1 semesters

1/2 credit

2573 Film III: Advanced Film Studies: (Sophomore-Senior) In this class, students develop advanced skills in film analysis, production, and criticism. Assignments for this course include directing and producing a short film inspired by a director/cinematographer of their choosing and editing a film using advanced software. The course covers several key topics, including an in-depth study of contemporary film theories. Students will explore specific genres and sub-genres including film Noir, animation, and westerns. The course also focuses on advanced cinematography techniques, enhancing students' skills in camera work and visual storytelling. Students will learn the art of directing and techniques for directing actors. Additionally, the course covers advanced editing techniques and software such as Adobe Premiere Pro and After Effects. Students will learn about the film industry, film festivals, and how to show and distribute their films. Use of Ursuline equipment requires students and guardians to sign an equipment responsibility agreement.

Prerequisites: Film I and II

1 semester

1/2 credit

2574 Film IV: Capstone Film Project: (Sophomore-Senior) In this class, students apply their knowledge and skills to produce a comprehensive film project. Assignments for this course include developing, writing, and producing a 10–15-minute film or a series of short films. Students will present their films at a school film festival. The course covers several key topics, starting with project development, guiding students from concept to final product. Team collaboration is emphasized, as students work in teams to produce a film. Advanced screenwriting is another focus, where students write a feature-length screenplay. The course also covers production management, including budgeting, scheduling, and logistics. Post-production is addressed with advanced techniques in editing, sound, and visual effects in Adobe Premiere Pro and After Effects. Additionally, film marketing is discussed, providing strategies for promoting and distributing films. Use of Ursuline equipment requires students and guardians to sign an equipment responsibility agreement.

Prerequisites: Film I, II, III and Instructor Approval

1 semester

1/2 credit

World Languages

The World Languages Department is strongly committed to preparing students to engage and thrive in a multicultural world. Students acquire not only communicative proficiency in the language of study but also knowledge, understanding, appreciation, and acceptance of other cultures.

Note: Any student interested in double tracking needs to contact the World Language Department Chair for the approval process.

Arabic

1011 Arabic I: This course is an introduction to Modern Standard Arabic (MSA), a modernized version of Literary Arabic. Students are introduced to spoken Arabic in different social contexts. The class will give students an overview of Arabic language and culture, its alphabet and numbering system. Pronunciation and basic grammatical structures will be covered. It will also cover culture and tradition. Students will master basic writing and reading in Arabic. No previous study of Arabic is required.

2 semesters

1 credit

1012 Arabic II: This course continues to build on the language skills learned in Arabic I. Students are introduced to the technical aspect of the language (grammar). The course is designed to build and develop a stronger understanding of the Arabic language and its culture. It will further enhance the student's ability to communicate in Arabic in written and spoken forms. Students are working towards a Novice-Low proficiency level or above, as defined by the American Council for Teachers of Foreign Languages. This course will work on improving the student's confidence in reading and interpreting basic Arabic text and communicating with others.

Prerequisite: Arabic I

2 semesters

1 credit

1017 Arabic II Honors: This course continues to build on the language skills learned in Arabic I. Students are introduced to the technical aspect of the language (grammar) along with a broader vocabulary base to build the four modes of communication and to develop a stronger and deeper understanding of the Arabic language and its culture. Students are working towards a Novice-Mid proficiency level or higher as defined by the American Council for Teachers of Foreign Languages. This course will work on improving the student's confidence in reading and understanding more relevant Arabic text and communicating with others.

Prerequisite: Arabic I and Departmental Approval

2 semesters

1 credit

1013 Arabic III: This third-year course will continue expanding vocabulary, adding more grammatical structures, and exploring the Arabic culture and heritage. It will further strengthen overall language proficiency and cultural knowledge through more advanced vocabulary and structures. Students will develop writing presentational skills. This course addresses all four communication skills: reading, speaking, listening, and writing. Arabic III will enhance the student's ability to communicate in Arabic at a Novice- Mid level of performance or higher as defined by the American Council for Teachers of Foreign Languages.

Prerequisite: Arabic II

2 semesters

1 credit

1015 Arabic III Honors: This course will expand vocabulary, grammatical structures and authentic sources, including Arabic language poetry, short stories, movies, and websites to achieve a higher level of proficiency in the four modes of communication. Students are working towards the goal of reaching a Novice-high level of proficiency or higher, as defined by the American Council for Teachers of Foreign Languages. Students may anticipate a variety of short presentations; students will be trained in their typing skills. **Prerequisites:** Arabic II and Departmental Approval

2 semesters

1 credit

1014 Arabic IV: This fourth-year course is taught to develop a Novice-high level of proficiency or higher as defined by the American Council for Teachers of Foreign Languages. Using authentic sources students learn more complex structures and vocabulary to achieve proficiency in listening, speaking, reading, and writing language skills. Students will learn traditions and aspects of modern life to develop a deeper understanding of Arabic language and culture. Students are given the opportunity to use all the skills learned in the previous levels through authentic projects (events, service, scrapbooks).

Prerequisite: Arabic III

2 semesters

1 credit

1016 Arabic IV Honors: In this course students are working towards the Intermediate-low level of proficiency, as defined by the American Council for Teachers of Foreign Languages. Using authentic sources students learn advanced vocabulary and grammatical structures needed to achieve a higher level of proficiency in the listening, speaking, reading, and writing language skills. A variety of topics on Arabic traditions, and aspects of modern life will be addressed. This course also focuses on developing informal speaking and writing skills necessary to write emails and read short stories and advertisements.

Prerequisites: Arabic III Honors or Departmental Approval

2 semesters

1 credit

Chinese

1111 Mandarin Chinese I: This introductory course is designed to develop students' basic Modern Standard Mandarin Chinese proficiency in the four modalities of language learning: listening, speaking, reading, and writing. Vocabulary, pronunciation rules (pin yin), basic grammar structures and Hanzi characters (simplified) will be introduced to develop these skills. Students not only begin to use the computer to type Chinese characters, but they also learn how to write Chinese Hanzi characters by hand. In the second semester, students will do some extensive listening and reading activities to enhance their vocabulary, listening and reading skills. This course also provides an overview of the Chinese language and culture aimed at developing students' appreciation of the Chinese culture and people. Upon successful completion of this course, students will be at a Novice-Low level of proficiency as defined by the American Council for Teachers of Foreign Languages. No previous background in Chinese is required.

2 semesters

1 credit

1211 Mandarin Chinese II: This course continues to build on the listening, speaking, reading, and writing language skills learned in Chinese I. Grammatical constructions will be reinforced, and new structures will be introduced. While many of the linguistic tasks will be like those of first-year Chinese, the language level required will be more advanced at a Novice-Mid level of proficiency, as defined by the American Council for Teachers of Foreign Languages. In this course students' Chinese typing speed and accuracy will be trained. Students will do more extensive listening and reading to enhance their vocabulary, listening, and reading skills. By the end of this second year, students will be able to communicate basic needs in a Chinese-speaking community and read and/or write simple paragraphs.

Prerequisite: Mandarin Chinese I

2 semesters

1 credit

1212 Mandarin Chinese II Honors: This course introduces new grammatical concepts and keeps building on the thematic vocabulary units introduced in level I. It continues to build on the language skills learned in Chinese I to advance to a Novice-High level of proficiency, as defined by the American Council for Teachers of Foreign Languages. In this course, students will continue to train on their Chinese typing speed and accuracy. While this course will help students advance in the three communication modes, it focuses more on the presentational mode of communication. Students are expected to move at a fast pace and work with authentic materials to make cultural connections as they work more on integrated performance assessments. Students will also do more extensive listening and reading to enhance their vocabulary, listening and reading skills. Students are required to complete special projects.

