

NOTRE DAME

**NIOCL**

CATHEDRAL LATIN



**Course  
Catalogue  
2023-2024**

## **Mission**

Like Mary, who gave Christ to the world, Notre Dame-Cathedral Latin School educates leaders who transform the world, as Jesus did, by living the truth in love.

## **Core Values**

As a community of faith and learning rooted in the enduring values of Notre Dame Academy and Cathedral Latin School, NDCL seeks

- Justice
- Respect
- Integrity
- Community
- Excellence

## **Vision**

Notre Dame Schools will engage students from preschool through high school in an exceptional Catholic education.

We will focus on loving, respecting, and educating all to discover and develop their God-given talents.

We will challenge our students to respond faithfully to Jesus' call to transform the world by consciously doing good and bringing hope to the hearts of all.

# Purpose

Academic planning is an important part of high school. This catalogue is designed to assist students and parents with the course selection process. It contains essential information necessary for you to choose your courses for next year. Students are encouraged to look beyond the coming year and try to create a meaningful and flexible plan for the remaining years of high school.

It is important to do the following as you use this catalogue:

1. Review all requirements for graduation.
2. Analyze your successes and challenges in high school studies to this point.
3. Reflect on your goals both for high school and beyond.
4. Consider the following:
  - Am I choosing courses most appropriate for my **abilities and interests**?
  - Am I fulfilling **graduation requirements** and **challenging** myself academically?
  - Am I establishing **options** for post-high school education and careers?
  - Will my choices enable me to **make a difference** in the world?
5. Study the course offerings sequences.
6. Seek assistance from parents, counselors, and teachers.

---

# Graduation Requirements

In order to earn a Notre Dame-Cathedral Latin School diploma, twenty-six credits are required in the following courses of study:

4.0	Credits in Theology	1.0	Credit in Fine Arts
4.0	Credits in English	.5	Credit in Speech
4.0	Credits in Mathematics	.5	Credit in Health
3.0	Credits in Social Studies	.5	Credit in Physical Education or PE Waiver
3.0	Credits in Science		
2.0	Credits in the same World Language		Elective Credits

Students who take College Credit Plus English may earn up to 12 college credits of English, but must take English every year.

Selective colleges may prefer additional credits in science, social studies, and a world language. Students who plan to attend a particular college are urged to obtain the competitive entrance requirements and discuss these with their counselor. This should be done in the sophomore and junior year so that those students may plan their program accordingly.

## ◆ Deficiencies in Credit

All semester class failures must be remediated prior to the subsequent school year. Options for credit recovery include: enrollment in a public school summer school course, a course offered from an accredited online school, through a Credit Flex plan, or through a private tutor who is appropriately licensed in the specific subject area for grades 9-12. Approval for recovery credit must be secured from the student's counselor prior to enrollment. Course failures may not be made up by retaking the course at NDCL.

Any student who has received a semester “F” grade and who fails to make up that course or an equivalent course may not be able to return to NDCL.

For any semester failure, a senior must make up the course or take a course of equivalent credit before a diploma will be issued. Students must have completed all requirements for graduation in order to participate in commencement exercises. The final decision rests with the administration.

### ◆ Summer School

Summer school is an option for earning **recovery credit** after failure, not typically for earning original credit. However, some students choosing the College Credit Plus program or a Credit Flex plan may take courses in the summer for original credit. Earning original credit during the summer does not exempt a student from taking the required course load during the school year.

## State of Ohio Graduation Requirements/Awards

In accord with the requirements established by the State of Ohio, each Notre Dame-Cathedral Latin student must earn satisfactory scores on state-approved examinations in order to qualify for a diploma. Specifically, students must earn remediation-free scores in English, reading, and mathematics on the ACT or earn passing scores on the Iowa Assessments according to a formula established by the state. Students will have multiple opportunities to meet these testing requirements. State law prohibits the school from awarding any student a diploma until the requirements are met.

