



Course Catalog

2025-2026

SCHOOL MISSION

Notre Dame Academy is a Catholic college-preparatory school sponsored by the Sisters of Notre Dame De Namur. We educate, transform, and empower young women from grades 6 to 12. We are a holistic learning community that cultivates self-motivated life-long learners, critical thinkers, and open-minded leaders to serve local and global communities, and to act for social justice. We guide students of all traditions in their personal faith formation and inspire them to see the goodness of God, as we honor the dignity of the individual and care for all creation.

GUIDE TO COURSE SELECTION

The guidance within the Course Catalog is intended to inform and form the young women with the knowledge needed to nurture their love of learning as well as their educational and personal goals for the future. To gain maximum benefit from the catalog, the material should be carefully reviewed.

The Course Catalog is divided into two sections: one for our Cuvilly Division (Grades 6, 7, and 8), and one for our High School (Grades 9 through 12). Each guide organizes course offerings by the academic department. Courses are designated as major or minor and specified by grade-level. Major courses are worth 1 credit each in one area or related areas of study. These classes meet **four** times per cycle, culminating in midterm and final examinations for high school students. Minor courses are worth less than one credit and meet fewer times per cycle. They are designed to complement the major course offerings, allowing students the opportunity to study a specialized area in depth or to explore an emerging area of interest. Students are strongly encouraged to take advantage of the variety of minor course offerings that are available.

TEACHER RECOMMENDATIONS

Cuvilly (Middle school) students follow an active and engaging curriculum which builds the foundational skills needed to find success and joy in the learning process. Mathematics, English, and World Language courses are leveled - College Preparatory and Honors - beginning in Grade 7 to provide the appropriate level of opportunity and challenge for each student. Regardless of level, each course provides a solid foundation for further growth into the high school years. Teacher recommendations and benchmark testing help teachers with recommendations for course placements.

When making course recommendations, teachers carefully consider current academic performance, student engagement and demonstrated effort.

High School

Guidance Counselors conduct 1:1 meetings with students in grades 9-12 to discuss course choices. Parents and guardians are critical partners in this process and you are encouraged to reach out the counselors to ask questions and provide input. Additionally, junior guidance seminar provides grade 11 students additional consultation with our dedicated College Counselors who will make strategic recommendations and explore implications for the college application process. Advanced Honors and AP courses require a specific level numerical grade in a current class to be considered for the next level course. For all level courses: College-Preparatory (CP), Honors (H), Advanced Honors, or Advanced Placement® (AP®), the process starts with teacher recommendations and will be approved

by the appropriate Department Chair in collaboration with the Office of Academics. A placement or diagnostic assessment may be required before Departmental approval is granted.

GRADUATION REQUIREMENTS FOR GRADES 9-12

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

DISCIPLINE	MINIMUM CREDITS REQUIRED
Theology (1 course per year)	4 credits
English (1 course per year)	4 credits
Mathematics (1 course per year)	4 credits
World Languages (3 consecutive high school years of French, Latin, or Spanish)	3 credits
Science (including Biology and Chemistry)	3 credits
Social Studies (including U.S. History I/U.S. History II or AP® U.S. History)	3 credits
Computer Technology	0.5 credits
Visual and Performing Arts (1 course must be music)	3 courses

- Students must earn a yearly minimum of 6 major credits.
- All students must take a Guidance seminar each year.
- Students are responsible for the costs of books and supplies for all courses.
- Students in grades 9 to 12 can petition one course recommendation per academic year. Students cannot petition for AP® U.S. History for Sophomores.
- Grade 9 students are not allowed to take both a 7th major course and a VPA/STEM minor course during the first semester of grade 9. All 7th major course registrations are subject to approval from the Office of Academics.
- Special Departmental Requirements:

Computer Technology

Two semester-long STEM courses (0.25 credits each) or one major, year-long course (1.0 credit) before graduation. Students should complete one course by the end of grade 10.

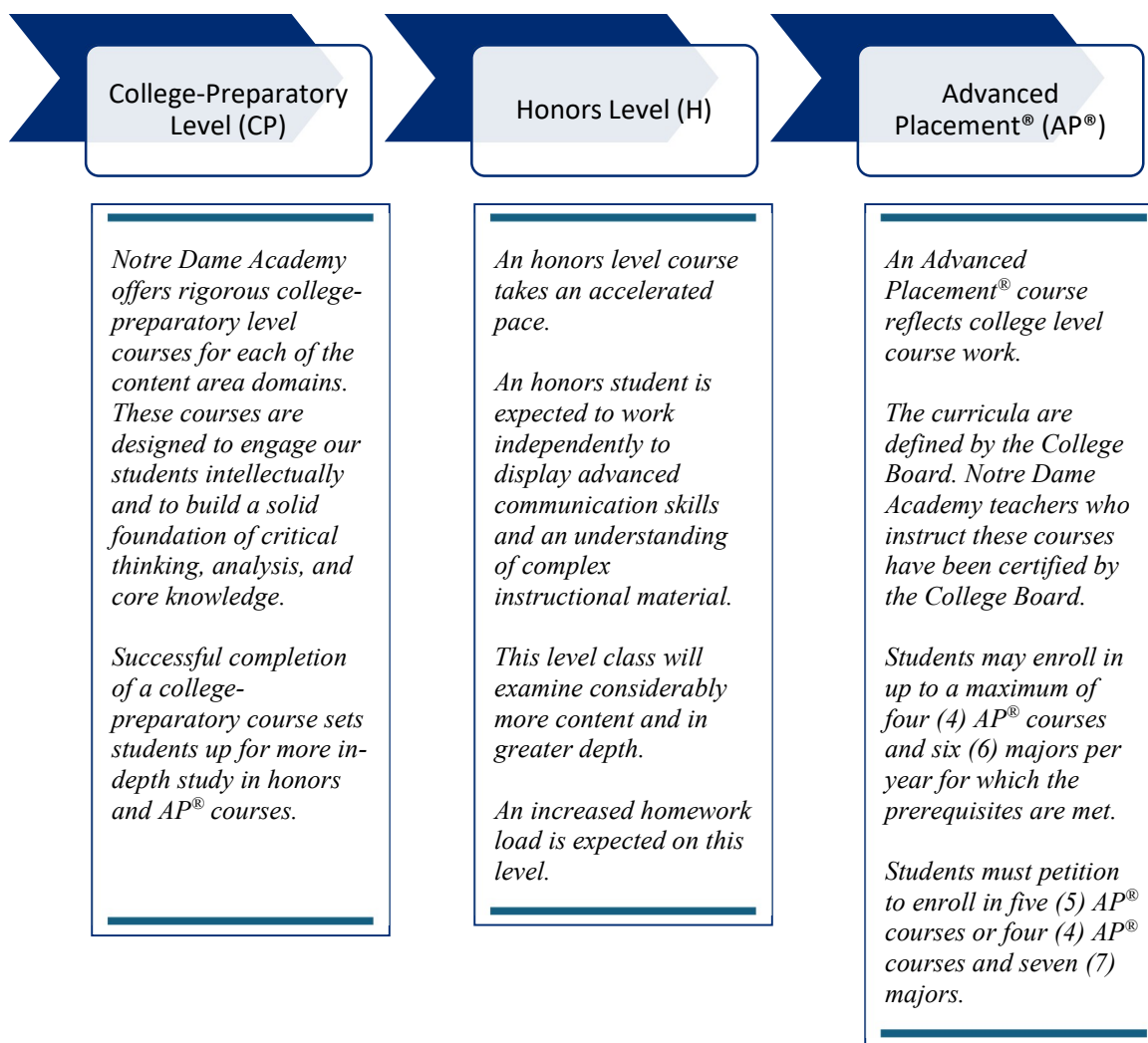
Visual and Performing Arts

One Music course - Chorus, Instrumental Ensemble, Piano or Music Theory - of any level **AND** two more VPA classes of any kind - Chorus, Instrumental Ensemble, Piano, Music Theory, Art or Theatre of any level - before graduation.

- Students enrolled in an AP® course are required to take the AP® exam or submit the AP® Art portfolio. Families are responsible for all exam fees.

COURSE LEVEL DEFINITIONS

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



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ADVANCED PLACEMENT COURSE INFORMATION

Advanced Placement (AP) courses expose students to college-level content while still in high school. By achieving a qualifying score on an AP Exam at the end of the school year, students can earn college credit. College Board research also indicates that taking an AP course, regardless of AP Exam score, has a positive impact on student preparation for college. Teachers who lead AP courses participate in course specific professional development sessions organized by the College Board, where they learn about course content, AP Exam format, and effective teaching strategies that support student success.

Students can expect a learning experience more challenging than an Honors or Advanced Honors-level course. To succeed in both the course and on the AP Exam, students need a high level of academic maturity and the ability to commit to significant individual work outside the class. When selecting courses, families should carefully consider the cumulative load which multiple AP-level courses will impose upon their student. Students are required to take the AP Exam, and results reflect upon both the student and the school.

Notre Dame Academy offers the following AP courses:

Courses open to Grade 10 Students (Recommend at most 1 course)	Courses open to Grade 11 Students (Recommend at most 2-3 courses)	Courses open to Grade 12 Students (Recommend at most 3-4 courses)
AP 2D Art AP 3D Art AP Computer Science A AP Drawing AP United States History	AP 2D Art AP 3D Art AP Biology AP Calculus AB AP Chemistry AP Computer Science A AP Drawing AP Environmental Science AP European History AP French AP Language and Composition AP Mandarin Chinese AP Music Theory AP Physics I AP Precalculus AP Psychology AP Spanish AP Statistics AP United States Government and Politics AP United States History	AP 2D Art AP 3D Art AP Biology AP Calculus AB AP Calculus BC AP Calculus BC with Multivariable Calculus AP Chemistry AP Computer Science A AP Environmental Science AP European History AP French AP Literature and Composition AP Mandarin Chinese AP Music Theory AP Physics (I and II) AP Precalculus AP Psychology AP Spanish AP Statistics AP United States Government and Politics AP United States History

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CUVILLY DIVISION

COMPUTER TECHNOLOGY STUDIES

The Computer Technology Studies Department seeks to challenge students to expand their critical thinking and creative problem-solving skills. Courses foster healthy digital citizenship, as well as Internet vigilance through an education in cybersecurity. Awareness of the social implications of technology is at the forefront of class as students take part in reflection and discussion on current events in the Technology sector.

1503 STEM 6

This course aims to equip students in grade 6 with essential digital literacy and computer science skills to navigate the digital world around them. The curriculum focuses on safety and security, digital tools, and the impact of media and technology on information. Students will learn to communicate and collaborate using digital tools to create digital content.