Prerequisites: Mandarin Chinese I and Departmental Approval

2 semesters

1 credit

1311 Mandarin Chinese III: This course aims to enhance students' listening, speaking, reading, and writing skills in Mandarin Chinese. The primary objective is to equip students with the necessary vocabulary and grammatical structures to communicate effectively in the target language. Emphasizing overall language proficiency and cultural understanding, students will work toward achieving a Novice-High level of performance, as defined by the American Council on the Teaching of Foreign Languages. Building on the foundation established in Mandarin Chinese II, this course focuses on vocabulary acquisition through situational conversations. Students will further develop their communicative abilities while engaging in extensive reading tailored to their personal interests and guided by their instructor. Additionally, typing skills will be honed through exercises involving Chinese content. Course requirements include the completion of special projects that encourage practical application of language skills. Grammar instruction will be integrated into communication practice, and students will learn to input Chinese characters using computer software.

Prerequisite: Mandarin Chinese II

2 semesters

1 credit

1312 Mandarin Chinese III Honors: This course is mainly project based and will continue expanding vocabulary, more grammatical structures and some authentic sources, such as Chinese story books, movies, and websites. Students are expected to communicate using Chinese most of the time and accomplish the goal of reaching an Intermediate-Low level of proficiency, as defined by the American Council for Teachers of Foreign Languages. In this course, students write both formally and creatively in Chinese. Students may also anticipate a variety of short presentations, selected standard-based exams throughout the course. Students will be trained on their typing skills while listening to Chinese content. Students will do some Extensive Reading according to their personal interests, reading level and their teacher's suggestion.

Prerequisites: Mandarin Chinese II Honors or Departmental Approval

2 semesters

1 credit

1410 Mandarin Chinese IV: This course aims to develop an Intermediate-Low level of proficiency, as defined by the American Council on the Teaching of Foreign Languages. Students will engage with authentic materials—including songs, art, images, comic books, films, and online content—to learn more complex structures and vocabulary gain insights into modern Chinese life, deepening their understanding of Chinese culture. They will have opportunities to apply and revisit previously learned vocabulary and structures through authentic projects, such as events, community service, and scrapbooks. Additionally, students will participate in Extensive Reading tailored to their personal interests and reading levels, with guidance from their teacher.

Prerequisite: Mandarin Chinese III

2 semesters

1 credit

1411 Mandarin Chinese IV Honors: In this course students are working towards the Intermediate-Mid level of proficiency, as defined by the American Council for Teachers of Foreign Languages. Using authentic sources from Chinese television, newspapers, movies, and websites, students learn advanced vocabulary and grammatical structures needed to achieve a higher level of proficiency in the listening, speaking, reading, and writing language skills. A variety of topics on Chinese history, geography, literature, traditions, and aspects of modern life will be addressed. This course also focuses on developing informal speaking and writing skills necessary to write emails and application letters, read short stories and advertisements, and exchange currency. Students will do some Extensive Reading according to their personal interests, reading level and their teacher's suggestion. With extra intensive language practice, some students may choose to take the AP Chinese Language and Culture test.

Prerequisites: Mandarin Chinese III Honors or Departmental Approval

2 semesters

1 credit

1414 Mandarin Chinese V Honors: This course continues to develop the listening, speaking, reading, and writing skills in the Chinese language and Culture. It focuses on communication strategies based on the AP World Languages thematic areas: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. By the end of the year, students should be able to communicate with fluency, using new vocabulary and grammatical structures at an Intermediate-mid level of proficiency or above as defined by the American Council for Teachers of Foreign Languages. The class is mainly conducted in Mandarin Chinese and students are expected to communicate in the target language. Students will be introduced to the history, art, geography, movies, major artists and authors of China and Mandarin Chinese-speaking regions and countries.

Prerequisites: Mandarin Chinese IV Honors or Departmental Approval

2 semesters

1 credit

French

1121 French I: This course introduces students to the French language and culture while developing the communication skills of listening, speaking, reading, and writing. Communication, acquisition of vocabulary, and basic structures are emphasized. French-speaking cultures around the world and their traditions are introduced. Parts of the class are conducted in French. Students are working towards Novice-Low proficiency as defined by the American Council for Teachers of Foreign Languages. Participation in the annual National French Contest is required.

2 semesters

1 credit

1222 French II: This course develops interpretive, interpersonal, and presentational communication in the French language within the context of exploring francophone cultures. It builds on the listening, speaking, reading and writing language skills learned in French I while developing the structures needed for communication. Students work with authentic materials to make cultural connections. Much of the class is conducted in French and students are strongly encouraged to communicate in French. Students are working towards Novice-Mid proficiency as defined by the American Council for Teachers of Foreign Languages. Participation in the annual National French Contest is recommended.

Prerequisite: French I

2 semesters

1 credit

1221 French II Honors: This course develops interpretive, interpersonal, and presentational communication in the French language within the context of exploring francophone cultures. It builds on the listening, speaking, reading, and writing language skills learned in French I while developing the structures needed for communication. Students work with authentic materials to make cultural connections. Most of the class is conducted in French and students are expected to communicate in French. Students are working towards Novice-High level of proficiency as defined by the American Council for Teachers of Foreign Languages. Participation in the annual National French Contest is required.

Prerequisites: French I and Departmental Approval

2 semesters

1 credit

1323 French III: This course further develops interpretive, interpersonal and presentational communication in the French language within the context of exploring contemporary issues in francophone cultures. It continues to build on the listening, speaking, reading and writing language skills learned in French II while building proficiency with grammatical structures needed for communication. Students work with authentic materials to make cultural connections. Most of the class is conducted in French and students are expected to communicate in French, working towards Novice-High level of proficiency as defined by the American Council for Teachers of Foreign Languages. Students' participation and collaboration in the class are highly recommended and required. Participation in the annual National French Contest is recommended.

Prerequisite: French II

2 semesters

1 credit

1322 French III Honors: This course further develops interpretive, interpersonal and presentational communication in the French language within the context of exploring contemporary issues in francophone cultures. It continues to build on the listening, speaking, reading and writing language skills learned in French II Honors while building proficiency with the grammatical structures needed for communication. Students work with authentic materials to make cultural connections. The course is mostly conducted in French and students are expected to communicate in French, working toward an Intermediate-Low level of proficiency as defined by the American Council for Teachers of Foreign Languages. Particular emphasis is placed on preparation for the AP World Language and Culture courses. Participation in the annual National French Contest is required.

Prerequisites: French II Honors or Departmental Approval

2 semesters

1 credit

1424 French IV: This course continues developing the skills needed to communicate effectively in French. Students will listen to, watch, read, discuss and critique authentic print, audio, and visual communications from across the francophone world. Through daily engagement in cultural content, students gain confidence and competence in interpersonal communication. Students execute projects designed to display their improving communication skills and understanding of cultural topics covered in the course. Students' participation and collaboration in the class are highly recommended and required. Students are working towards Intermediate-Low proficiency as defined by the American Council for Teachers of Foreign Languages.

Prerequisite: French III

2 semesters

1 credit

1426 AP French Language and Culture: This college-level honors course emphasizes the use of French for active communication. Within the context of the six AP Themes, students will work to understand, analyze, and synthesize authentic print, audio, and visual communications from across the francophone world, and engage in interpersonal and presentational written and oral communications on these themes. This fast-paced course includes extensive practice in the organization and execution of writing, and proficiency and fluency in speaking. Students execute projects designed to display their communication skills and understanding of cultural topics covered in the course. Students will also learn strategies and practice skills in preparation for the AP French Language and Culture exam. The course is conducted in French and students are expected to communicate in French, working towards an Intermediate-Mid level of proficiency or above as defined by the American Council for Teachers of Foreign Languages. Students are encouraged to take the AP exam and are required to participate in the National French Contest.

Prerequisites: French III Honors or Departmental Approval

2 semesters

1 credit

Spanish

1161 Spanish I: This introductory course is for non-heritage and non-native speakers. It introduces students to the Spanish language and culture while developing the communication skills of listening, speaking, writing, and reading. Interpersonal communication, acquisition of vocabulary and mastery of basic grammar concepts are emphasized. This course is conducted mainly in Spanish. Students are working towards Novice-Low level of proficiency or above as defined by the American Council for Teachers of Foreign Languages. During the second semester, students take part in the annual National Spanish Exam. This course is a level one introductory course for students with no previous background; for all other students with Spanish background, a placement test is required.