### Ohio Department of Education: Academic Honors Diploma

A student must meet **all but one** of the following criteria to be eligible for the Academic Honors Diploma from the State of Ohio:

Subject	Criterion
Mathematics	4 units, including algebra I, geometry, algebra II, and another higher level course
Science	4 units, including 2 units in advanced science
Social Studies	4 units
World Languages	3 units of one world language, or no less than 2 units of two world languages
Fine Arts	1 unit
GPA	3.5 on an unweighted 4.0 scale
ACT / SAT	27 ACT / 1280 SAT

### U.S. President’s Award for Educational Excellence:

Seniors qualify for this award by meeting the following criteria:

1. 3.5 cumulative GPA
2. 27 on ACT / 1280 SAT

Qualified Ohio students in grades 7-12 may receive both high school credit and college credit for college classes under the **College Credit Plus** program. Students must meet the admissions criteria established by the post-secondary institution of choice. According to the Ohio Department of Education, “The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students.”

**Parents, please note:** "The subject matter of a course enrolled in under the college credit plus program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified based upon college credit plus enrollee participation regardless of where course instruction occurs."

### Application Process for CCP Option

1. At course selection time, the student contacts his/her counselor to review requirements and to discuss how CCP aligns with his/her academic and career goals. Students must carry the equivalent of 7 courses per semester.
2. Student and family should attend the CCP information session to hear from counselors, administrators, and participating post-secondary colleges to learn about the application process and the risks and advantages of the program.
3. The applicant's parent must establish an [OH|ID](#) account through the Ohio Department of Education in order to express their intent to participate and to apply for funding.
4. The student and family contact the colleges of choice for information, documents, and criteria for acceptance into their CCP program.
5. The student applies to the college and takes the college placement test such as the ACT or SAT.
6. Once the applicant receives the college acceptance letter, he/she may apply for funding through their parent's OH|ID account. The college acceptance letter is required to apply for funding.
7. The notification of funding award will be received through the College Credit Plus funding application in the OH|ID Account in May.
8. Once notified of the award for funding, the student registers for the college classes and then meets with his/her counselor to create a schedule that will provide for the student to take the needed high school courses and college courses. Priority will be given to the scheduling of the high school courses.
9. Once a college schedule has been determined the final college schedule must be submitted to the high school counselor.

### Attendance and Finances

- Students must provide their own transportation to and from college classes.
- Students must cover their own parking expenses.
- There is no tuition reduction at NDCL for students in CCP classes.
- Students who fail a course or drop the course too late will have to pay for the course.
- Students may not take CCP courses if they did not express their intent to participate and complete the funding application.

### Grades

- Grades for CCP are included in the student's high school GPA and are weighted the same as Honors and AP courses in the same subject area.
- CCP credits appear as college courses on the high school transcript and are included in the total credits earned at NDCL.
- 3-5 college semester hours equals 1 high school Carnegie unit of credit.
- 2 college semester hours equals 0.66 high school Carnegie unit of credit.
- 1 college semester hour equals 0.33 high school Carnegie unit of credit.
- A student is limited to 30 college credit hours per school year.

## **Benefits**

- Under the Transfer to Degree Guarantee, many entry-level courses earned through an Ohio public college are guaranteed to transfer to any other Ohio public college.
- Students may complete high school graduation requirements and college requirements simultaneously.
- College credits may be earned at no cost to the student or family pending state allocation.
- Students assume more responsibility for their own learning (may also be a risk).
- Classes can be taken in a subject not offered in the high school's curriculum.
- Will result in the student gaining a permanent college transcript that he/she may submit to any college when applying for admission (may also be a risk).
- Students experience college-level teaching methods.

## **Risks**

- There is an increased responsibility on the part of the student that is compounded by a more rigorous, challenging environment.
- May reduce opportunities for participating in high school activities if college classes are after school or on weekends.
- May take a student out of the high school course sequencing (e.g. math, world languages, etc.) and present a challenge if the student chooses to re-enter the high school program.
- Could result in a student's not graduating if the student fails or drops the course.
- May result in different calendar dates between college and high school for vacations and course endings.
- Private and out-of-state colleges may not accept the college credits earned through CCP.
- Could affect athletic eligibility.
- While a student may meet the academic requirements to participate in CCP, students and parents should also consider the student's social and emotional maturity.