1507 STEM 7

This course aims to equip students in grade 7 with essential digital literacy and computer science skills to navigate the digital world around them. The curriculum focuses on safety and security, exploring data, understanding algorithms and developing programming skills. Students will use electronics and robotics equipment to gain an understanding of how computing interacts with the physical world.

1508 STEM 8

This course aims to equip students in grade 8 with essential digital literacy and computer science skills to navigate the digital world around them. The curriculum focuses on developing programming skills, exploring the world of 3D design, enhancing their presentation skills through the use of technology, and exploring the world of robotics. The course is designed to prepare students as effective users of technology and devices, logical thinkers and problem solvers, and ethical and responsible global digital citizens.

1504 STEM 8 PROGRAMMING PATHWAY

Prerequisites: Concurrent enrollment in Algebra I Honors or Algebra I Advanced Honors with Departmental approval. Prior experience with programming is recommended.

This course aims to equip students in grade 8 with computer technology skills focused on programming, development of code writing, and algorithmic thinking needed for more advanced programming courses. Students will learn basic programming concepts, understand and develop algorithms, plan, write and debug code. Stem 8 Programming Pathway prepares students to enroll in 1047 Introduction to Programming with Python during grade 9.

ENGLISH

The goal of the English Department is to develop a student's capacity to reason and use language to communicate effectively while developing an appreciation of literature. The curriculum presents a multi-dimensional core discipline, which includes the study of language, literature and informational texts, writing, vocabulary, and grammar. Each student is challenged to develop her analytical skills to become a critical thinker who can express herself confidently both in speech and writing. Each course strengthens the student's annotation skills to develop a deeper understanding of diverse texts. Mastering first the sentence and then the paragraph, students learn to write literary, persuasive, and personal essays. With a concerted emphasis on independent reading, Cuvilly English aims to prepare students for both high school and lifelong learning.

105 LANGUAGE ARTS

Language Arts for grade 6 engages our students in a curriculum focused on developing foundational reading, writing, vocabulary, speaking and listening, and grammar skills. Through a structured, student-centered framework, the course empowers students to embrace reading for personal and intellectual growth and to write both to process information and produce original thinking. Students learn to articulate, develop, and defend their ideas effectively in writing and in speaking. As students discover the power of language, they begin to express themselves with confidence.

106 LANGUAGE AND LITERATURE

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

108 GROWING IN LANGUAGE AND LITERATURE

Growing in Language and Literature for grade 8 serves as a bridge, reinforcing the skills introduced in grade 7 and expanding upon the expected skillset desired for a student entering grade 9. Students build upon established grammar skills, vocabulary acquisition through continued practice, and independent reading. Students practice using evidence in writing a variety of forms, including literary analysis and persuasive argument. Additionally, a student's ability to argue effectively is enhanced through Socratic seminar. Ultimately, the course prepares students for the rigor of high school coursework.

109 GROWING IN LANGUAGE AND LITERATURE HONORS

Prerequisites: Teacher recommendation with a minimum grade of A- in grade 7 English. Benchmarking assessments or placements tests will also be taken into consideration for placement in Honors.

This course serves as a bridge, reinforcing the introductory topics examined in grade 7 and expanding upon the expected skillset desired for a student entering grade 9 Honors. This course moves at an accelerated pace and is designed for the girl who loves to read and write. Students build upon established grammar skills through continued practice. Further vocabulary acquisition is emphasized. Students practice using evidence effectively in writing literary analysis, persuasive argument, and personal narrative. Additionally, a student's ability to argue is enhanced through Socratic seminar. Independent reading is required, and students can expect to read several books of their choice alongside the course texts.

SCHOOL COUNSELING

The goal of School Counseling for the Cuvilly Division is to provide all students with academic and personal counseling focused on social/emotional skill development to make a successful adjustment to middle school and to prepare them for the transition to high school. Our guidance seminar curriculum at the Cuvilly level consists of the following three courses.

1803 GRADE 6 SEMINAR

Grade 6 Seminar focuses on the transition and adjustment to a new school while fostering students' socio-emotional and academic development. Students will focus on developing positive mindsets and behaviors to help them meet their goals. This course explores the Essential Question: "Who am I as a learner" by providing foundational skills in building self-esteem, managing stress, goal-setting and organizational style.

1804 GRADE 7 SEMINAR

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

1808 GRADE 8 SEMINAR

Grade 8 Seminar develops students' leadership skills and prepares them for academic and social success in high school. The progression of this class focuses on developing students' decision-making and leadership skills. Topics include identifying values, prioritizing, and responsible decision making. During the second semester, the course focuses on goal setting and preparing for student led conferences at the end of the year.

HEALTH AND WELLNESS

The Cuvilly Health and Wellness Program blends elements of the Massachusetts State Framework for Comprehensive Health and Physical Education with key components from the Billiard Leadership Institute to provide students with the opportunity to foster wellness knowledge, attitudes, and behaviors. Students will develop their communication and decision-making skills with lessons in the gym and classroom. Students will engage in team-building activities that develop their physical skills and study wellness topics specific to middle school.

1106 GRADE 6 HEALTH AND WELLNESS

Grade 6 Health and Wellness will provide students with opportunities to learn more about their physical, social, emotional, and intellectual development in order to create specific goals to help them in forming a healthy lifestyle. Students will explore body systems including the circulatory, respiratory, digestive, nervous, muscular, and skeletal systems in order to help them learn how our bodies function and maintain health. Students will also apply team building and problem-solving strategies in varied contexts during various physical activities.

1107 GRADE 7 HEALTH AND WELLNESS

Grade 7 Health and Wellness focuses on Nutrition and the importance of food and how it is used to keep us healthy. The essential question for the first two terms is "Why is nutrition important in our daily lives?" Students will discuss a variety of perspectives on health-promoting practices and describe health benefits of these practices along with strategies for implementing these practices.

1108 GRADE 8 HEALTH AND WELLNESS

Grade 8 Health and Wellness develops students' knowledge around drugs, alcohol, communicable disease that help promote informed decisions. The focus of these conversations about substance abuse will analyze the negative effects of tobacco, drugs and alcohol on personal safety, physical activity, and relationships with family and friends. The goal during our communicable disease lessons will be to develop the knowledge and skills to reduce the risk of illness, promote personal health, and prevent disease transmission.

MATHEMATICS

The Mathematics Department aims to provide all students with an academic program that encourages students to strengthen their skills in quantitative and analytical reasoning, critical thinking, and to develop a disciplined approach to their work that will be needed in mathematics courses at the high school level.

202 GRADE 6 MATH

In Grade 6 Math Students will study the number system, including positive and negative numbers, develop an understanding of ratios and proportional relationships, work with expressions and equations; and solving problems involving geometry, probability, and statistics.

207 GRADE 7 MATH

In Grade 7 Math, students will develop an understanding of operations with rational numbers and work with expressions and linear equations, solve problems involving ratios, proportions, and percents, work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and solve problems involving probability and statistics, with an emphasis on sampling.

206 GRADE 7 MATH HONORS

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

In Grade 7 Math Honors students will develop an understanding of operations with rational numbers and work with expressions and linear equations solve problems involving ratios, proportions, and percents work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and solve problems involving probability and statistics, with an emphasis on sampling. Students will also be introduced to the concept of functions, linear functions, slope, polynomials, and properties of exponents.

208 GRADE 8 MATH WITH LINEAR ALGEBRA

In Grade 8 Math with Linear Algebra students will develop an understanding of the techniques for solving linear equations solve problems involving geometric transformations, congruent angles, and triangles work with three-dimensional geometric figures to solve problems involving surface area, and volume develop an understanding of linear functions, slope, and systems of linear equations, and work with the properties of exponents.

209 ALGEBRA I HONORS (GRADE 8)

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of A- in Grade 7 Math or successful completion of Grade 7 Math Honors. Benchmarking assessments or placements tests will also be taken into consideration for placement in Honors.

This course begins with a review of linear algebra and then proceeds to an extensive study of quadratic

functions, polynomials, factoring, radicals, and associated algebraic skills. This is a challenging course that encompasses the Algebra I standards for a “quadratics emphasis” curriculum. Upon successful completion of this course, students will have the fundamental algebraic skills that are essential for success in Geometry and more advanced mathematics courses.

215 ALGEBRA I ADVANCED HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a minimum grade of A- in grade 7 Math Honors or an A and suitable score on a benchmark test during Term 3 in grade 7 Math.

This course provides an extensive survey of topics from Algebra I with a review of linear algebra followed by an emphasis on quadratic functions, polynomials, factoring, radicals, and rational expressions. This course is a fast-paced course that encompasses the Algebra I standards for a “quadratics emphasis” curriculum. Upon successful completion of this course, students will have acquired the fundamental algebraic skills that are essential for success in Geometry and more advanced mathematics courses. Students will be given a list of topics to review over the summer to be prepared properly for Algebra I Advanced Honors. Students are suggested to practice these topics by either (1) enrolling in the summer Introduction to Algebra I course offered at NDA, (2) securing a private tutor over the summer, or (3) enrolling in an alternative preparatory course for Algebra I. Students can expect a high school level of homework, an accelerated class pace, and increased academic challenge.

SCIENCE

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

703 LIFE IN THE HABITABLE ZONE GRADE 6

This interdisciplinary course provides an in-depth exploration of key concepts in space, earth and human existence. Students will develop models, analyze data, and construct scientific explanations to understand the natural world and its processes. This course will get students outside the traditional classroom for a hands-on approach to science and STEM.

701 ENVIRONMENTAL SCIENCE AND GLOBAL STEWARDSHIP GRADE 7

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

708 INTEGRATED SCIENCE GRADE 8

This interdisciplinary course covers topics in the physical sciences. Experiential and inquiry-based learning will be emphasized, encouraging the students to think, analyze, make connections, and apply what they are learning. Students will learn about the physical sciences of biology, chemistry and physics as they explore the interactions of matter, energy, and forces. Students will investigate the energy from the Sun and learn that this energy is the ultimate source of all energy we encounter on a daily basis. This course continues to build a strong foundation for science courses in the upper grades.

SOCIAL STUDIES

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

302 WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS I GRADE 6

Grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. In this course, students will consider the regions of Western Asia, North Africa, and the Middle East, Sub-Saharan Africa, and Central America, the Caribbean, and South America. Students investigate essential questions such as "How does geography affect how societies develop and interact?" and "How have human societies differed from one another across time and regions?" These questions are employed to stimulate teachers' and students' own questions for discussion and research.

303 WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS II GRADE 7

Grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. This course explores the essential questions: What do all civilizations have in common? What are some foundations of human societies? The curricular timespan of the course includes key contributions and enduring legacies of the civilizations of the ancient world including Greece, Rome, China, and India and then continues to the early Middle Ages of Europe and the Islamic Empire. Many regions of the globe are examined, and the course ends with the Renaissance era. Emphasis is centered on developing the student's world view through a comparative geographical perspective of study. Students' acquisition of skills in critical thinking and analysis, global awareness, and effective oral and written communication are developed through the examination of primary and secondary sources.