2 semesters

1 credit

1165 Spanish I Honors: Designed for students with some experience at the Novice level of Spanish proficiency, this class is a fast-paced review of the basic skills of language: listening, speaking, writing, and reading. This course is designed for highly motivated students who are interested in pursuing the Honors sequence. The class is conducted mainly in Spanish. Review and broadening of vocabulary and the mastery of basic grammar structures are emphasized. Students are working towards Novice-Mid proficiency level or above as defined by the American Council for Teachers of Foreign Languages. During the second semester, students take part in the annual National Spanish Exam. This course is for non-native speakers; all heritage Spanish speakers must take the placement test in the spring.

Prerequisite: Departmental Approval

2 semesters

1 credit

1262 Spanish II: This course continues to build the four language skills learned in Spanish I. Students continue developing the communication skills of listening, speaking, writing and reading at the Novice-Mid proficiency level or above as defined by the American Council for Teachers of Foreign Languages. The class is mostly conducted in Spanish and students are expected to communicate using the target language. Practice of language skills through interpersonal communicative activities will be conducted on a variety of topics.

Prerequisite: Spanish I

2 semesters

1 credit

1261 Spanish II Honors: This course introduces major and new grammatical structures of the language. Students work on integrated performance assessments to develop their communication skills. While the course will help students to advance in their communication skills, this class focuses particularly on interpersonal communication. The class is conducted mostly in Spanish and students are expected to communicate using the target language. Students are working towards Novice-High level of proficiency or above as defined by the American Council for Teachers of Foreign Languages. Participation in the annual National Spanish Examination and/or special projects is required.

Prerequisites: Spanish I Honors or Spanish I and Departmental Approval

2 semesters

1 credit

1363 Spanish III: This course is designed to improve the development of the listening, speaking, reading and writing skills. The main objective of the course is to provide students with enough pertinent vocabulary and grammatical structures so that they can communicate in interpretive, interpersonal, and presentational modes. The focus is to strengthen the overall language proficiency and cultural knowledge to advance to an Intermediate-Low level of proficiency or above as defined by the American Council for Teachers of Foreign Languages. The class is conducted mostly in Spanish and students are expected to communicate using the target language.

Prerequisite: Spanish II

2 semesters

1 credit

1361 Spanish III Honors: This course continues to develop the listening, speaking, reading, and writing skills in the Spanish language. It focuses on communication strategies based on the AP World Languages thematic areas: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. By the end of the year, students should be able to communicate using new vocabulary and grammatical structures at an Intermediate-mid level of proficiency or above as defined by the American Council for Teachers of Foreign Languages. The class is conducted in Spanish and students are expected to communicate in the target language about topics such as history, art, culture and geography of Latin America and Spain. Students are introduced to the major artists and authors of the Hispanic world. Participation in the annual National Spanish Examination and/or special projects is required.

Prerequisites: Spanish II Honors or Spanish II and Departmental Approval

2 semesters

1 credit

1464 Spanish IV: This course is designed to continue improving the development of listening, speaking, reading and writing skills, with a conversational focus. The program aims to foster active participation of the students in the language and develop proficiency in communication. Students apply all grammar concepts previously learned that are essential to communicate effectively in everyday real-life situations, and to discuss current events. The main objective of this course is to provide students with enough practice so that they can communicate in the three modes: presentational, interpersonal and interpretive. The class is conducted in Spanish and students are expected to communicate using the target language. Students are working towards Intermediate-Mid proficiency or above as defined by the American Council for Teachers of Foreign Languages.

Prerequisite: Spanish III

2 semesters

1 credit

1466 AP Spanish Language and Culture: This honors course is equivalent to a college course in advanced Spanish composition and conversation and as such, it is conducted entirely in Spanish. Students are expected to use Spanish at all times during the class. Several integrated performance assessments will be completed throughout the school year. The AP Spanish class emphasizes the use of Spanish for active communication; it encompasses aural/oral skills, reading comprehension, grammar, and composition. The course is structured around the six AP themes which are presented through authentic materials from the Spanish and Latin American world. Students are working towards Intermediate-High proficiency or above as defined by the American Council for Teachers of Foreign Languages. Students are encouraged to take the AP exam and will be required to take the annual National Spanish Exam.

Prerequisites: Spanish III Honors and Departmental Approval

2 semesters

1 credit

1566/1566OLSG AP Spanish Literature and Culture: * This course is designed to provide students with a learning experience equivalent to that of an introductory college course in Spanish literature. It introduces the Peninsular Spanish, Latin American, and U.S. Hispanic literature. The class provides ample opportunities to further develop the student's proficiencies across a full range of language skills. It gives special attention to critical reading and analytical writing and encourages students to reflect on the many voices and cultures of Spanish literature. Emphasis is placed on the study of literature through global, historical and contemporary cultural contexts. Students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. The course aims to help students to read with critical, historical and literary sensitivity. It exposes students to the methods of literary analysis, critical interpretation and evaluation. Students are working towards Advanced level of proficiency as defined by the American Council for Teachers of Foreign Languages.

Prerequisites: AP Spanish Language and Culture and Departmental Approval

**Depending on enrollment this course might be offered only online*

2 semesters

1 credit

1568 Spanish V Honors: This conversational and cultural course is not designed for heritage Spanish speakers. This class continues the refined study of advanced concepts of grammar and communication. The class is conducted in Spanish and students are expected to communicate in the target language on topics such as literature, film and culture. At this level, students are working towards a low advanced level of proficiency in all modes of communication. Students are required to develop proficiency in the target language while using it exclusively in class. There is a strong focus on applying their knowledge of the language into authentic situations.

Prerequisites: Spanish IV and Departmental Approval or AP Spanish Language and Culture

2 semesters

1 credit

Online Courses

Online courses require a great deal of self-motivation, discipline, and time management. Students who enroll in an online course will have a One Schoolhouse instructor, not an Ursuline instructor. A designated Ursuline administrator acts as the liaison with the One Schoolhouse and shadows the progress of the students taking online courses. The Ursuline administrator monitors tests and periodically checks in with the students. The online course credit and grade will be reflected on the Ursuline transcript and included in the Ursuline GPA.

Students taking One Schoolhouse classes follow the calendar and due dates of One Schoolhouse. First semester is September through December, and second semester is mid-January through the end of April. Students are assigned a period during the school day to work on this class, but due dates of assignments are on set days usually Tuesday and Friday.

There is an extended winter break but **no Fall, Thanksgiving, Winter, Spring or Easter break**. One Schoolhouse gives quarter grades.

Fall Semester 2025

- Fall Semester Classes Start – September 8, 2025
- Quarter 1 Ends – October 31, 2025
- Mid-Semester Report Published – November 7, 2025
- Quarter 2 Ends and Final Day to Complete Semester – December 12, 2025
- Semester I Report Published – December 19, 2025

Spring Semester 2026

- Classes Resume – January 20, 2026
- Quarter 3 Ends – March 13, 2026
- Mid-Semester Report Published – March 20, 2026
- Quarter 4 Ends and Final Day to Complete Semester – May 1, 2026
- Semester II Report Published – May 8, 2026

There is no senior exemption with One Schoolhouse. Failures follow Ursuline Academic policies.

There is no additional charge for these classes. Parents may receive an email showing the amount charged for the class, but this is not a bill. Ursuline pays for all charges. There is a charge for dropping a class after the first week of class. The fee for dropping a full credit class is \$1,930 and a half credit charge is \$1,160.

Computer Science

3667OLSG Advanced Computer Science: Game Design Fall Co-ed: (Junior-Senior) Computer scientists are creatives, problem-solvers, puzzlers... and tech junkies. The fundamental purpose of programming is to solve a real-world problem, and if done well, the design is elegant, useful, usable. Moreover, if done really well, then it can be addictively fun. So how does that happen? At the intersection of art and science sits game design, a field of computer science that draws on graphic design, programming, math, and psychology to create the experiences we enjoy so much in video games, virtual reality apps, and all kinds of digital media. This class introduces students to the tools of a game designer using the game engine Unity, the C# programming language, and resources from a variety of fields to explore what it takes to design a game. Students build on their prior computer science experiences to apply programming and design skills in this challenging and creative interdisciplinary course. This is the most advanced course in our CS strand and is specifically designed as an alternative to AP or as a post-APCSA course.