## **NOTRE DAME COLLEGE – College Credit Plus Courses**

Fifteen courses are offered on our campus through Notre Dame College of Ohio that qualify for college and high school credit. The courses are described in the respective department pages.

The Psychology class is taught at NDCL by a professor from Notre Dame College. The other courses are taught by credentialed NDCL faculty members using a college-level syllabus, instructional strategies, and assessment procedures.

<b>Course Name</b>	<b>NDC course number</b>	<b>Number of High School Credits</b>	<b>Number of College credits</b>	<b>Page</b>
College Composition I	EN 100	1 English	3	16
College Composition II	EN 101	1 English	3	16
College Introduction to Literature I	EN 225	1 English	3	16
College Introduction to Literature II	EN 255	1 English	3	16
College Topics in Humanities: Rebels with a Cause	EN 191	1 English	3	17
College American Government & Politics	PO 111	1 Social Studies	3	30
College Major Themes in American History	HI 200	1 Social Studies	3	29
College Introduction to Psychology	PY 201	1 Social Studies	3	30
College Biology I with Lab	BI 114/115	1 Science	4	28
College Biology II with Lab	BI 116/117	1 Science	4	28
College Calculus I	MA 175	1 Math	4	23
College Calculus II	MA 176	1 Math	4	23
College Statistics I	MA 221	1 Math	3	23
College Statistics II	MA 300	1 Math	3	23
College Spanish II	SP 102	1 World Language	4	35

# Credit Flex

Notre Dame-Cathedral Latin accepts applications for flexible credit from its students in accord with Ohio Senate Bill 311 and the 2009 State Board of Education's Credit Flex policy. The state requires each school to shape a process whereby students have the option to "earn units of high school credit based on demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction."<sup>1</sup>

The intent of Ohio's Credit Flex policy is to increase student engagement in their learning, accelerate learning and create habits of mind essential for success in careers, post-secondary education and life-long learning. In addition, Credit Flex is designed to broaden the scope of curricular offerings available to students in order to increase the depth of study available for a subject as well as tailor learning time and conditions needed to customize student learning.<sup>2</sup>

As a college-preparatory school, NDCL accepts Credit Flex applications from its students. The student initiates the application and develops the learning plan. At least three months before beginning the plan, the student presents the learning plan and specific performance outcomes for a whole or half-credit to NDCL's Credit Flex panel, which includes the principal, assistant principal for academics, director of counseling and subject department chairperson.

## **Approval will be granted in accord with Ohio's Credit Flex policy using the following criteria:**

1. The plan must reflect and advance NDCL's mission, vision, and core values so that, in the judgment of the administration, it enhances and does not compromise the overall integrity of the student's NDCL experience.
2. The plan must have equitable value with courses offered at NDCL.
3. The plan must focus on supporting and accelerating student learning in preparation for college.
4. The plan must be driven by the needs of the student and aligned with the Ohio's New Learning Standards.
5. The plan must work with NDCL's alternate-day block schedule.

## **Essential elements of a Credit Flexibility Plan:**

1. Category/Subject area of learning (e.g. English, social studies, visual arts, science, etc.).
2. Desired outcomes, including a statement of how the learning reflects and advances NDCL's mission, vision, and core values.
3. Specific learning plan.
4. Means used to demonstrate and to measure achievement of the desired outcomes. For example, a rubric evaluating the desired outcomes.
5. Specific performance levels to be used to determine the letter grade for the flexible learning option upon its completion.
6. Persons/organizations responsible for providing the learning and assigning the quality percent of mastery at the end of the experience (e.g. internship sponsor, distance learning instructor, facility supervisor).
7. Specific dates for completion of the plan as well as for presentation of the learning outcomes to the Credit Flex Panel.
8. After reviewing the student's achievement and considering any evaluations submitted by learning providers, if any, included in the plan, the Credit Flex Panel will recommend a letter grade for the student's work to the Principal, who is ultimately responsible for the determination of the final grade and the awarding of credit.