314 UNITED STATES GOVERNMENT AND CIVIC LIFE GRADE 8

This survey course explores the founding and settlement of what is the continental United States of America with an emphasis on civics and the American people. Students study the roots and foundations of democratic government through primary documents, such as the United States and Massachusetts Constitutions; how and why government institutions developed; how government evolves through legislation and court decisions; and how individuals exercise their rights and civic responsibilities to maintain a healthy democracy in the nation and the Commonwealth. This course examines the founding of our nation's government, the creation of our branches of government, our

role and responsibility as citizens, the geography of our nation, and new literacy in the modern age. The focus is to develop students' critical thinking skills and foster effective reading and writing.

THEOLOGY

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

006 KNOWING GOD'S WORD GRADE 6

In this introductory Theology course, students will begin to uncover who God is and the lessons of Sacred Scripture. Students will learn to incorporate studies of Sacred Scripture into an understanding of what it means to be human and to live in faith communities. This course also features an introduction to the mission of the Sisters of Notre Dame de Namur. These topics will be pursued through textual study and interactive projects.

007 DISCOVERING FAITH GRADE 7

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

008 EXPLORING CATHOLIC TRADITION GRADE 8

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

VISUAL AND PERFORMING ARTS

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

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

VISUAL ARTS MINOR COURSES

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

1202 CUVILLY ART GRADE 6

In this exploratory hands-on project-based, one semester art class grade 6 students will work to develop their art making techniques. This survey course will cover foundational drawing, composition, and rendering skills while introducing new media not typically explored in elementary school. Students will learn to work independently developing their design concepts into original pieces of artwork. Studio thinking and problem-solving skills will be emphasized as well as the ability to self-assess one's own artwork.

1205 CUVILLY ART GRADE 7

In this one semester course, students learn to understand and apply the elements of art and design principles to making original works. Students practice studio thinking and work towards increased independence in the art classroom. Students explore a variety of 2D and 3D media using a project based instructional model.

1206 CUVILLY ART GRADE 8

Grade 8 students continue to build on the art making skills gained in Cuvilly Art Grade 6 & 7 during this involved year-long course. Students will work through a sequence of increasingly complex projects and be introduced to more sophisticated concepts such as linear perspective and advanced rendering techniques. Students will continue to practice studio thinking principles as they advance their independence and conceptual development skills. A variety of media will be explored, and students will work in both 2D and 3D.

MUSIC MINOR COURSES

Students in grade 7 will elect either a choral or instrumental pathway for music study in grades 7 & 8. Students electing to play an instrument are asked to commit to the instrument for the duration of grades 7 & 8 to make effective progress in their development as instrumentalists. Students may satisfy the music requirements for middle school by taking either instrumental ensemble, chorus, or piano. Liturgical choir alone does not count for the Cuvilly music requirements.

1302 CUVILLY MUSIC APPRECIATION GRADE 6

In this introductory music course grade 6 students will spend half of the year exploring choral singing in a fun class environment designed to introduce vocal techniques while learning to sing in an ensemble. In the second half of the year students will choose an instrument from either the piano, woodwind, brass, or strings family, and learn the basic techniques and skills required to play the instrument in a beginner ensemble. Throughout the year students will learn music appreciation, beginning theory and explore a range of musical genres and styles from around the world.

1307 CUVILLY BEGINNER CHORUS GRADE 7 & 8

This is a beginner vocal arts and exploration course designed to introduce students to their voice as a musical instrument. Students will develop healthy singing techniques, breath support, the shaping of musical phrases, and the art of self-expression within a supportive classroom environment. Students will be required to participate in school concerts and may be asked to perform at liturgies and additional school events. The purchase of a performance concert gown may be required. Meets one time per cycle.

1347 CUVILLY INTERMEDIATE/ADVANCED CHORUS GRADE 7 & 8

Prerequisites: Students must either audition or have the approval of the choral music teacher in order to participate in this ensemble.

This is an advanced vocal arts and exploration course designed to allow experienced vocal students the opportunity to advance their skills in voice as a musical instrument. Students will continue to develop healthy singing techniques, breath support, the shaping of musical phrases, and the art of self-expression, as well as studying more advanced repertoire. This ensemble will be required to participate in school concerts and may be asked to perform at liturgies and additional school events. The purchase of a performance concert gown may be required. Meets 1 time per cycle.

1308 CUVILLY BEGINNER INSTRUMENTAL ENSEMBLE GRADE 7 & 8

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

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

1348 CUVILLY INTERMEDIATE/ADVANCED INSTRUMENTAL ENSEMBLE GRADE 7&8

Prerequisites: Students must have experience playing their instrument and may enroll in this class by audition and teacher recommendation. Students must be able to provide and maintain their own instrument.

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

1350 CUVILLY BEGINNER PIANO GRADE 7 & 8

This is a beginner piano course designed to introduce students to the instrument through fun and engaging lessons. Beginner piano students will learn the foundations of proper playing technique, will learn how to read music, and will explore their personal expression through the playing of music both as an individual as well as in an ensemble setting. This course is for students who wish to explore the piano while improving their skills through lessons and practice. Piano students will be required to participate in both the winter and spring concerts, liturgies, and/or additional school events. Students may be required to purchase a performance gown.

1351 CUVILLY INTERMEDIATE/ADVANCED PIANO GRADE 7 & 8

Prerequisites: An audition and/or teacher recommendation for placement into the course. Students must have previous experience playing the piano.

This course is for students who wish to continue to explore the piano while improving their skills through lessons and practice. Students will build upon their musical foundation, will learn foundational music theory, expand their technique and repertoire through the study of classical music, and learn the basics of playing sheet music and basic improvisation. Piano students will be required to participate in both the winter and spring concerts, and may be asked to participate in school liturgies, and/or additional school events. The purchase of a performance gown may be required, and students are expected to practice piano outside of class time.

1337 CUVILLY AND HIGH SCHOOL COMBINED LITURGICAL CHOIR (This class meets after school on Thursdays)

Note: This course may be taken in addition to other choral or instrumental classes as it meets after school for the year.

This is a combined Cuvilly and High School vocal performance choir which meets one time per week after school (typically on Thursdays from 2:45 to 3:45 PM). The choir may meet at additional times as needed for rehearsals and typically performs at all school liturgies and many events. This course is for students who wish to develop their singing and performance skills through regular participation in liturgical performances. Choir singers may be required to participate in both the Winter and Spring Concerts, liturgies, and may be asked to sing at additional school and community events. This course is open to all students in grades 6-12 and can be joined at any time throughout the year as your schedule allows. This course may be taken multiple times and is offered each semester. Students interested in vocal performance are highly encouraged to take this course and join the choir. Many

students opt to participate in Liturgical Choir every year and have a wide range of internal and external performance opportunities. Students may also be asked to perform solos at athletic events and activities. Students may be required to purchase a performance gown.

THEATRE ARTS MINOR COURSES

1402 CUVILLY THEATRE EXPLORATORY WORKSHOP GRADE 6

During this semester long course, students in the Cuvilly Theatre Exploratory Workshop grade 6 will focus on developing an appreciation for theater and performance through engaging games, activities and project-based learning. This class will allow for hands-on exploration of movement and acting while surveying the history of theatre and developing an appreciation for the complexities of theatrical productions.

1405 CUVILLY THEATRE WORKSHOP GRADE 7

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

1406 CUVILLY THEATRE WORKSHOP GRADE 8

This year-long course builds upon the grade 6 & 7 Theatre Workshop courses. Theatre Workshop grade 8 will focus on the roles of "Director" and "Playwright" in creating theatrical performances. We explore the role of "Director" through open scene study in small groups, allowing students to build confidence in their creative choices. In the "Playwright" role, students create original monologues for in class performance based on various prompts. This course offers students interested in theater the opportunity for in-depth study of theater concepts. This course will allow students rehearsal time to apply their learning to in-school performances and productions.

WORLD LANGUAGE

The World Language Department embraces the gift of diversity through the study of language and culture. In the Cuvilly Division, World Language classes introduce students to language studies or continue their study in a culturally rich manner with the goal of piquing interest in other cultures and languages, raising awareness of cultural perspectives other than our own, and working towards fluency in the target language.

Note: Students coming from an immersion program in Spanish, French or Latin will be evaluated by the Global Languages Department Chair with a written and oral assessment to determine best placement.

405 INTRODUCTION TO WORLD LANGUAGES GRADE 6

This course is designed for grade 6 students. The course is broken down into three semesters: French, Latin, and Spanish with the goal of introducing the three world languages offered at NDA beginning in grade 7. Students will explore the basics of each language while delving into their rich cultures.

FRENCH

507 FRENCH IA

This course is designed for students with minimal or no experience but interested in the French language. Students are introduced to the study of world language through exploration of the basics of French and discovery of Francophone cultural practices, such as music, festivals, and traditions. The major goals of the course are to create a comfort level with the building blocks of French, foster novice communicative skills, and encourage appreciation for the study of language and culture.

508 FRENCH IB

Prerequisite: French IA or Departmental approval.

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

512 FRENCH I COLLEGE-PREPARATORY

Prerequisite: Departmental approval.

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

521 FRENCH II COLLEGE-PREPARATORY

Prerequisites: Departmental approval based on the results of a language placement test, previous French performance, and previous teacher recommendation.

In French II College-Preparatory, students increase their communicative skills in French by adding to

the syntax, grammar, and vocabulary fundamentals learned in French I. Students practice listening and reading comprehension in addition to making progress in their abilities of listening, speaking, reading and writing in French. Continued attention is given to the study of French culture, geography and civilization through reading, video, film study and online text related materials.

520 FRENCH II HONORS

Prerequisites: Teacher recommendation and a recommended minimum grade of A- in French I, departmental approval based on the results of the language placement test, a writing sample, and previous French performance.

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

535 FRENCH FOR IMMERSION LEARNERS

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

French for Immersion Learners is designed specifically for students who have spent several years in an immersion learning environment. The objective of the course is to reinforce the immersion experience by maintaining and advancing students' oral French. An additional goal is to solidify their knowledge of written French, including the mastery of grammatical concepts and written syntax which are essential to their success as they move through the curriculum to the most advanced levels.

LATIN

611 LATIN I

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

620 LATIN II HONORS

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

SPANISH

402 SPANISH IA

This course is designed for students with minimal to no experience but interest in the Spanish language. Students are introduced to the study of world language through exploration of the basics of Spanish and discovery of Hispanic cultural practices, such as music, festivals, and traditions. The major goals of the course are to create a comfort level with the building blocks of Spanish, foster novice communicative skills, and encourage appreciation for the study of language and culture.