Prerequisite: AP Computer Science A or prior programming experience with Ms. Bauer approval

Fall semester

½ credit

3668OLSG Advanced Computer Science: Game Design Yearlong Co-ed: (Junior-Senior) Computer scientists are creatives, problem-solvers, puzzlers... and tech junkies. The fundamental purpose of programming is to solve a real-world problem, and if done well, the design is elegant, useful, usable. Moreover, if done really well, then it can be addictively fun. So how does that happen? At the intersection of art and science sits game design, a field of computer science that draws on graphic design, programming, math, and psychology to create the experiences we enjoy so much in video games, virtual reality apps, and all kinds of digital media. This class introduces students to the tools of a game designer using the game engine Unity, the C# programming language, and resources from a variety of fields to explore what it takes to design a game. Students build on their prior computer science experiences to apply programming and design skills in this challenging and creative interdisciplinary course. This is the most advanced course in our CS strand and is specifically designed as an alternative to AP or as a post-APCSA course.

In Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design, or research project on a topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students choose include:

- **Spring Activism Seminar:** In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- **Spring Design Seminar:** In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- **Spring Research Seminar:** In this seminar, students answer theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students have gained academic maturity and expanded their ability to engage in a diverse and changing world. They are able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they have created and tested something useful of their own design or are able to defend a position based on their own research.

Prerequisite: AP Computer Science A or prior programming experience with Ms. Bauer approval

2 semesters

1 credit

3653OLSG Artificial Intelligence Fall Co-ed: (Sophomore-Senior) From virtual personal assistants like Siri and Alexa to autonomous vehicles that navigate and drive themselves, Artificial Intelligence (AI) is embedded in all kinds of technology and makes everyday objects act in human-like ways. Beginning with AI's foundation in data science, this course explores the world of AI, its key technologies, and the concerns guiding its use. Students model machine learning algorithms using block-based and Python programming languages, and design intelligent agents to solve real-world problems. Topics include natural language processing, image processing, deep neural networks, data science life cycle, computation thinking, and predictive analytics. Students leave this course having gained an understanding of how AI can help us make better decisions and build "smarter" technology.

Fall semester

1/2 credit

3654OLSG Artificial Intelligence Yearlong Co-ed: (Sophomore-Senior) From virtual personal assistants like Siri and Alexa to autonomous vehicles that navigate and drive themselves, Artificial Intelligence (AI) is embedded in all kinds of technology and makes everyday objects act in human-like ways. Beginning with AI's foundation in data science, this course explores the world of AI, its key technologies, and the concerns guiding its use. Students model machine learning algorithms using block-based and Python programming languages, and design intelligent agents to solve real-world problems. Topics include natural language processing, image processing, deep neural networks, data science life cycle, computation thinking, and predictive analytics. Students leave this course having gained an understanding of how AI can help us make better decisions and build “smarter” technology.

Students wishing to pursue an artificial intelligence project may enroll in the course for the full year. For students continuing into Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry; authentic and iterative research; critical analysis; and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design, or research project on the topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students choose include:

- **Spring Activism Seminar:** In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- **Spring Design Seminar:** In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- **Spring Research Seminar:** In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students will have gained academic maturity and expanded their ability to engage in a diverse and changing world. They will be able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they will have created and tested something useful of their own design or will be able to defend a position based on their own research.

2 semesters

1 credit

Mathematics

3337OLSG Linear Algebra: (Junior-Senior) Through a wide variety of practical problems, conceptual questions, and visualizations, students learn how to think about vectors, the spaces in which vectors live, and linear mappings between those spaces. They develop powerful new ways of thinking mathematically and apply their new skills to solve a wide variety of problems from other fields, including computer graphics, economics, and population biology. This year-long course covers a typical one-semester college linear algebra curriculum, including matrix algebra, vector spaces, eigenvalues and eigenvectors, and applications to differential equations. Linear algebra is a required and very useful subject in college for many science and engineering majors, and it can be studied either before or after multivariable calculus. It's a great fit for the student who has completed AP Calculus AB or BC, who is passionate about a challenge to think in new ways, and who wants to see math applied to the real world.

Prerequisites: AP Calculus AB or BC

2 semesters

1 credit

Science

4942OLSG Anatomy and Kinesiology Fall Co-ed: (Senior) How does exercise change the body? How do muscles get bigger? How do bones repair themselves? What's the best breakfast to eat before an athletic event? Why? In this course, we will examine the body through an exercise lens. We will study the cardiovascular system and the changes that occur through exercising. We will learn about the endocrine system and research how performance enhancing substances interact with the endocrine system, for better or worse. We will study the skeletal system, muscular system, tendons and ligaments, and metabolism and nutrition. Throughout the course, you will engage in research, readings, discussion, projects, and presentations. The class will culminate with a presentation where you will research a question of your choosing in a peer-reviewed science journal. You will analyze the information and convey your conclusions to the class in an accessible way, speaking in your own words.

Prerequisite: Biology I

Fall semester

1/2 credit

4943OLSG Anatomy and Kinesiology Yearlong Co-ed: (Senior) How does exercise change the body? How do muscles get bigger? How do bones repair themselves? What's the best breakfast to eat before an athletic event? Why? In this course, we will examine the body through an exercise lens. We will study the cardiovascular system and the changes that occur through exercising. We will learn about the endocrine system and research how performance enhancing substances interact with the endocrine system, for better or worse. We will study the skeletal system, muscular system, tendons and ligaments, and metabolism and nutrition. Throughout the course, you will engage in research, readings, discussion, projects, and presentations. The class will culminate with a presentation where you will research a question of your choosing in a peer-reviewed science journal. You will analyze the information and convey your conclusions to the class in an accessible way, speaking in your own words.

Students wishing to pursue an anatomy and kinesiology project may enroll in the course for the full year. For students continuing into Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry; authentic and iterative research; critical analysis; and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design, or research project on the topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students choose include:

- **Spring Activism Seminar:** In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- **Spring Design Seminar:** In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- **Spring Research Seminar:** In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students will have gained academic maturity and expanded their ability to engage in a diverse and changing world. They will be able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they will have created and tested something useful of their own design or will be able to defend a position based on their own research.

Prerequisite: Biology 1

2 semesters

1 credit

4922OLSG AP Environmental Science: (Sophomore-Senior) AP Environmental Science provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for preventing and/or resolving them. Students make real-world connections between the topics introduced in class and those in their own “backyard.” They participate in ethical discussions and collaborative projects designed to probe how different cultures and social structures affect the environment, and to explore potential solutions to today’s environmental issues. Students engage authentically and creatively with their classmates through a variety of discussions, activities, labs, and projects to investigate the real-world problems that face our environment today. They study our environment and work collaboratively to understand our role in it. Students taking this course are well prepared for the AP Environmental Science exam in May.

Prerequisites: Algebra I and one-year of high school laboratory Science

2 semesters

1 credit

4934OLSG AP Physics I: (Junior-Senior) AP Physics I is an Algebra-trigonometry based introductory college level physics course. The course is based on first semester introductory college physics and is designed for students planning to enter life science or pre-med programs in college. The goal of the course is to develop an understanding of physics through inquiry-based investigations. Students explore principles of Newtonian mechanics, work, energy, power, waves, sound and simple circuits. Underpinning these principles are foundational concepts like systems, fields, force interactions, change, and conservation. Additional supplemental topics are covered that build understanding of the primary College Board curriculum. Developing the ability to reason qualitatively and quantitatively is a principal focus. Those skills are developed through the use of modeling, graphing, diagramming, unit analysis, symbolic algebra and data analysis. Laboratory exercises are used to enhance the investigation of each topic. This course is intended to prepare students for the College Board AP Physics I exam in May.