### Other considerations:

1. Each Credit Flex plan will be considered on its own merit with respect to the individual needs of the student and his/her college-preparatory plans.
2. Failure to complete an approved plan or earning a failing grade for a completed plan will be recorded on the student's permanent record and included in the student's GPA.
3. All expenses involved in Credit Flex are the responsibility of the student; there is no tuition reduction for students receiving credit through this program.
4. Specific decisions regarding Credit Flex will not reflect the prejudice of precedent.
5. Courses taken through Credit Flex have implications for interscholastic collegiate athletic eligibility as determined by the National Collegiate Athletic Association (NCAA).

<sup>1</sup>All quotations and source language taken from : *New Emphasis on Learning, A Report to the State Board of Education prepared by the Ohio Credit Flex Design Team, June 2009.*

<sup>2</sup>Ibid., pp. 3-5

---

# Physical Education Waiver

Notre Dame-Cathedral Latin School students may opt-out of Physical Education classes according to Section 3313.603 of the Ohio Revised Code. This policy permits students who have participated in NDCL interscholastic athletics, marching band, or cheerleading for **at least two full seasons**. Participation in only one (1) full season cannot be combined with 0.25 credit of PE to meet the PE requirement for graduation.

Students opting for this waiver will not be required to take 0.5 credit of PE for graduation. The waiver does not grant the student 0.5 credit; it only excuses the student from PE. The student must earn 0.5 credit in another elective in place of the PE credit. Students will express their intent to implement a PE waiver at the time of course registration.

The two full seasons must occur after June 1, 2023, the implementation date of the policy. Per the Ohio Revised Code, schools are not permitted to implement a retroactive policy. A season in which the student is "cut" or quits does not meet the requirement of two full seasons. The two full seasons must be completed prior to the second semester of the student's senior year.

Other activities, that are non-school sponsored athletics, that involve physical activity on the part of the student, may not be counted toward the PE Waiver. The rule specifically limits participation to interscholastic athletics, marching band, or cheerleading sponsored by the school.

---

# Course Selection Process

## ◆ Course Placement

Course placement is re-assessed and determined on a yearly basis for placement into certain math courses, honors courses, and Advanced Placement courses. Placement into honors or Advanced Placement courses is determined on a number of eligibility criteria: cumulative GPA of 3.5 or better, standardized test scores at or above the 85<sup>th</sup> percentile, and demonstrated success in the subject area based on previous grades in prerequisite courses. To a lesser extent, other factors given consideration are student motivation, academic work ethic, and previous teacher recommendations. Students will receive a letter prior to course registration indicating the honors or Advanced Placement course(s) for which they are eligible.

Students wishing to pursue college-level courses through the College Credit Plus (CCP) program must earn college-ready test scores on the ACT or SAT in the English and/or Mathematics sub-tests required by the college class the student wishes to take. Other criteria may be required by the college offering the CCP course(s). College-level courses are taught above the level of honors classes; therefore, it is *strongly* suggested that students have a cumulative GPA of 3.5 or greater, demonstrate an outstanding academic work ethic, and be highly motivated and self-disciplined. Since participation in the CCP program is a family decision, NDCL does not determine placement into CCP courses.

### ◆ **Schedule Changes and Withdrawal from courses**

The Master Schedule is planned according to student course selections; thus, schedule changes and withdrawals are made for educational reasons. Classes will not be over-filled or under-scheduled as the result of a schedule change request.

If a student drops a course during the first 6 days of the semester (3 Blue or 3 Gold day classes), with the approval of the counselor, class teacher, and the assistant principal, the course will not appear on the transcript. Generally, a student may not drop a class after this time except for serious reasons. If a student drops a course after the first 3 days of the course, the student will receive an "F" grade for the course and the credit attempted will be calculated in the student's grade point average. The final decision will be made by the administration.