408 SPANISH IB

Prerequisite: Spanish IA or Departmental approval.

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

411 SPANISH I

Prerequisite: Departmental approval.

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

421 SPANISH II

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

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

420 SPANISH II HONORS

Prerequisites: Teacher recommendation and a recommended minimum grade of A- in Spanish I, a writing sample, departmental approval based on the results of a language placement test, a writing sample, and previous Spanish performance.

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

and civilization through reading, video, film study and online activities.

HIGH SCHOOL

BUSINESS STUDIES

MINOR ELECTIVE

1632 PRINCIPLES AND PRACTICES OF BUSINESS MANAGEMENT

.25 credit

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

1631 PERSONAL FINANCE

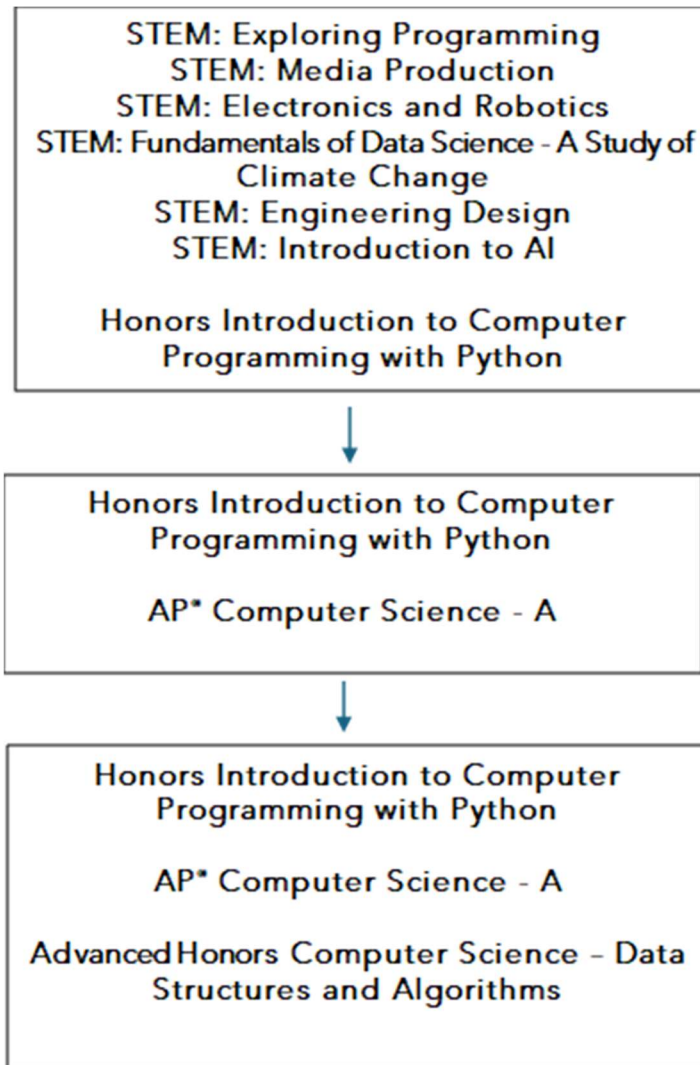
.25 credit

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

COMPUTER TECHNOLOGY STUDIES

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

PROGRESSION OF COMPUTER TECHNOLOGY COURSES FOR HIGH SCHOOL STUDENTS



MAJOR ELECTIVE COURSES

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

Prerequisite: A recommended minimum grade of a B in an Algebra I or Geometry course.

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

1044 COMPUTER SCIENCE-A ADVANCED PLACEMENT® **1 credit**

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

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

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

Prerequisite: A recommended minimum grade of a B or higher in AP® Computer Science.

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

MINOR ELECTIVE COURSES

1519 ELECTRONICS AND ROBOTICS

.25 credit

Prerequisite: Successful completion of a STEM elective course.

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

1532 EXPLORING PROGRAMMING

.25 credit

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

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

1522 MEDIA PRODUCTION

.25 credit

This semester long course uses the world of Media Production to teach students about Digital Citizenship, the use of artificial intelligence tools, and the social implications of technology. This group project-based course will guide students through the production process from idea to project planning to presentation. Students will become more familiar with the use of a variety of software applications, navigating computer operating systems, and understanding the technology behind the applications. Potential projects may include, but are not limited to: podcasts, videocasts, PSAs, infographics, and video logs.

1533 INTRODUCTION TO ARTIFICIAL INTELLIGENCE

.25 credit

This semester long course is intended for grade 10, 11 and 12 students. It will introduce students to the world of Artificial Intelligence, including the history of AI. Students will gain an understanding of how Artificial Intelligence, including machine learning, works. Students will have the opportunity to explore a variety of AI tools and learn techniques for writing successful prompts. This course includes a focus on the ethical issues related to Artificial Intelligence in our world.

1540 FUNDAMENTALS OF DATA SCIENCE - A STUDY OF CLIMATE CHANGE .25 credit

Prerequisites: Completion of Geometry with a recommended minimum grade of a B or higher in an honors or higher-level math.

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

1673 ENGINEERING DESIGN .25 credit

In this course, students use creative and analytical thinking, along with the engineering design process, to produce solutions to real world problems and hypothetical scenarios posed in the lab. Students draw on principles of mathematics, science, and technology to synthesize solutions. A major goal of the course is to introduce students to engineering subfields such as mechanical, chemical, aerospace, civil and electrical engineering. Students will hear from guest speakers in the engineering field and attend a field trip to see what a day in the life of a female engineer is like.

1529 TYPE RIGHT! - ASYNCHRONOUS - FALL SEMESTER .25 credit

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

NOTE: Asynchronous courses do not fulfill the 0.5 credit graduation requirement.

1531 TYPE RIGHT! II - ASYNCHRONOUS - SPRING SEMESTER .25 credit

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

NOTE: Asynchronous courses do not fulfill the 0.5 credit graduation requirement.

1541 APPLIED COMPUTER SCIENCE - ASYNCHRONOUS - SPRING SEMESTER .25 credit

Prerequisite: Approval from department chair.

This semester long course will offer an extensive exploration of a selected Computer Science topic. Students will work with their faculty advisor to select an appropriate curriculum for independent study. Topics selected may include computer languages such as Java, Javascript, Python, Scratch; areas of study such as Artificial Intelligence, Data Science, Cybersecurity or the Ethics of technology.

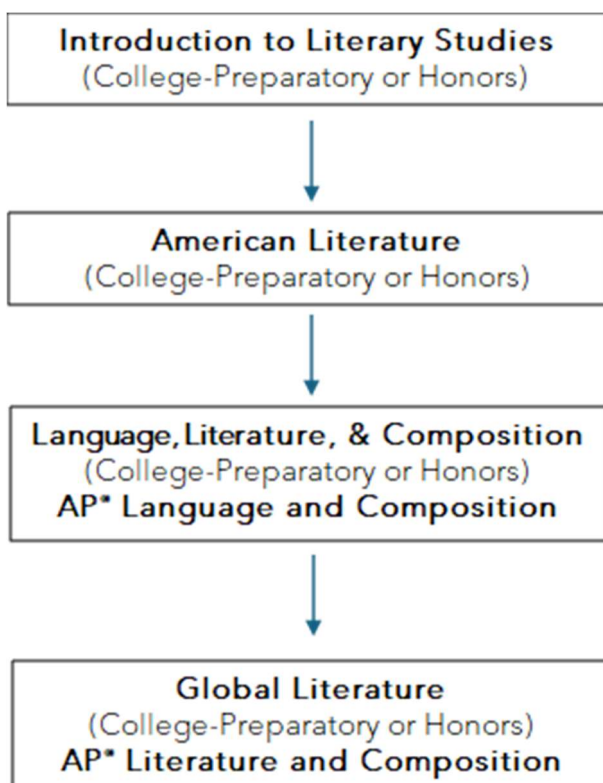
Milestones and goals will be mutually agreed upon by the faculty and student. Students are expected to be able to manage their independent work in an asynchronous format for this course.

NOTE: Asynchronous courses do not fulfill the 0.5 credit graduation requirement.

ENGLISH

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

SEQUENCE OF ENGLISH MAJOR COURSES FOR HIGH SCHOOL STUDENTS



116 INTRODUCTION TO LITERARY STUDIES COLLEGE-PREPARATORY **1 credit**

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

117 INTRODUCTION TO LITERARY STUDIES HONORS **1 credit**

Prerequisites: Students must have earned at least an A in Growing in Language and Literature College-Preparatory or at least an A in Growing in Language and Literature Honors. Teacher recommendations and benchmarking assessments are also considered for placement in Honors.

This course follows the Introduction to Literary Studies curriculum at an accelerated pace. It is designed for the student who loves to read and has demonstrated exceptional ability in reading, writing, and critical thinking. Students are challenged with more in-depth reading selections, frequent writing assignments, and independent reading. Honors students are expected to demonstrate commitment to an accelerated reading schedule. By the end of this course, students will have drafted and revised literary, persuasive, and personal essays.

131 AMERICAN LITERATURE COLLEGE-PREPARATORY **1 credit**

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

130 AMERICAN LITERATURE HONORS **1 credit**

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A- or above in Introduction to Literary Studies, or a B+ or above in Introduction to Literary Studies Honors. Benchmarking assessments also are taken into consideration for placement in Honors.

This course follows the American Literature curriculum but moves at an accelerated pace. It is designed for the highly motivated student who has demonstrated exceptional ability in English. Students study challenging literary texts, complete frequent and in-depth writing assignments, and engage subject matter through strong oral participation and independent reading. Additionally, time is devoted to vocabulary development and grammar and usage skills. At the end of this course, students draft and revise a well-developed synthesis paper, incorporating research and demonstrating proper MLA citation.

136 LANGUAGE, LITERATURE & COMPOSITION COLLEGE-PREPARATORY **1 credit**

Language, Literature, & Composition College-Preparatory focuses on the articulation, development and revision of evidence-based arguments, rhetorical analysis, and literary analysis. In this writing-centered course, students analyze the choices authors make and apply that same critical lens to their own compositions. Students read and analyze both nonfiction and fictional texts. Language, Literature & Composition concludes with a unit on memoir and personal narrative, in anticipation of the college essay.

135 LANGUAGE, LITERATURE & COMPOSITION HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A- or above in American Literature, or a B+ or above in American Literature Honors. Benchmarking assessments also are taken into consideration for placement in Honors.

Like AP Language & Composition, this Honors level course focuses on the articulation, development and revision of evidence-based arguments, rhetorical analysis, and literary analysis. In this writing-centered course, students analyze the choices authors make and apply that same critical lens to their own compositions. Students evaluate, synthesize, analyze and cite research to support their written arguments. Additionally, students read and analyze rhetorical and literary elements in both nonfiction and fictional texts. The course concludes with a unit on memoir and personal narrative, in anticipation of the college essay.