Prerequisite: Algebra II

2 semesters

1 credit

4915OLSG Marine Science Co-ed: (Sophomore-Senior) Marine Science introduces students to oceanography through a review of earth science concepts, an investigation of physical and chemical ocean systems, the exploration of marine organisms and ecology, and the role of climate change in both marine and global systems. Students read and dissect scientific literature; integrate their knowledge of marine ecological systems into practical applications of science; and bridge connections between science, society and political interests. Perhaps most importantly, students foster critical thinking skills and a keen understanding of the scientific process necessary to become well-informed and scientifically aware citizens, whether students’ futures directly involve marine science or not. Students learn through virtual and at-home laboratory exercises, scientific literature analysis, reading and video assignments, and research using online journals and current oceanographic data. This work is largely collaborative as students engage with the teacher and with their classmates on projects and labs. There is a significant emphasis on the application of creativity and innovation in dealing with environmental challenges.

Prerequisite: One-year of high school Science

2 semesters

1 credit

4918OLSG Neuroscience: (Sophomore-Senior) In this project-based course, students learn the structure of the brain and how the brain senses, thinks, behaves, and creates memories for learning and language. We explore brain diseases, disorders, imaging techniques, treatments, and how the environment impacts the brain. Armed with this solid foundation in neuroscience, students spend the second semester learning to think like doctors. Students engage in group and individual research projects and seminar-style problem solving, developing the ability to find answers to questions that may not be addressed specifically in the course. They review actual cases in the neuroscience field and follow the doctrine of ethical analysis with patients. Students are guided through a self-designed, long-term research project. This course is designed for students who are considering college majors in a medical or health-related field.

Prerequisite: One-year of high school Science

2 semesters

1 credit

Social Studies

6343OLSG AP African American History Co-ed: (Sophomore-Senior) AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the challenge and achievement inherent in the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing analytical skills in a range of fields, including history, literature, visual arts, and data science. The course foregrounds the diversity of Black communities in the United States within the broader context of African cultures and the African diaspora.

Prerequisite: One-year of high school Social Studies

2 semesters

1 credit

6905OLSG AP Macroeconomics: (Junior-Senior) AP Macroeconomics introduces students to major economic issues such as basic market analysis, the causes of the cycle of economic growth and recession, the problems of inflation and unemployment, the causes and consequences of federal budget deficits, and the causes and effects of international trade imbalances and currency fluctuations. Students analyze the impact of fiscal and monetary policies as well as the debates surrounding the implementation of each. This course involves extensive reading, problem-solving exercises, online discussions, and researching and writing about contemporary macroeconomic issues. Multiple modalities are employed for content presentation so as to encourage personalization and assessment evaluates each student's ability to utilize skill sets related to economic decision making. Strong reading, algebra and analytical skills are necessary for success in the course, as is strong motivation. AP Macroeconomics develops informed, thoughtful and globally-minded students, and thoroughly prepares students to take the AP exam in the spring. AP Macroeconomics is recommended for juniors and seniors.

Prerequisite: Algebra II

2 semesters

1 credit

6905OLSG AP Microeconomics: (Junior-Senior) AP Microeconomics gives students an understanding of how limited resources and unlimited wants result in the need to make choices, both individually and collectively. Students learn why private markets and the price mechanism lead to an efficient allocation of resources in a market-based economy. Market structure, market failure, natural resource markets, and the role of government are included. Students analyze societal issues through the lens of economic reasoning, develop critical thinking skills through the understanding and analysis of fundamental economic concepts, and increase their ability to analyze information and draw conclusions from a wide variety of real-world situations. Students complete collaborative assignments, group discussions, and assessments that require them to apply what they have learned to hypothetical situations. The curriculum is developed to prepare students for the AP Microeconomics Exam in May. The course is recommended for 11th and 12th graders with strong mathematical reasoning skills and an interest in economics, finance, business, or government policy.

Prerequisite: Algebra II

2 semesters

1 credit

6906OLSG AP US United States Government and Politics & AP Comparative Government and Politics: (Sophomore-Senior) AP US Government and Politics & AP Comparative Government and Politics is a yearlong course that provides students with an in-depth understanding of the American government as well as various political systems around the world. The fall focuses on American government, including how different agencies within the government interact, and how these agencies and their policies affect the daily lives of Americans. The spring covers AP Comparative Government and Politics, which is an introduction to the methodology of comparative politics, and an in-depth look at six different states: Iran, Nigeria, China, Russia, Mexico and Great Britain. Students will understand what factors contributed to the development of the American political system, and the structure of the U.S. government and American political process. They will also recognize major comparative political concepts and how to apply them. Finally, students will be able to compare political institutions and processes from across the world, and form sound conclusions based on those comparisons. This course prepares students for both AP exams in the spring.

Prerequisite: One-year of high school Social Studies

2 semesters

1 credit

6890OLSG AP World History: Modern Co-ed: (Sophomore-Senior) AP World History is designed to be the equivalent of a two-semester introductory college modern world history course. In this course, students investigate, discuss, and analyze significant events, individuals, developments, and processes from approximately c. 1200 CE to the present. Students cultivate the skills used by historians when they analyze historical sources, make connections and comparisons, and craft historical arguments. The course is designed around six themes: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. By the end of this course, students will be able to explain the complex challenges of today through the lens of historical events, have improved their analytical and evaluative writing skills, and have gained the necessary skills for success on the AP exam in May.

Prerequisite: One-year of high school Social Studies

2 semesters

1 credit

6925OLSG Business and Economics Co-ed Fall: (Junior-Senior) Business and Economics students develop a strong understanding of basic economic principles and delve into business planning, development, and management. They also examine American business and financial structures through different lenses, such as class, race, and gender. This allows students to thoroughly analyze how specific demographics have benefitted from business opportunities and monetary policies, in contrast to how others have been ignored, providing a clearer picture of how the American economy has operated since the country's inception. Students learn the fundamentals of microeconomics, including supply and demand, incentives, pricing, and production, followed by macroeconomic concepts such as economic indexes, the Federal Reserve, financial markets, trade agreements, and globalization. This course is ideal for students considering a college degree in economics, business, or management. By the end of the fall semester, students will have a solid foundation to analyze current events in the corporate world and the international economy.

Prerequisites: Algebra II and one-year of high school Social Studies

1 semester

½ credit

6926OLSG Business and Economics Co-ed Yearlong: (Junior-Senior) Business and Economics students gain fluency in foundational economic principles and explore business planning, development and management. Students study the fundamentals of microeconomics, including supply and demand, incentives, pricing and production, followed by macroeconomic concepts such as economic indexes, The Federal Reserve and financial markets, as well as trade agreements and globalization. This is an ideal survey course for students considering a college degree in economics, business or management. Students will have a working foundation to analyze current events in the corporate world and the international economy.

In Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design or research project on the topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative

seminar/peer-review. Pathway options from which students choose include:

- Spring Activism Seminar: In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- Spring Design Seminar: In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- Spring Research Seminar: In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students will have gained academic maturity and expanded their ability to engage in a diverse and changing world. They will be able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they will have created and tested something useful of their own design or will be able to defend a position based on their own research.

Prerequisites: Algebra II and one-year of high school Social Studies

2 semesters

1 credit

6930OLSG Criminal Justice Reform Co-ed Fall Semester: (Sophomore-Senior) The United States has the highest incarceration rate in the world. This course examines how the prison industrial complex evolved, and how the legacy of slavery, modern immigration policy, and overt and masked racism impact arrests, indictments, and sentencing. We explore why people are wrongly condemned and evaluate the effectiveness of the process for exoneration, and we ask about the training law enforcement officers, prison wardens, juries, and judges receive. The course culminates with a collaborative project on how our system can be reformed to reduce crime and improve justice. By the end of this course, students will have a framework for understanding the socioeconomics and politics of the United States penal system.

1 semester

1/2 credit

6931OLSG Criminal Justice Reform Co-ed Yearlong: (Sophomore-Senior) The United States has the highest incarceration rate in the world. This course examines how the prison industrial complex evolved, and how the legacy of slavery, modern immigration policy, and overt and masked racism impact arrests, indictments, and sentencing. We explore why people are wrongly condemned and evaluate the effectiveness of the process for exoneration, and we ask about the training law enforcement officers, prison wardens, juries, and judges receive. The course culminates with a collaborative project on how our system can be reformed to reduce crime and improve justice. By the end of this course, students will have a framework for understanding the socioeconomics and politics of the United States penal system.

In Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design or research project on the topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students choose include:

- Spring Activism Seminar: In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- Spring Design Seminar: In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data

to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.