### ◆ **AP Classes**

Students taking AP classes have the opportunity to earn college credit based on their AP exam performance if they choose to take the AP exam. Placement in AP classes is based on the eligibility criteria that are determined in the respective department for each class. All students enrolled in an AP class take the regularly scheduled 2<sup>nd</sup> semester NDCL exam and, if the student chooses, the AP exam from the College Board.

### ◆ **Enhanced Learning Block (ELB)**

Students may choose to take an enhanced learning block in place of an elective course. Students may take only one ELB per semester. Students will have the opportunity to tap into academic coaching, campus ministry opportunities, supplemental instruction sessions, and independent work time during the enhanced learning block.

# Course Offerings 2023-2024

W = Weighted course

\* = Semester course

## Business & Technology (p. 13)

Accounting

\*Introduction to Business

\*Marketing Principles

\*Digital Design I

\*Digital Design II

\*Visual Communications Studio

Visual Communications Studio Manager

\*3D Computer Animation

\*Application and Game Design

\*Programming with Java

\*Advanced Programming with Java

## English (p. 15)

English 9

Honors English 9 (W)

English 10

Honors English 10 (W)

English 11

Honors English 11 (W)

English 12

\*College English Composition I (W)

\*College English Composition II (W)

\*College Introduction to Literature I (W)

\*College Introduction to Literature II (W)

\*Speech

\*Creative Writing

\*Film Study

\*Faith and Justice in Life and Literature

\*Rebels with a Cause (W)

## Family & Consumer Science

(p. 18)

\*Creative Foods I

\*Creative Foods II

\*Family & Child Development

\*Independent Living

## Health & Physical Education

(p. 19)

\*Health

\*Physical Education I

\*Physical Education II

\*Advanced Physical Education I

\*Advanced Physical Education II

\*Strength and Conditioning

\*Advanced Strength & Conditioning

## Mathematics (p. 21)

Algebra I

Geometry

Honors Geometry (W)

Algebra II Concepts

Algebra II

Honors Algebra II with Trigonometry (W)

Honors Pre-Calculus (W)

Mathematical Modeling and Reasoning

\*Trigonometry

\*Pre-Calculus

\*Statistics

\*Calculus I A

\*Calculus I B

\*College Calculus I (W)

\*College Calculus II (W)

\*College Statistics I (W)

\*College Statistics II (W)

\*Engineering Principles

## Performing Arts (p. 25)

Men's Choir (semester or full year)

Women's Choir (semester or full year)

Mixed Choir (semester or full year)

Stage Band (semester or full year)

Marching Band – through credit flex

\*Ukulele

## Science (p. 26)

Physical Science: STEM Explorations

Biology

Honors Biology (W)

Environmental Science

Chemistry

Honors Chemistry & Complement (W)

Physics & Complement

AP Physics & Complement (W)

Human Anatomy and Physiology

\*College Biology I and Lab (W)

\*College Biology II and Lab (W)

\*Astronomy

\*Forensic Science A

\*Forensic Science B

\*STEM: Biomedical Studies

## **Social Studies** (p. 29)

Modern World History  
Honors Modern World History (W)  
U.S. History  
\*Government  
\*Economics  
\*Sociology  
\*World Issues  
\*Human Geography  
College American Government & Politics (W)  
College Major Themes in American History (W)  
\*Introduction to Psychology (W)

## **Theology** (p. 31)

Theology 9  
Theology 10  
Theology 11  
Theology 12

## **Visual Arts** (p. 32)

\*Art Exploration  
\*Introduction to Drawing and Painting  
\*Introduction to Ceramics  
\*Introduction to Photography  
\*Film Making  
\*Drawing and Painting I  
\*Drawing and Painting II  
\*Art Exploration I  
\*Art Exploration II  
\*Ceramics I  
\*Ceramics II  
\*Ceramics III  
\*Wheel Throwing  
Traditional & Digital Photography I  
Traditional & Digital Photography II  
Traditional & Digital Photography III  
AP Studio Art I (W)  
AP Studio Art II (W)

## **World Language** (p. 35)

French II      Likely to be online, not in-person  
French III     Likely to be online, not in-person  
Spanish I  
Spanish II  
Spanish III  
\*College Spanish II (W)