151 LANGUAGE AND COMPOSITION ADVANCED PLACEMENT®

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A in American Literature Honors. Students completing American Literature College-Preparatory are not eligible for enrollment in AP® Language and Composition.

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

145 GLOBAL LITERATURE COLLEGE-PREPARATORY

1 credit

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

144 GLOBAL LITERATURE HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A- or above in English grade 11, or a B+ or above in English Honors grade 11.

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

150 LITERATURE AND COMPOSITION ADVANCED PLACEMENT®

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A in English Honors grade 11, or an A- or above in Language and Composition AP®. Students completing English College-Preparatory grade 11 are not eligible for enrollment in Literature and Composition AP®.

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

MINOR ELECTIVES

1614 THEOLOGICAL LITERATURE

.25 credit

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

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

1615 CREATIVE WRITING

.25 credit

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

This course offers young writers the opportunity to develop their craft in poetry and fiction writing through independent study and group workshops. Students compose original stories and poems in response to creative prompts. Students commit to a personal writing schedule and workshop submission dates. Students take part in giving and receiving feedback and demonstrate their learning through revision.

SCHOOL AND COLLEGE COUNSELING

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

1810 FRESHMAN SEMINAR

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

1820 SOPHOMORE SEMINAR

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

1830 JUNIOR SEMINAR

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

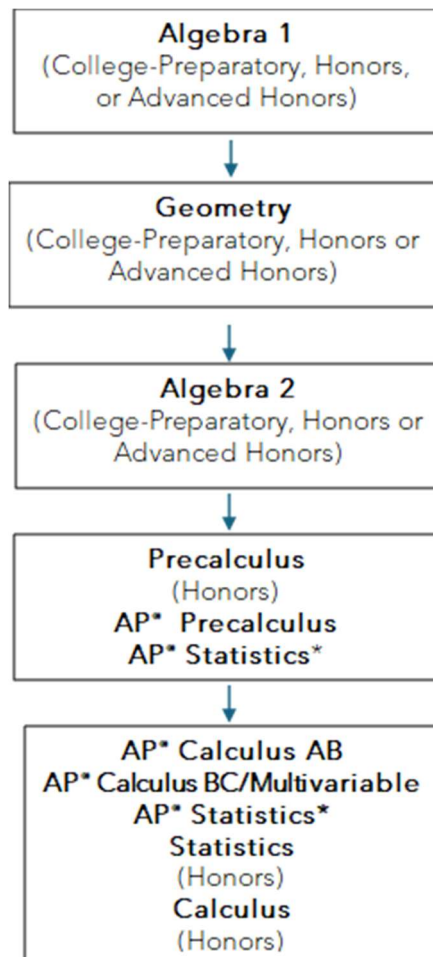
1840 SENIOR SEMINAR

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

MATHEMATICS

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

SEQUENCE OF MATHEMATICS MAJOR COURSES FOR HIGH SCHOOL STUDENTS



*Grade 11 students may take AP Statistics as a second mathematics course with departmental approval and concurrent enrollment in AP Precalculus.

Grade 9 students in Algebra I can double-up in Algebra II and Geometry during grade 10. Students interested in this course of study will need to receive approval from the Department Chair and Vice Principal of Academics.

The Advanced Honors level acknowledges the need for some students to be in a more advanced academic environment. Students can expect a more rigorous class, faster pace, and more

independent work compared with the Honors level.

211 ALGEBRA I COLLEGE-PREPARATORY

1 credit

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

1622 ALGEBRA I FUNDAMENTALS

.25 credit

Required for all students enrolled in Algebra I College-Preparatory.

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

210 ALGEBRA I HONORS

1 credit

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

Algebra I Honors is designed for students who had significant exposure to Algebra I topics in eighth grade but who are not yet prepared to take Geometry and Algebra II. This course begins with a review of linear algebra and then proceeds to an extensive study of quadratic functions, polynomials, factoring, radicals, and associated algebraic skills. This is a challenging course that encompasses the Algebra I standards for a "quadratics emphasis" curriculum. Upon successful completion of this course, students will have acquired the fundamental algebraic skills essential for success in Geometry and more advanced mathematics courses.

215 ALGEBRA I ADVANCED HONORS

1 credit

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

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

221 GEOMETRY COLLEGE-PREPARATORY

1 credit

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

220 GEOMETRY HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A- in Algebra I or successful completion of Algebra I Honors. Departmental approval is based on the results of the mathematics placement test, the entrance exam, and middle-school academic records.

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

225 GEOMETRY ADVANCED HONORS

1 credit

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

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

229 INTEGRATED ALGEBRA / GEOMETRY COLLEGE-PREPARATORY

1 credit

Prerequisite: Successful completion of Geometry.

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

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

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

230 ALGEBRA II HONORS**1 credit**

Prerequisites: Teacher recommendation with a recommended minimum grade of an A- in Geometry College-Preparatory or successful completion of Geometry Honors.

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

235 ALGEBRA II ADVANCED HONORS**1 credit**

Prerequisites: Teacher recommendation with a recommended minimum grade of a B in Geometry Advanced Honors or an A- in Geometry Honors. Prerequisites for Sophomores doubling up in Geometry Advanced Honors/Geometry Honors and Algebra II Advanced Honors: A minimum grade of 90 in Algebra I Advanced Honors or 95 in Algebra I Honors.

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

241 PRECALCULUS COLLEGE-PREPARATORY**1 credit**

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

240 PRECALCULUS HONORS**1 credit**

Prerequisites: Teacher recommendation with a recommended minimum grade of an A- in Algebra II or successful completion of Algebra II Honors.

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

249 PRECALCULUS AP®**1 credit**

Prerequisites: Teacher recommendation with a recommended minimum grade of a B in Algebra II Advanced Honors or an A- in Algebra II Honors. Students in Algebra II Honors will be required to complete additional summer work to be prepared for Precalculus AP.

Precalculus AP® is designed to be the equivalent of a first semester college precalculus course. Precalculus AP® provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. A graphical, numerical, and analytical approach will be taken. The course is taught at a rigorous level with the aim of preparing students to take Calculus AP® AB or BC, or a Calculus class in a college setting.

251 CALCULUS HONORS**1 credit**

Prerequisites: Teacher recommendation with a recommended minimum grade of a C in Precalculus Advanced Honors or a B in Precalculus Honors.

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

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

Prerequisites: Teacher recommendation and a minimum A- in Precalculus Advanced Honors.

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

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

Prerequisites: Teacher recommendation with a recommended minimum grade of A- in Precalculus Advanced Honors.

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

245 STATISTICS HONORS**1 credit**

Prerequisite: Successful completion of Precalculus or Algebra II.

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

253 STATISTICS ADVANCED PLACEMENT***1 credit**

Prerequisites: For juniors: Teacher recommendation with a recommended minimum grade of a B in Algebra II Advanced Honors and enrollment in Precalculus AP®. For seniors: Teacher recommendation in addition to a minimum recommended grade of a B in Algebra II Advanced Honors or an A- in Precalculus Honors or successful completion of Precalculus Advanced Honors.

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

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

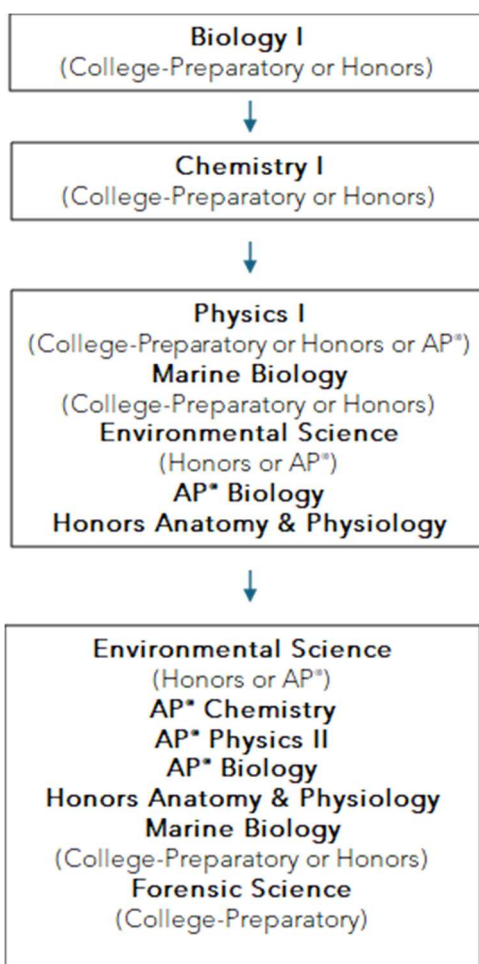
Prerequisite: Teacher recommendation with a recommended minimum grade of an A- in Calculus AP® AB.

This course is designed for students who successfully completed Calculus AP® AB prior to senior year. Students can expect 1-3 meetings times per cycle - contingent on student need - as well as significant independent work facilitated by an NDA faculty member. The course will include a review of AP® Calculus AB topics and then prepare students to take the Calculus AP® BC exam in May. There is also an introduction to the key topics of Multivariable Calculus: vector functions in three dimensions, partial derivatives, and multiple integrals.

SCIENCE

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

SEQUENCE OF SCIENCE MAJOR COURSES FOR HIGH SCHOOL STUDENTS



711 BIOLOGY I COLLEGE-PREPARATORY

1 credit

Prerequisites: Departmental approval and entrance exam scores.

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

710 BIOLOGY I HONORS

1 credit

Prerequisites: Departmental approval based on entrance exam scores, teacher recommendations, and an average of an A- in Science Grade 8.

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

721 CHEMISTRY I COLLEGE-PREPARATORY

1 credit

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

720 CHEMISTRY I HONORS

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of a B+ in Algebra I Advanced Honors, an A- in Algebra I Honors, a B+ in Geometry Advanced Honors or an A- in Geometry Honors.

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

731 PHYSICS I COLLEGE-PREPARATORY

1 credit

Prerequisite: Satisfactory completion of an Algebra II course.

How is Physics relevant in my life? How do I see myself in the mirror? What adjustments do I need to make to my driving in harsh weather? The Physics course will present a new challenge for many students. It is perhaps the first course in which sophisticated mathematics, spatial relations, logic and analytical problem-solving are used collectively in solving problems. The process involves defining the system, extracting pertinent data from the system, creating visual representations, utilizing resources (formulas and constants), computing the numerical answer, and interpreting the results. There are many chances for error but those can be minimized by staying structured in your approach.