- Spring Research Seminar: In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students will have gained academic maturity and expanded their ability to engage in a diverse and changing world. They will be able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they will have created and tested something useful of their own design or will be able to defend a position based on their own research.

2 semesters

1 credit

6935OLSG Advanced Psychology: The Psychology of What Makes Life Worth Living Co-ed Fall: (Sophomore-Senior) There's a lot of pressure on young adults to "discover their passions" and "live lives of purpose." Why? Because we want you to be happy and whole, which are states of being that have to be cultivated. Positive psychology is the scientific study of what makes life most worth living (Peterson, 2008), so understanding the traits and actions that lead to well-being and fulfillment are the focus of this class. Students collaboratively explore the outcomes of behaviors such as learned helplessness and learned optimism so that they can identify practices that build resilience, compassion, and gratitude, and they have opportunities to research nuanced topics in the positive psychology literature and design activities that connect theory to lived experience.

1 semester

1/2 credit

6936OLSG Advanced Psychology: The Psychology of What Makes Life Worth Living Co-ed Yearlong: (Sophomore-Senior) There's a lot of pressure on young adults to "discover their passions" and "live lives of purpose." Why? Because we want you to be happy and whole, which are states of being that have to be cultivated. Positive psychology is the scientific study of what makes life most worth living (Peterson, 2008), so understanding the traits and actions that lead to well-being and fulfillment are the focus of this class. Students collaboratively explore the outcomes of behaviors such as learned helplessness and learned optimism so that they can identify practices that build resilience, compassion, and gratitude, and they have opportunities to research nuanced topics in the positive psychology literature and design activities that connect theory to lived experience.

In Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term activism, design or research project on the topic of their choosing. Guided by a One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students choose include:

- Spring Activism Seminar: In this seminar, students identify a need and create a plan to effect economic, environmental, political, or social change in a target community. Utilizing a social science approach to research and evaluation, students are guided through the process of planning the deployment of a novel idea and identifying markers of success. Students may create a strategic plan for a club or non-profit or design an artistic product in this seminar.
- Spring Design Seminar: In this seminar, students design a technological solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- Spring Research Seminar: In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written or multimedia product in this seminar.

Upon completion of their inquiry-driven project, students will have gained academic maturity and expanded their

ability to engage in a diverse and changing world. They will be able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they will have created and tested something useful of their own design or will be able to defend a position based on their own research.

2 semesters

1 credit

Visual Arts

2915OLSG AP Art History: (Sophomore-Senior) Students in AP Art History examine and critically analyze major forms of artistic expression from diverse cultures spanning 27,000 years. By investigating an image set of 250 works, students develop a contextual understanding of art history from a global perspective. Influences such as patronage, politics, class, belief systems, gender, ethnicity and cross-cultural interactions inform students' analysis of the style and content of art. Emphasis is placed on analytical and critical thinking skills, the language of art history, and the methods used by art historians to interpret art objects. Students experience, research, discuss, and write about art, artists and art making. Upon completion of this course, students will have the tools to recognize important works of art and historical styles as well as understand historical and cultural context. Students choosing the AP class are expected to delve deeper into the topics, take AP style assessments, and prepare for the AP exam in the spring.

2 semesters

1 credit

World Language

1925OLSG Beginning American Sign Language Co-ed (ASL I): (Sophomore-Senior) Explore the world of silent communication through hands and facial expression. American Sign Language is a unique course that has all students starting with the same working English language-based proficiencies, which allows students to be integrated into non-verbal exchanges within the first week of class. This course introduces students to Deaf and deaf cultures, beginning with deaf names, fingerspelling, and numbers. Once students have the basics of letters and numbers, they move on to the five sign parameters: hand shape, palm orientation, location, movement, and facial expressions. Like all languages, students also learn parts of speech and sentence word order and types. Learning happens in cultural context as students explore the history and physiology of deafness, including discrimination experienced by the hard of hearing. Upon completion of this course, students are ready for ASL - Beginning II.

2 semesters

1 credit

1926OLSG American Sign Language II Co-ed (ASL II): (Sophomore-Senior) Continue your journey into the Deaf World with ASL – Beginning II. In this course, students will continue development of basic knowledge of and understanding of conversational ASL and cultural features of the language and community. Students will further reinforce their skills of fingerspelling and numbers as well as learning new vocabulary. Topics covered will include school days, sports, daily schedule, describing people, around the town, food, jobs, and animals. Some aspects of deaf culture will be included as well.

Prerequisite: Beginning American Sign Language I

2 semesters

1 credit

1902OLSG AP Chinese Language and Culture Co-ed: (Junior-Senior) AP Chinese Language and Culture provides deeper understanding and broader application of Chinese language and culture for advanced or heritage Chinese learners. This course focuses on applying Chinese language and cultural skills in real-world situations, and exploring a variety of topics in Chinese history, geography, music and arts, literature, daily life, and national and global issues. Students use teamwork, group online seminars, one-on-one conferences with the teacher, and a variety of engaging activities and experiential projects to meet individual needs. Students gain the high language proficiency and cultural competency to compare, examine, evaluate and solve conflicts successfully. AP students are expected to delve deeper into the topics, take AP style assessments, and prepare for the AP exam.

Prerequisite: Department Approval

2 semesters

1 credit

1520OLSG Business French Honors Co-ed: (Senior) French is the international language of business and diplomacy. This course, taught entirely in French, is an introduction to the culture of business and professional relationships in the Francophone world. By the end of this course, students better understand the global marketplace and are conversant in professional French. Exercises are intended to promote specific fluency in employment practices and formalities of daily life abroad. Students leave the course with the linguistic, intercultural, and critical thinking skills necessary to navigate study abroad, work, or internship opportunities in a French-speaking country. For students who are interested, the course offers pathways that serve as preparation for the exam leading to the Diplôme de Français Professionnel of the Paris Chamber of Commerce and Industry and/or the DELF, the diploma awarded by the French Ministry of Education to prove the French-language skills of non-French candidates, opening the door to any French-speaking European university. One Schoolhouse is one of only eight high schools in America offering this course. French – Advanced II is designed for students seeking an advanced alternative to AP French or a post-AP elective.

Prerequisite: Department Approval

2 semesters

1 credit

1910OLSG Latin I Co-ed: (Sophomore-Senior) This course is intended for students who have not previously studied Latin. This course develops competency in linguistics, etymology, and Roman culture and history. Students explore the influence that the Romans had on modern society, including grammar and language structures, root words, and social and religious constructs. Students review English grammar constructions and then learn how language forms, including an overview of and practice with foundational Latin declensions and conjugations. Students do an extensive guided project on a topic connecting an ancient and modern theme, such as Spoken Latin and Italian, Slavery in Ancient Europe and Colonial America, The Evolution of the Language of Science, or Mythology and Monotheism. This course is appropriate for students just starting their Latin journey or students who are not intending to take the full Latin sequence but who are looking for a survey course in the Latin language and Roman culture. Students who successfully complete Latin – Beginning I are well-prepared to continue their studies in Latin – Beginning II.

2 semesters

1 credit

Summer Programs

Ursuline's Summer Programs foster academic and personal growth through diverse academic and enrichment opportunities.

Summer Programs offered to Ursuline Academy students include:

- Ursuline Academy Summer School - ½ credit in person courses in an accelerated format.
- Student Internship Program – Students are matched with a mentor for hands-on, professional work experience.
- Online Summer Courses– 1 credit courses in an accelerated format offered by One Schoolhouse
- For Summer Camps, see UA+ on the Ursuline Academy website.

Ursuline Academy Summer School

There are two in person, on campus Summer School sessions. Please check dates carefully, as only two absences are allowed per course:

- Summer I: June 4-26, 2025 (no classes June 19-20)
- Summer II: July 14-August 1, 2025

Summer School course fees will be applied to tuition accounts. Discounts will be applied for students receiving financial assistance.

Computer Science

3621S Programming I: (Sophomore-Senior) This challenging course moves very fast and requires daily homework. Students should demonstrate the ability to grasp concepts efficiently and apply acquired skills in new contexts. Please carefully consider your available time and the need for consistent attendance before selecting this course.