## **College Credit Plus Courses**

\*Introduction to Psychology (W)  
\*Rebels with a Cause (W)  
\*College English Composition I (W)  
\*College English Composition II (W)  
\*College Introduction to Literature I (W)  
\*College Introduction to Literature II (W)  
\*College Biology I and Lab (W)  
\*College Biology II and Lab (W)  
\*College Calculus I (W)  
\*College Calculus II (W)  
\*College Statistics I (W)  
\*College Statistics II (W)  
College Major Themes in American History (W)  
College American Government & Politics (W)  
\*College Spanish II (W)

# Planning Pages

The following pages serve as worksheets to help plan courses for the entire four years of high school. **All students are required to take a minimum of 7 courses per semester.**

Students may choose to take one enhanced learning block (ELB) per semester. Choosing electives or continuing with a World Language will fill the other blocks. All students are required to have one credit in fine arts. Keep the following graduation requirements in mind when planning.

- |     |                                    |     |  |
|-----|------------------------------------|-----|--|
| 4.0 | Credits in Theology                | 1.0 | Credit in Fine Arts                          |
| 4.0 | Credits in English                 | .5  | Credit in Speech                             |
| 4.0 | Credits in Mathematics             | .5  | Credit in Health                             |
| 3.0 | Credits in Social Studies          | .5  | Credit in Physical Education<br>or PE Waiver |
| 3.0 | Credits in Science                 |     | Elective Credits                             |
| 2.0 | Credits in the same World Language |     |  |

## Grade 9

Semester 1	Semester 2
Theology	Theology
English	English
Math	Math
Science	Science
Social Studies	Social Studies
World Language	World Language
PE	Health

## Grade 10

Semester 1	Semester 2
Theology	Theology
English	English
Math	Math
Science	Science
*Social Studies	*Social Studies
World Language	World Language
*PE	Speech

\*In certain circumstances, PE and/or Social Studies may be taken junior year.

## Grade 11

Semester 1	Semester 2
Theology	Theology
English	English
Math	Math
Science	Science

\*Students may elect to take Government Junior year.

## Grade 12

Semester 1	Semester 2
Theology	Theology
English	English
Math	Math
Social Studies	Social Studies

# Business & Technology

Course	Code	Grade(s)	Term	Credits	Prerequisites
Introduction to Business	610	10, 11, 12	Semester	0.5	
Accounting I	2611	11, 12	Year	1.0	Introduction to Business suggested
Marketing Principles	616	11, 12	Semester	0.5	Introduction to Business suggested
Digital Design I	633	9, 10, 11, 12	Semester	0.5	
Digital Design II	646	10, 11, 12	Semester	0.5	Digital Design I
Visual Communications Studio	648	10, 11, 12	Semester	0.5	Introduction to Photography, Digital Design preferred
Visual Communications Studio Manager	2648	11, 12	Year	1.0	Application required
3D Computer Animation	644	10, 11, 12	Semester	0.5	
Application and Game Design	650	10, 11, 12	Semester	0.5	B- in Programming
Programming with Java	649	10, 11, 12	Semester	0.5	B+ in Algebra I or B in Honors Algebra I
Advanced Programming with Java	659	10, 11, 12	Semester	0.5	B- in Programming

## Introduction to Business

Students are introduced to the world of business while they explore career fields such as Management, Economics, International Business, Entrepreneurship, Marketing, Finance, and Communications. As part of this course students will prepare and compete in a STEM business plan competition where they will apply what they have learned about business to their own idea. This is a highly recommended course for students who want to pursue business, finance or marketing majors at the university level.

## Accounting I

In Accounting I, students learn the basic principles and concepts of accounting processes. Students will follow the accounting cycle for a small business involving analyzing, recording and posting transactions to the accounting books of small businesses. Students will create analysis of their results and will create adjustments, closing entries and the financial statements for small businesses.