Physics will help explain many of the everyday events in your life: sports, learning to drive, music, electronic devices. Students will begin to understand and appreciate the principles of Physics in action in their daily lives as the course intentionally connects students' experiences to the material. In the blended CP/Honors classroom, differential expectations will be evident in the complexity of the material, the volume of the workload and the depth of the evaluations.

730 PHYSICS I HONORS

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of a B+ in Algebra II Advanced Honors, an A- in Algebra II Honors, a B+ in Precalculus College-Preparatory, or a B in Precalculus Honors.

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

740 ANATOMY AND PHYSIOLOGY HONORS

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of a B in Biology Honors, a B+ in Biology, or a B in Environmental Science Honors.

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

744 ENVIRONMENTAL SCIENCE HONORS

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of an A- in Biology I, a B in Biology I Honors, an A- in Chemistry I or a B in Chemistry Honors.

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

750 CHEMISTRY ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of an A- in Chemistry Honors I or an A in Chemistry I and an A- in Algebra II Advanced Honors or an A in Algebra II Honors or a B+ in Pre-Calculus Honors or an A- in Pre-Calculus College-Preparatory.

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

751 BIOLOGY ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of an A- in Biology I Honors, an A in Biology I, an A- in Anatomy Honors, or an A in Environmental Science Honors.

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

754 PHYSICS I ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of either an A in Algebra II Advanced Honors, an A- in Pre-Calculus Honors or a B+ in Physics Honors.

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

756 PHYSICS II ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of a B in Physics I AP® or an A in Physics Honors.

What causes objects to partially submerge? How does a refrigerator work? We live in an increasingly complex world with new technology impacting our lives. There are positive aspects of these advancements, but there may also be unintended aspects of the new technology. We are constantly being asked to update things, purchase new models with new features. Informed decisions are crucial in this tech driven world. The process of becoming informed digital citizens involves critical analysis and exploring the options. Should you decide to pursue a career in a technical field Physics will help you develop the skills and comfort with the critical analysis process. AP® Physics 2 is an algebra-based course in general Physics. Topics presented during the course follow those outlined by the College Board and mirror an introductory level university physics course. The course is organized into six big ideas: Fluids, Thermal physics, Electric Fields and Forces, Electric Circuits, Geometric Optics and Magnetism. This course will complete the student's understanding of fundamental science principles and the theories of general physics. The students will participate in inquiry-based exploration of the topics to gain a deeper understanding of the physics concepts.

758 ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of a B in Biology I Honors, an A- in Biology I, an A in Environmental Science Honors, a B in Chemistry Honors, or an A- in Chemistry I.

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

745 FORENSIC SCIENCE COLLEGE-PREPARATORY

1 credit

Prerequisites: Successful completion of Biology I and Chemistry I and Physics.

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

746 MARINE BIOLOGY COLLEGE-PREPARATORY

1 credit

Prerequisites: Successful completion of Biology I and Chemistry I. Marine Biology is devoted to the study of marine living things and their processes.

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

747 MARINE BIOLOGY HONORS

1 credit

Prerequisites: Teacher recommendation with a recommended minimum grade of a B in Biology I, a B in Chemistry I or a B in Environmental Science Honors.

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

MINOR ELECTIVES

1668 CAREERS IN HEALTH & BIOSCIENCE - FALL SEMESTER

.25 credit

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

1675 MEDICAL NEUROSCIENCE

.25 credit

In this hands-on elective course, students' eyes will be opened to the most complex organ in the universe—the human brain. Students will deepen their knowledge of the brain and nervous system from a medical perspective; draw many connections to medicine by learning about the diagnosis, treatment, and prognosis of neurological traumas, disorders, and diseases. Additionally, students will

learn some clinical skills such as taking vital signs, conducting a neurological exam, and assessing a patient in the classroom and in a clinical setting. The course includes fieldtrips to places such as the Harvard Medical School to participate in the Harvard MEDSci program—where students care for a patient mannequin simulator with a neurological condition. This course can be transformative for students considering a career in the medical field or scientific world. Allow yourself to be inspired! This course meets three times a cycle for one semester.

1676 ASTRONOMY - FALL SEMESTER

.25 credit

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

1677 PSYCHOLOGY, BIOLOGY, AND POLITICS OF FOOD - SPRING SEMESTER

.25 credit

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

1678 ORGANIC CHEMISTRY - FALL SEMESTER

.25 credit

Prerequisites: Teacher recommendation and completion of Chemistry Honors, Chemistry AP® or Biology AP®.

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

1667 MOLECULAR GENETICS: EXPLORING THE BLUEPRINT OF LIFE

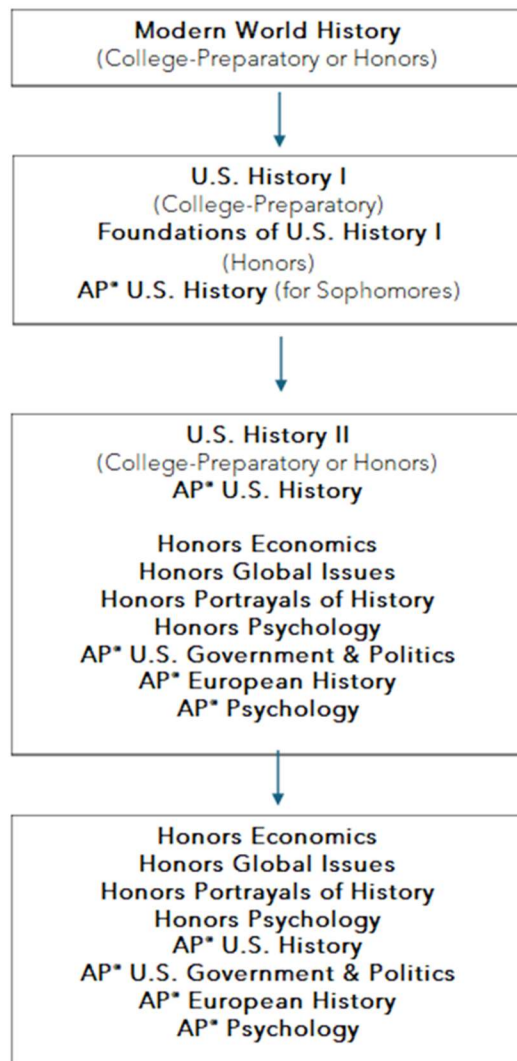
.25 credit

Dive into the world of genetics! This course explores the science of DNA, inheritance, and gene expression. Students will engage in hands-on labs, study advanced topics in molecular genetics, and examine the implications of modern gene editing tools like CRISPR. Discussions will include the ethics of GMOs, the role of genetics in predicting behaviors, and the future of human and animal genetic engineering. This semester long course is designed for grade 10, 11 and 12 students.

SOCIAL STUDIES

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

SEQUENCE OF SOCIAL STUDIES MAJOR COURSES FOR HIGH SCHOOL STUDENTS



322 MODERN WORLD HISTORY COLLEGE-PREPARATORY

1 credit

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

323 MODERN WORLD HISTORY HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A- in History Grade 8 and Departmental approval.

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

332 UNITED STATES HISTORY I COLLEGE-PREPARATORY

1 credit

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

333 FOUNDATIONS OF UNITED STATES HISTORY I HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A- in Modern World History.

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

349 UNITED STATES HISTORY FOR SOPHOMORES ADVANCED PLACEMENT®

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A or above in Modern World History Honors.

AP® United States History is a challenging course that is meant to be the equivalent of a college course, and students can earn college credit if they take and pass the AP® Exam in May. It is a survey of

American History from Reconstruction to the present. Solid reading and writing skills, along with a willingness to devote considerable time to reading and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. The themes will include discussions of American diversity, the evolution of American culture, economic trends and transformations, environmental issues, the development of political institutions, social reforms, and diplomatic and intellectual history. In addition to the themes mentioned above, students will be required, through discussion, to think conceptually about the American past and to focus on historical changes over time. Each unit includes one or more of the periods and/or key concepts outlined in the AP[®] U.S. History curriculum framework. *Please note: To prepare Sophomores for the AP[®] exam, additional curriculum will be covered.* Students will take the AP[®] exam upon completion of the course.

334 UNITED STATES HISTORY II COLLEGE-PREPARATORY

1 credit

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

335 UNITED STATES HISTORY II HONORS

1 credit

Prerequisite: 93 in United States History I.

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

350 UNITED STATES HISTORY ADVANCED PLACEMENT[®]

1 credit

Prerequisite: Teacher recommendation in addition to successful completion of United States History I Honors or a recommended minimum grade of an A or above in United States History I College-Preparatory.

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

359 ECONOMICS HONORS

1 credit

The goal of this course is for the student to demonstrate an understanding of basic economic concepts. The course includes a study of various microeconomic topics including scarcity, incentives, marginal analysis, supply/demand, elasticity, types of markets, consumer choice, study of macroeconomic topics including economic growth, employment, the banking industry, capital markets, fiscal and monetary policy, and international trade. In addition, the course includes case studies in many of the following topics: the benefits of higher education, wildlife preservation, tax incidence, rent control, the minimum wage, the coffee market, the opportunity cost of babysitting or skipping class, the music industry, Wal-Mart, and "what is to like about outsourcing?" As an Honors level course, students are expected to do more extensive reading, research, and writing.

344 GLOBAL ISSUES HONORS

1 credit

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

346 PORTRAYALS OF HISTORY HONORS

1 credit

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

345 PSYCHOLOGY HONORS

1 credit

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

347 PSYCHOLOGY ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation in addition to successful completion of United States History AP®, US Government and Politics AP® or European History AP®; or a recommended minimum grade of an A- or above in Economics Honors or Psychology Honors or a grade of an A- in United States History I Honors, or a grade of an A in United States History I.

The AP® Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologist and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated

with such topics as the biological bases of behavior, sensation, and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Coursework requires college level reading and writing. Students will take the AP® exam upon completion of the course.

352 UNITED STATES GOVERNMENT AND POLITICS ADVANCED PLACEMENT® **1 credit**

Prerequisites: Teacher recommendation in addition to successful completion of United States History AP® or European History AP®, or a recommended minimum grade of an A- in United States History Honors, or a grade of an A in United States History.