This course provides students with an introduction to critical thinking and problem solving through programming in Python, a high-level, general-purpose language widely used in universities and industry. Students learn fundamental programming concepts such as variables, function design and control flow with an emphasis on graphics. Best programming practices are emphasized as students design, code, debug, and test algorithms to solve real-world applications.

Summer I 6/4 - 6/26

8:40 a.m.-11:40 a.m. or 12:40 p.m.-3:40 p.m.

Summer II 7/14 – 8/1

8:40 a.m.-11:40 a.m. or 12:40 p.m.-3:40 p.m.

\$495

½ credit

3665S Introduction to Robotics: (Sophomore-Senior) This course integrates the fundamentals of robot design, engineering, electronics, and programming. The class will cover construction techniques, various locomotion systems, basic electronics, programming, and sensor-based control systems. Students will gain hands-on experience as they design their robots and participate in engineering challenges.

Summer I 6/4 - 6/26

12:40 p.m.-3:40 p.m.

\$495

½ credit

English

5654S Creative Writing I: (Sophomore-Senior) This course provides a forum for students seeking an opportunity for written self-expression and an opportunity to develop skills to enhance the power and clarity of that expression. The course will focus on two specific areas of creative writing: poetry and short fiction. Much of the class will employ a workshop format in which activities include modeling, class discussion, and peer review. Essential to the success of the class is the willingness of students to submit their work to the critical response of their peers, as well as their ability to evaluate candidly the work of those same peers.

Summer I 6/4 - 6/26

8:40 a.m.-11:40 a.m.

\$495

½ credit

Physical Education

8132S Wellness: (Freshman-Sophomore) This course is designed to guide students throughout the many dimensions of Wellness (spiritual, physical, mental, emotional, occupational, and social) and provide an atmosphere to discuss and learn about how to live a healthy and stress-free life. Students will develop skills needed to maintain an active lifestyle, learn the importance of nutrition, and discover how to find a healthy balance of all facets of Wellness. Students will also engage in building essential skills needed to maintain optimal health while developing ways to promote healthy lifestyles in our diverse society. This is a required course for all students to complete by the end of their sophomore year, earning 0.5 of the Physical Education credit requirement.

Summer I 6/4 - 6/26

8:40 a.m.-11:40 a.m. or 12:40 p.m.-3:40 p.m.

Summer II 7/14 - 8/1

8:40 a.m.-11:40 a.m. or 12:40 p.m.-3:40 p.m.

\$495

1/2 credit

Social Studies

6680S Shark Tank 101: Fashion Edition: (Freshman-Sophomore) Shark Tank is an introduction to business, allowing students to explore the most popular college major for women. For the summer edition, the class will focus on fashion businesses. Students will work collaboratively to explore real world issues of the industry's business development, marketing, and customer preferences, then apply them to their own entrepreneurial business idea, by designing a logo and ad, developing a marketing plan, and surveying potential customers. Past students have said, "This is a one-of-a-kind experience. If you want to improve your knowledge, be proud of your work, have fun, and sharpen skills that are needed in the real world, take this class!"

Summer I 6/4 - 6/26

12:40 p.m.-3:40 p.m.

\$495

1/2 credit

6683S U.S. Women's History (Freshman-Senior) This course provides an introduction to U.S. history centering on the experiences of women. From the colonial era to the present, students will examine turning points in American history and the key role women have played, and continue to play, in shaping the nation. The course will begin with early indigenous and enslaved accounts of life in North America and continue by revisiting major events through women's eyes. By the end of the term, students will be able to discuss how we might reperiodize U.S. history when placing women at the center of the narrative. This course will include readings from a range of primary and secondary sources, as well as original research.

Summer II 7/14 - 8/1

12:40 p.m.-3:40 p.m.

\$495

1/2 credit

6435S Macroeconomics: (Senior) This course is the study of American society and the free enterprise system. Emphasis is placed upon how society uses its limited resources and produces, distributes and consumes goods and services to satisfy the unlimited wants of its members. General principles of economics are presented including theory of supply and demand, money and banking, and monetary and fiscal policies.

Summer I 6/4 - 6/26

8:40 a.m.-11:40 a.m.

\$495

1/2 credit

Theology

During the school year, Theology students take part in many activities not included in the summer program that help them to grow in faith and spirituality, including daily masses, Advent and Lenten Reconciliation, and sustained reflection upon their journeys of faith. So that each student may experience these, students are limited to one Summer School Theology course per year.

7355S Sacraments: Privileged Encounters with Jesus Christ: (Junior) This course guides students to better understand how Jesus is personally and visibly present in the actions of the sacraments. Students discover how the sacraments fulfill our human need for physical manifestations of the spiritual. The course ultimately aims at instilling the value of sacraments as tools to help us on our journey to heaven and as personal experiences of Christ's grace.

Summer I 6/4 - 6/26

8:40 a.m.-11:40 a.m. or 12:40 p.m.-3:40 p.m.

Summer II 7/14 - 8/1

8:40 a.m.-11:40 a.m. or 12:40 p.m.-3:40 p.m.

\$495

1/2 credit

7440S Catholic Social Justice: (Senior) Formerly known as Living as a Disciple, this course prepares students for living in a just manner beyond graduation. The Christian understanding reveals that God desires a world in which all facets of life are guided by justice and charity. Jesus has called upon us to build his kingdom on earth. The Church, therefore, has been faithful to fostering a just and peaceful world. This course, integrating the learning of the past three years, uses the Gospels and Catholic Social Teaching to help students appreciate the richness of the Church's social mission. Topics to be addressed include the dignity of the human person, poverty, rights and responsibilities of family, workers and community, solidarity and ecology.

Summer I 6/4 – 6/26

8:40 a.m.-11:40 a.m.

\$495

1/2 credit

7455S Vocation: Discernment and the Heart's Desire: (Senior) God calls every person to love and serve in many ways: How is he calling you? In this course, students will develop an understanding of what “vocation” means in the Catholic tradition, including the universal call to holiness and the universal vocation of love. The course will also provide students with the time and tools to reflect upon their personal spiritual profile, the various models of spirituality in the Church, and methods of prayerfully discerning God’s call. Through their developing spiritual insights and deeper self-knowledge, students will examine ways of following God’s will in their lives and what it means to live in service to others.

Summer II 7/14 - 8/1

8:40 a.m.-11:40 a.m.

\$495

1/2 credit

Visual Arts

2569S Digital Media: (Freshman–Senior) This course is designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software – Adobe Illustrator, Photoshop, and InDesign. The curriculum covers a wide range of areas, so it appeals to a diverse group of students. Topics covered in Digital Media classes include graphic design, fonts, creative content, social media, and more. Students will create a company and market that company through set digital media projects. Students will produce a wide range of content spanning from logos, magazine covers, promotions, and social media content. Students will also analyze media, produce research, and make art using the elements and principles of design.

Summer II 7/14 - 8/1

8:40 a.m.-11:40 a.m.

\$495

1/2 credit

2549S Fused Glass: (Freshman-Senior) In this class, students explore the ancient art form of fused glass. Students learn the proper process involved in stacking, or layering thin sheets of colored glass, to create their own artistic designs as they develop patterns or simple images. Students may choose to incorporate glass frits and liquid glass to enhance their designs. The stacked glass design is then fused by placing it inside an electric kiln and heating it until the design is fused into one piece. With this process, students may choose to create non-functional works of art or functional plates, bowls, and tiles. Students will investigate the historical context and origin of this art form and discover how various cultures have embraced and defined the art of fused glass.

Summer I 6/4 - 6/26

8:40 a.m.-11:40 a.m.

\$595 includes a \$100 supply fee

1/2 credit

Summer Student Internship Program

Ursuline Academy Student Internship Program: (Senior) This program offers personal development, life-skills mentoring and career awareness through practical experience. These are UA researched and authorized summer internships with Dallas area professionals, many of whom are Ursuline alumnae. Internships are available to rising Seniors and take place between June 2 and August 15, 2025, prior to the senior year. Interested juniors sign up for an individual meeting with the Student Internship Coordinator and are matched with internships in the spring of 2025. To earn acknowledgment on transcripts, interns must complete a minimum of 60 hours of internship service, complete a reflection essay, write a thank you to the mentor, and complete an online evaluation at the conclusion of the program, no later than August 30, 2024. For further information email studentinternships@ursulinedallas.org.