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

360 EUROPEAN HISTORY ADVANCED PLACEMENT® **1 credit**

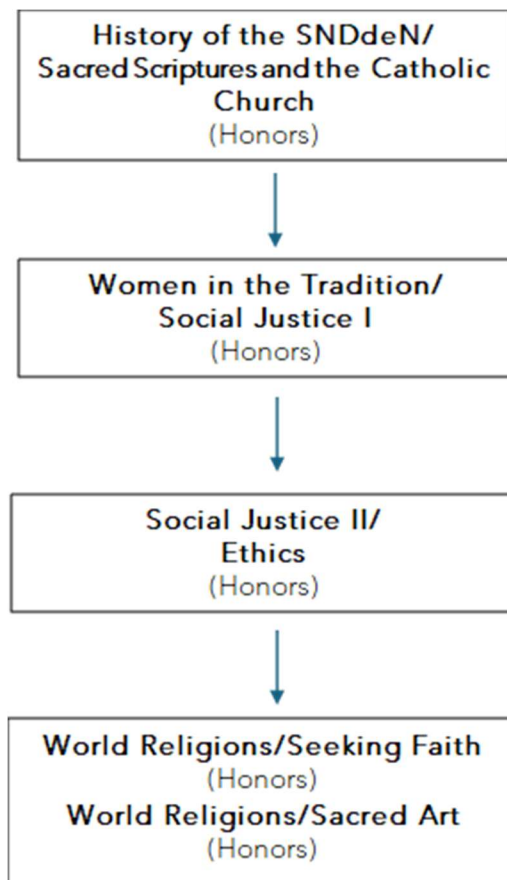
Prerequisites: Teacher recommendation in addition to successful completion of the United States History AP® or US Government and Politics AP® or a recommended minimum grade of an A- in United States History Honors or an A in United States History.

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

THEOLOGY

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

SEQUENCE OF THEOLOGY MAJOR COURSES FOR HIGH SCHOOL STUDENTS



009 HISTORY OF THE SISTERS OF NOTRE DAME de NAMUR / SACRED SCRIPTURES AND THE CATHOLIC CHURCH HONORS 1 credit

Students begin their high school theological studies with an introduction to the life of St. Julie Billiart and the work of the Sisters of Notre Dame de Namur. They will continue exploring the global mission of the Sisters through their seven Hallmarks. Students will also be introduced to the traditions and sacraments of the Catholic Church. Recognizing not all students come into Notre Dame Academy with a background in the Scriptures, they begin their study with exploring both the Hebrew Bible and the New Testament. The work starts with the story of God's revelation through major themes such as Creation, God's Covenant, Salvation, and Jesus' ministry. Students are invited to consider what it means to be humans created in God's image and likeness and the impact of this call to goodness.

023 WOMEN IN THE TRADITION / SOCIAL JUSTICE I HONORS 1 credit

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

024 SOCIAL JUSTICE II / ETHICS HONORS 1 credit

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

045 WORLD RELIGIONS / SEEKING FAITH HONORS 1 credit

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

054 WORLD RELIGIONS / SACRED ART HONORS**1 credit**

The World Religions course provides students an opportunity to appreciate the incredible diversity of religion in our world today, all of which influence the way people live their lives and think about who they are. The study of religion provides a framework for understanding and participating in dialogue among the followers of different religions. Students broaden their perspectives of religious experience in the world by examining major faith traditions and their basic doctrines, histories, and practices. The second semester builds off the artistic traditions of each religion studied and analyzes architecture, paintings, statues, music, and various mediums of artful expression as they are used to enhance worship. While all religions vary in belief and practice, they share an interest in creating or acknowledging a sense of sacred in the visible or symbolic form. Students will experience a variety of artful expressions and work to discover the sacred meaning behind their creation.

MINOR ELECTIVES**1603 ETHICAL ISSUES FACING OUR WORLD TODAY****.25 credit**

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

1614 THEOLOGICAL LITERATURE**.25 credit**

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

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

VISUAL AND PERFORMING ARTS

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

The Visual and Performing Arts Department provides a wide range of arts experiences for High School students. Courses encourage students at all levels to explore and deepen their knowledge of the arts. Homework may be required (see each course description) and in some cases course fees may apply. A holistic experience is at the center of a Notre Dame Academy education. All new grade 9 students will have their VPA requirements scheduled for them for grade 9, and in some cases 1st semester of grade 10.

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

**for 2025-26 additional minor courses are under development and will be shared by guidance counselors throughout the course selection process.*

Visual Arts	<p><i>Major courses:</i> Studio Art & Design I Studio Art & Design II AP* 2D Art & Design AP* 3D Art & Design AP* Drawing</p>	<p><i>Minor Courses:</i> 2D Art Yearbook Design & Digital Photography Introduction to Sculpture, Ceramics & 3D Design Digital Design Introduction to Interior Architecture & Design</p>
Music	<p><i>Major Courses:</i> Music Theory, History and Composition AP* Music Theory</p>	<p><i>Minor Courses:</i> Introduction to Piano Intermediate/Advanced Piano Introductory Instrumental Ensemble Intermediate/Advanced Instrumental Ensemble Beginner Choir Chamber Choir Cuvilly & High School Liturgical Choir</p>
Performing Arts	<p><i>Major Courses:</i> Honors Theatre Practicum</p>	<p><i>Minor Courses:</i> Public Speaking Theatre Foundations</p>

MAJOR VISUAL ART COURSES

818 STUDIO ART AND DESIGN I COLLEGE-PREPARATORY

1 credit

In this full year entry level course students in grades 9 through 12 are introduced to a variety of art & design mediums and techniques. Students review the elements of art and principles of design as they build a solid understanding of both 2D and 3D art making techniques. Students study design thinking and learn to develop a concept into a completed work of art or design project. The history of art and design is also explored as students are introduced to historically significant and contemporary artists from around the world. A major objective of this course is for students to explore a wide range of mediums and to develop a personal appreciation for art and art making. Course fees apply.

819 STUDIO ART AND DESIGN II COLLEGE-PREPARATORY

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of a C or higher in Studio Art & Design I or Art AP® or Departmental Approval.

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

850 DRAWING ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A- or higher in one of the following: Studio Art I, Studio Art II, Digital Design I, AP® 3D or 3D Art. Departmental approval is required for any AP® Art.

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

851 2D ART AND DESIGN ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A- or higher in one of the following: Studio Art I or Studio Art II, 2D Art & Design, or Digital Design I and II, AP® 3D or AP® Drawing. Departmental approval is required for any AP® Art.

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

852 3D ART AND DESIGN ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation in addition to a recommended minimum grade of an A-or higher in one of the following: Studio Art I, Studio Art II, Introduction to Sculpture, AP® 2D Design or Drawing AP®. Departmental approval is required for any AP® Art.

3D Art and Design AP® is strongly encouraged for students who wish to develop a comprehensive portfolio of work in the 3D visual arts. This is a rigorous course with a fully formed piece of artwork due every two weeks. A portfolio of 15 pieces is expected by the end of April and will be submitted to the College Board to complete the AP® College Board 3D Art & Design Exam. Students develop work independently and must have a strong set of technical skills, creativity, and discipline to manage their time. Students are expected to complete work outside of class time and to seek additional time to work independently in the art studio. Course fees apply.

MINOR VISUAL ART COURSES

1228 2D ART

.25 credit

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

1230 YEARBOOK DESIGN & DIGITAL PHOTOGRAPHY - SPRING SEMESTER

.25 credit

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

1232 INTRODUCTION TO SCULPTURE, CERAMICS & 3D DESIGN

.25 credit

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

1234 DIGITAL DESIGN - SPRING SEMESTER

.25 credit

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

1236 INTRODUCTION TO INTERIOR ARCHITECTURE & DESIGN - SPRING SEMESTER .25 credit

This course will introduce students to interior architecture and design by working through a series of increasingly difficult design challenges. Students will learn the basics of drafting and reading floor plans, elevations and sections while also learning to plan to scale. Students will be able to transfer a design plan into Google SketchUp developing a 3D model of their own design. Students will create

mood boards to convey their design intentions and learn to render and present their interior design plans.

1679 CHINESE CALLIGRAPHY

.25 credit

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

MAJOR MUSIC COURSES

925 MUSIC THEORY, HISTORY AND COMPOSITION COLLEGE-PREPARATORY

1 credit

Prerequisites: This course is open to grade 10 -12 students who have taken at least 1 year of choral or instrumental ensemble classes or have teacher approval based on other musical experience.

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

950 MUSIC THEORY ADVANCED PLACEMENT[®]

1 credit

Prerequisites: This course is open to 11 & 12 grade students who have taken at least 1 year of choir, instrumental music, or Music Theory I with teacher recommendation and Departmental approval.

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

MINOR MUSIC COURSES

1321 INTRODUCTION TO PIANO

.25 credit

This course is designed for students who wish to explore new piano playing skills or who want to develop their existing beginner skills. This course provides each student with the opportunity to study piano in our music lab. Musical elements (rhythm, melody, participate in the High School Instrumental Ensemble club. This is a performance-based course which requires students to participate in all school concerts. Students may be asked to perform in additional community events. Students may be asked

to purchase a performance gown for this course.

1351 INTERMEDIATE/ADVANCED PIANO

.25 credit

This course is designed for students who wish to advance their piano playing skills. An audition or approval from the music teacher is required and students should have at least 1 year of piano playing experience. This course provides each student with the opportunity to study piano in our music lab. Musical elements (rhythm, melody, harmony, expression, and style) are taught using a variety of musical styles through individual and ensemble playing. This class can be taken multiple times. Students taking this course are encouraged to also participate in the High School Instrumental Ensemble club. This is a performance-based course which requires students to participate in all school concerts. Students may be asked to perform in additional community events. Students may be asked to purchase a performance gown for this course.

1330 HIGH SCHOOL INTRODUCTORY INSTRUMENTAL ENSEMBLE

.25 credit

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

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

1352 HIGH SCHOOL INTERMEDIATE/ADVANCED INSTRUMENTAL ENSEMBLE

.25 credit

Prerequisites: It is recommended that students have played their instrument for at least two years, and students must have teacher recommendation and audition to take this course. All students taking this course must provide and maintain their own instrument.

The High School Intermediate/Advanced Instrumental Ensemble welcomes students who play instruments outside of school and have at least 2 years' experience with their instrument. Students will study a variety of musical styles and techniques as they build their instrumental skills. This is a performance-based course which requires students to participate in all concerts and students may be asked to perform in additional community events. Interested students may audition for the Southeastern District Junior or Senior Music Festivals. Instrumental students are encouraged to also join the instrumental club which meets 1 day per cycle. This course meets each semester and may be taken multiple times. Students may be required to purchase a performance gown.

1337 CUVILLY AND HIGH SCHOOL COMBINED LITURGICAL CHOIR

.25 credit

Note: This course may be taken in addition to other choral or instrumental classes as it meets after school for the year.

This is a combined Cuvilly and High School vocal performance choir which meets one time per week after school (typically on Thursdays). The choir may meet at additional times as needed for rehearsals and typically performs at all school liturgies and many events. This course is for students who wish to develop their singing and performance skills through regular participation in liturgical performances. Choir singers may be required to participate in both the Winter and Spring Concerts, liturgies, and

may be asked to sing at additional school and community events. This course is open to all students in grades 6-12 and can be joined at any time throughout the year as your schedule allows. This course may be taken multiple times and is offered each semester. Students interested in vocal performance are highly encouraged to take this course and join the choir. Many students opt to participate in Liturgical Choir every year and have a wide range of internal and external performance opportunities.