Prerequisite: Complete one-to-one meeting with Student Internship Coordinator

Internship: 6/2 – 8/15

Assignment due by August 30, 2025

\$275 (non-refundable)

Non-credit

One Schoolhouse Summer Courses

Summer courses are intensive, for-credit opportunities for ambitious students. Students participating in these courses should plan to devote 20-25 hours per week for all eight weeks to their course. Students receive grades and comments in these classes, which are the equivalent of year-long, high-school courses. Because of the pacing and intensity of for-credit summer courses, students must have the ability to login and complete work for their course daily; students must be available and have internet access from June 16th until August 8th – this is nonnegotiable!

Students who enroll in an online course will have an online One Schoolhouse instructor, not an Ursuline instructor. A designated Ursuline administrator acts as the liaison with One Schoolhouse and shadows the progress of the students taking online courses. The

Ursuline administrator periodically checks in with the students. The online course credit and grade will be reflected on the Ursuline transcript and included in the Ursuline GPA.

Cost for course is \$1,930

- Summer Classes Start - June 16, 2025
- Mid-Term Grading Period Ends – July 11, 2025
- Mid-Term Report Published for Students and Parents/Guardians - July 18, 2025
- Last Day of Session - August 8, 2025
- Final Report Published for Students and Parents/Guardians - August 15, 2025

Computer Science

3641OLSG AP Computer Science Principles Co-ed: (Sophomore-Senior) This course investigates the “big ideas” found in our digital world. Using the Python programming language, students demonstrate fundamental concepts of computer programming that can be applied across a variety of projects and languages. Students explore different means of representing information digitally and how our digital world has evolved. They create computer programs to solve authentic problems or for personal interest, such as unique musical pieces, math calculators and data summations. Students discuss the current state of technology and its role in our everyday lives, discerning the positive and negative influences of innovations concerning computer and network technologies to society, culture and economics. Students develop their skills in computational thinking, logical reasoning, and learn to describe processes through algorithms and abstraction. Finally, students demonstrate their learning by creating a portfolio for submission to the College Board and are prepared for the AP Computer Science Principles exam in May. Students planning to submit their portfolio tasks and sit for the AP exam will maintain access to online support and exam prep materials until the exam in May.

Prerequisite: Director of Research and Educational Innovation Approval (Sbauer@ursulinedallas.org)

6/16-8/8

1 credit

\$1,930

Mathematics

3211OLSG Geometry: (Sophomore) Geometry forms the foundation for key concepts in advanced math courses. This fast-paced course covers a full year of Geometry in eight weeks by addressing traditional geometric topics including lines, angles, proofs, polygons, circles, and triangles. Students explore concepts directly through their own investigations, make and test conjectures about what they observe, and apply these conjectures to solve real-world problems and create new conjectures. Students use multiple and varied tools—from folded paper, to straightedge and compass, to interactive geometry software—for the investigations. Students develop cooperation, problem-solving, spatial reasoning, and communication skills. Assessments include quizzes and tests, discussion prompts, and both group and individual projects. By the end of the course, students have gained proficiency in logic, pattern recognition, spatial reasoning, and tech tools.

Prerequisites: Algebra I, Department Chair (klee@ursulinedallas.org) and Director of Research and Educational Innovation Approval (Sbauer@ursulinedallas.org)

6/16-8/8

1 credit

\$1,930

3933OLSG Algebra II Co-ed: (Junior) Algebra II enriches algebraic and geometric skills to form the foundation for key concepts in advanced math courses. This course covers a full year of Algebra II in eight weeks by addressing algebraic functions and equations of lines and higher order polynomials; exponents and logarithms; rational expressions; absolute value; piecewise; and step. The course ends with an introduction to trigonometry beyond the right triangle. Students explore concepts directly through their own investigations, make and test conjectures about what they observe, and apply these conjectures to solve problems and create new conjectures. Assessments include tests and quizzes, discussion prompts, and group and individual projects. By the end of the course, students will have gained proficiency in critical thinking, pattern recognition, graphing, transformations, and communication.

Prerequisites: Algebra I and Geometry, Department Chair (klee@ursulinedallas.org) and Director of Research and Educational Innovation Approval (Sbauer@ursulinedallas.org)

6/16-8/8

1 credit

\$1,930

3611OLSG AP Precalculus: (Junior-Senior) AP Precalculus centers on functions modeling dynamic phenomena and addresses the algebraic and trigonometric concepts that lay the foundation for either level of AP Calculus or its equivalent. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning. We recommend that students register for an AP Calculus course in the academic year following this summer course. This will allow them to further refine the skills necessary for achieving success on the AP® Pre-Calculus exam which is administered only in May.

Prerequisites: Algebra II, Department Chair (klee@ursulinedallas.org) and Director of Research and Educational Innovation Approval (Sbauer@ursulinedallas.org)

6/16-8/8

1 credit

\$1,930

3914OLSG Precalculus Co-ed: (Junior-Senior) This course covers a full year of Precalculus in eight weeks by addressing the algebraic and trigonometric concepts that lay the foundation for AP Calculus. Students graph and solve polynomial, rational, exponential, and logarithmic functions and apply these functions to model the relationship between different quantities in the real world. They explore the unit circle, solve trigonometric equations, and study abstract applications by proving trigonometric identities. Students then examine and apply algebraic representations of matrices, vectors, sequences and series, and conic sections by understanding the patterns and behaviors associated with these concepts. The course concludes with an introduction to calculus through limits. Students preparing for AP Calculus BC also have the option of studying polar coordinates, parametric functions, and derivatives. Students demonstrate mastery through traditional and alternative assessments, discussion prompts, reflection on their learning, group collaboration, and individual projects.

Prerequisites: Algebra II, Department Chair (klee@ursulinedallas.org) and Director of Research and Educational Innovation Approval (sbauer@rsulinedallas.org)

6/16-8/8

1 credit

\$1,930

3401OLSG Calculus Co-ed: (Junior-Senior) This single variable calculus course will cover the entire AP Calculus AB curriculum with specific focus on the “A” content of the AP Exam. Students practice conceptual reasoning and learn how to present a solution algebraically, geometrically, numerically, and tabularly. Students develop a clear understanding of calculus concepts using AP Exam multiple-choice and free-response questions as checkpoints and guidelines. By the end of the course, students will be able to read and interpret graphical data accurately, use words to explain their reasoning, and provide context for final answers. Major topics include limits, derivatives, related rates, optimization, integrals, volume, and their applications. This personalized course features discussions, reflections, and projects that will help students master skills in an engaging way. It is designed for the ambitious math student looking to either develop a strong foundation in calculus, preview the AP® Calculus AB curriculum over the summer, or advance to AP Calculus BC the following school year.

Prerequisites: Precalculus, Department Chair (klee@ursulinedallas.org) and Director of Research and Educational Innovation Approval (Sbauer@ursulinedallas.org)

6/16-8/8

1 credit

\$1,930

Social Studies

6933OLSG United States History: (Junior) This course is a full year social science credit surveying the history of the United States of America. The course begins with an examination of America before Columbus. Having established an understanding of how Native Americans managed and used the land, the course turns to European conquest and colonial America, including how the stage was set for a plural and diverse modern America. The heart of the course centers around the themes of the American Revolution; the rise of democracy, the Republic, and the Constitution; the Civil War and Reconstruction; and how territorial expansion and industrialization laid the foundation for the movements and conflicts of the 20th and 21st centuries. In order to develop a broad understanding of continuity and change in American history, students build a contextual understanding of the major events within each era while exploring political, social, cultural, economic, and religious trends in the United States. Through critical analysis, research and writing; collaborative activities; creative synthesis applications; and traditional and alternative assessments, students demonstrate understanding of cultural implications and historical context, and develop a chronological and thematic appreciation of American history.

Prerequisite: Director of Research and Educational Innovation Approval (Sbauer@ursulinedallas.org)

6/16-8/8

1 credit

\$1,930