1360 BEGINNER CHOIR

.25 credit

Beginner choir is a high school vocal ensemble which is open to all students who want to develop their vocal abilities and perform in a group. This course runs both semesters, and students may take this course in either the fall or spring or both. Focus is placed on introducing healthy singing habits, learning solfege and developing sight reading skills. Choral pedagogy is rooted in a classical music foundation with other genres including folk, Broadway, and pop music incorporated, creating a strong foundational knowledge of choral music today. Through choral music, skills such as self-confidence, teamwork, and the art of self-expression are likewise developed. Members of this class are required to perform in all concerts, may perform at liturgies, and may be asked to sing at community events. This ensemble may participate in choral festivals, competitions, and/or travel. Students in this class are encouraged to audition for the Southeastern District Junior or Senior Music Festivals. The purchase of a performance gown may be required for this class.

1332 CHAMBER CHOIR

.25 credit

Chamber choir is the premiere choral ensemble at NDA. Students must audition with the choral music teacher to sing in this ensemble. Chamber Choir runs both semesters and students must take this course the entire year. Pedagogy places an emphasis on developing healthy singing habits, strengthening sight reading skills, and establishing a comprehensive foundation in classical music. Other genres of music including folk, Broadway, and pop incorporated as well, creating a well-rounded and comprehensive understanding of choral music today. Furthermore, skills such as self-confidence, teamwork, and the art of self-expression are developed through this class. Members of this class are required to perform in all concerts, may perform at liturgies, and may be asked to sing at community events. This ensemble may participate in choral festivals, competitions, and/or travel. Students in this class are encouraged to audition for the Southeastern District Junior or Senior Music Festivals. The purchase of a performance gown may be required for this class.

MAJOR PERFORMING ARTS COURSES

892 THEATRE PRACTICUM: PERSPECTIVE AND PERFORMANCE HONORS

1 credit

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

Semester One Directing

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

Semester Two Dramaturgy and Performance

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

MINOR PERFORMING ARTS COURSES

1419 PUBLIC SPEAKING

.25 credit

This course is specifically tailored to the needs of the young adult speaker. It explores confidence building, non-verbal communication, listening skills, how to become a "people person", group problem solving, speech preparation including research, organization and execution, conflict management, logic and reasoning through the understanding and utilization of the "informative speech" structure, the "persuasive speech" structure, and the "creative delivery". Using a nontraditional approach that involves games, activities, skits, movies, and of course "real world" tips and tricks, public speaking will be an enjoyable, creative, and fun challenge! The course also touches on debate, "how to" step-by-step instructions and "fast-forensics". Students interested in any occupation - business, medicine, education, social justice, law, government, or the arts - will benefit greatly from this foundational course.

1422 THEATRE FOUNDATIONS

.25 credit

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

WORLD LANGUAGE

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

PROGRESSION OF WORLD LANGUAGE MAJOR COURSES FOR HIGH SCHOOL STUDENTS

French

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

<p>Latin I Honors Latin II Honors Latin III Honors Latin IV</p>

Mandarin Chinese

<p>Honors Mandarin Chinese IV AP* Mandarin Chinese</p>
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Spanish

<p>Spanish I Spanish II (College-Preparatory or Honors) Spanish III (College-Preparatory or Honors) Spanish IV (College-Preparatory or Honors) Spanish V (College-Preparatory or Honors) AP* Spanish Language & Culture</p>

FRENCH

512 FRENCH I COLLEGE-PREPARATORY

1 credit

Prerequisite: Departmental approval.

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

521 FRENCH II COLLEGE-PREPARATORY

1 credit

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

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

520 FRENCH II HONORS

1 credit

Prerequisites: Teacher recommendation in addition a minimum recommended grade of an A- or above in French 1, departmental approval based on the results of a language placement test, a writing sample, and teacher recommendation.

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

531 FRENCH III COLLEGE-PREPARATORY

1 credit

Prerequisites: Successful completion of French II, departmental approval based on the results of a language placement test, a writing sample, previous French performance, and teacher recommendation.

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

530 FRENCH III HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a minimum recommended grade of A- in French II Honors, an A in French II, departmental approval based on the results of a language placement test, a writing sample, and teacher recommendation.

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

535 FRENCH FOR IMMERSION LEARNERS

1 credit

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

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

541 FRENCH IV COLLEGE - PREPARATORY

1 credit

Prerequisites: successful completion of French III, a language placement test, a writing sample, and teacher recommendation.

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

540 FRENCH IV HONORS

1 credit

Prerequisites: Departmental approval based on the results of a language placement test, a writing sample, teacher recommendation and a minimum grade of a B+ in French III Honors or an A- in French III.

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

548 FRENCH V COLLEGE-PREPARATORY

1 credit

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

Students study French life, culture and history as it relates to issues we face in society today. Students will continue to work on the skills of listening, speaking, reading, and writing in French. The course will be conducted in as much French as comprehensible.

549 FRENCH V HONORS

1 credit

Prerequisites: Successful completion of French IV or French IV Honors, a language placement test, a writing sample, and teacher recommendation.

This course is a continuation of the study of the French language and Francophone culture. Students continue to develop proficiency in listening, speaking, reading, and writing in French. Students read authentic literature and, through reading and video, develop a deeper awareness of diversity in the world such as art, music, traditions, and festivals. Major themes include the environment, immigration, social justice and equality, identity and social organization, and technological and ethical issues.

550 FRENCH ADVANCED PLACEMENT*

1 credit

Prerequisites: Teacher recommendation in addition to a minimum grade of an A-in French IV Honors, or an A in French IV, and a writing sample.

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

MANDARIN

676 MANDARIN CHINESE IV HONORS

1 credit

Prerequisites: Successful completion of Mandarin Chinese III, departmental approval based on the results of the language placement test and a writing sample.

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

679 MANDARIN CHINESE ADVANCED PLACEMENT*

1 credit

Prerequisites: Successful completion of Mandarin Chinese IV and departmental approval, and a writing sample.

The Chinese Language AP® and Culture course is a rigorous course taught exclusively in the target language that requires students to demonstrate their proficiency across three modes of communication: interpretive (listening and reading comprehension), interpersonal (conversation and correspondence), and presentational (oral or written). The course focuses on the integration of

authentic resources including but not limited to online print, audio, and audiovisual resources, as well as traditional print resources including literature, essays, newspaper articles, and emails. Students explore both contemporary and historical Chinese culture. Selections of movies deepen knowledge and understanding of Chinese culture and its traditions. The course prepares students for success on the College Board AP® Chinese Language and Culture exam.

LATIN

611 LATIN I COLLEGE-PREPARATORY

1 credit

Prerequisite: Departmental approval.

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

620 LATIN II HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a minimum recommended grade of an A- in Latin I and results of a placement test.

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

633 LATIN III HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a minimum recommended grade of an A- in Latin II Honors.

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

643 LATIN IV HONORS

1 credit

Prerequisites: Teacher recommendation in addition to a minimum recommended grade of A- in Latin III Honors.

Latin IV Honors continues the study of advanced language concepts introduced in Honors Latin III. A brief review of those concepts such as active and passive voice and deponent verbs serves as building

blocks to study more advanced grammar and language structures such as subjunctive mood, ablative absolutes and place and time constructions. Reading comprehension is expanded and stressed. History and culture of the ancient world continue to be of paramount importance to the study and appreciation of the Latin language and Roman culture.

SPANISH

411 SPANISH I COLLEGE-PREPARATORY

1 credit

Prerequisite: Departmental approval.

In Spanish I College-Preparatory, students develop introductory level communicative skills in Spanish, including simple sentence structure, basic verb conjugations, and thematic vocabulary. The culture and geography of the Hispanic world are experienced through readings, short videos, film clips, and online activities. The objective of this course is to lay the foundations for achieving communicative proficiency in Spanish in understanding spoken Spanish, reading Spanish, speaking Spanish, and writing. This course is conducted in as much Spanish as is comprehensible.

421 SPANISH II COLLEGE-PREPARATORY

1 credit

Prerequisites: Successful completion of Spanish I.

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

420 SPANISH II HONORS

1 credit

Prerequisites: Departmental approval based on the results of a language placement test, a writing sample, teacher recommendation, and a minimum grade of an A- in Spanish I.

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

431 SPANISH III COLLEGE-PREPARATORY

1 credit

Prerequisites: Successful completion of Spanish II.

In Spanish III College-Preparatory, students complete their full introduction to the grammar and vocabulary foundations needed to pursue fluency in the target language while gaining further experience in the four language skills of reading, writing, speaking, and listening. Additionally, students expand their knowledge of Hispanic culture through reading, video, and online activities. The course is conducted in as much Spanish as is comprehensible.

430 SPANISH III HONORS

1 credit

Prerequisites: Departmental approval based on the results of a language placement test, a writing

sample, previous Spanish performance, teacher recommendation, and a minimum grade of a B+ in Spanish II Honors or an A- in Spanish II.

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

441 SPANISH IV COLLEGE-PREPARATORY

1 credit

Prerequisites: Successful completion of Spanish III.

Spanish IV College-Preparatory allows students to continue to develop their Spanish skills in all four skill areas of reading, writing, speaking, and listening. A variety of learning styles are supported, and students engage in activities such as presentations, projects, and traditional assessments including quizzes and exams. Grammar topics are reviewed and expanded to increase proficiency. The course is conducted in as much Spanish as is comprehensible.

440 SPANISH IV HONORS

1 credit

Prerequisites: Departmental approval based on the results of the language placement test, a writing sample, previous Spanish performance, and teacher recommendation, and a minimum grade of a B+ in Spanish III Honors or an A- in Spanish III.

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

448 SPANISH V COLLEGE-PREPARATORY

1 credit

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

Students study Spanish life, culture and history as it relates to issues we face in society today. Students will continue to work on the skills of listening, speaking, reading, and writing in Spanish. The course will be conducted in as much Spanish as comprehensible.

449 SPANISH V HONORS

1 credit

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

In an exploration of the many Hispanic cultures, students continue to develop awareness of diversity in the world regarding cultural practices and products, such as art, music, traditions, and festivals. Major themes include the environment, immigration, social justice and equality, identity and social organization, and technological and ethical issues. This course is conducted in Spanish with the goal of students increasing their fluency in speaking and improving their skills in understanding written and spoken Spanish as well as their ability to write in Spanish.

450 SPANISH ADVANCED PLACEMENT*

1 credit

Prerequisites: A minimum grade of an A- in Spanish IV Honors, a writing sample, and teacher recommendation.

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

MINOR ELECTIVE

1679 CHINESE CALLIGRAPHY

.25 credit

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