In the second semester, special journals and ledgers will be introduced to expand the accounting process to larger entities. Computer-based spreadsheets and accounting software will be used to complete problems and small business simulations. This course is highly

recommended for those who plan to major in business in college.

## Marketing Principles

Students build upon the concepts from Introduction to Business and specifically explore the career field of marketing. After a deeper introduction to the field of marketing, students will dive into each of the 4Ps of marketing: Product, Place, Price and Promotion. Students will conduct research and develop a target market for a business idea. Research and case studies about current marketing trends and real marketing campaigns. This is a highly recommended course for students who want to pursue business and/or marketing majors at the university level.

## Digital Design I

In this course, students are provided hands-on experience to learn digital design principles from a design industry professional while using the latest Adobe Creative Cloud design software to create digital branding and marketing materials. This course fosters a foundation for visual design to prepare students to be solopreneurs capable of presenting themselves in a digital on-demand world. Students will gain skills in real-world situations and beyond working on projects like logos, business cards, self-promotion, billboards, social media, and more.

*No prior art or design experience is necessary for this course.*

## Digital Design II

In this course, students will build upon the principles of design and typography experienced in Digital Design I. They will utilize the latest Adobe Creative Cloud design software to create free-form visual design projects like book covers, movie posters, and product packaging. The course will level up students' understanding of design and go beyond fundamental desktop publishing. Students will utilize their design skills and creative freedom to develop engaging projects through discovery and production to build a portfolio showcasing their talents. *Interested students must have taken Digital Design I.*

## Visual Communications Studio

In Visual Communications Studio, the students will work collaboratively with peers to create meaningful work for actual clients within the NDCL community and the student body. This course will primarily involve composing the NDCL Chrysalis yearbook and the MANE. The latter is a digital publication featuring journalism, commentary, criticism, essays, fiction, satire, cartoons, and poetry from the student's perspective. Secondary aspects of visual

publications' courses are the production of large-scale banners, digital design, and other visual communication projects.

All aspects are student-managed, with the instructor serving as both adviser and publisher.

Students who enroll in this course should be self-motivated individuals who display a passion for writing, photography, art, and design will find this course a fulfilling creative outlet.

*\*This course can only be taken one semester a year.*

### **Visual Communications Studio Manager**

This year-long commitment is for a limited number of highly motivated students interested in holding a leadership role in the Visual Communications Studio. Student managers will work as a small executive team assigned to the NDCL Chrysalis yearbook; they will be expected to create and maintain a branding aesthetic, edit, and provide feedback on projects. Because of the nature of this work, students should be expected to meet occasionally outside of the school day.

*Interested student applicants must submit an application and meet with the instructor to be considered for this position.*

### **3D Computer Animation**

This course is designed to introduce students to basic methods and practices in animation including creating scenes and animating objects. We will explore concepts of modeling, designing and applying textures for objects and

adding motion to create animations. While creating scenes, we will learn about adding objects, camera motion, lighting, scene effects and much more. Concepts learned in this course can be used in many fields from architecture to science, and engineering to movie making. Students who plan on majoring in any type of engineering are strongly encouraged to take this course. Animations will be mixed with Live Video, filmed in front of the green screen to create movie effects through Adobe Premier.

### **Application and Game Design**

In this course students will use concepts learned in Programming to create applications and simple games. Students will explore elements of real-world development, such as user interface and user experience, Back-End Programming, Platform Compatibility, and the Purpose of Creation. Students will design and create several games and applications. Certain projects will have the opportunity for collaboration between students to develop a larger, more complex program. Skills learned in this class are potentially applicable in many fields, such as engineering, medicine, robotics, and of course game and app design.

### **Programming with Java**

Java is one of the most widely used programming languages, useful for large projects and small personal programs. Programming as a whole is an increasingly necessary skill in many modern careers, such as healthcare, education, and engineering, among

many others. The concepts learned in this course can translate easily to other programming languages. We will start by covering certain computer functions and terminology, such as a command line and different IDEs. We will then explore basic programming structures, such as inputting from keyboard and files, outputting to the screen and files, different variable types and when to use them, basic logical constructs like If-then-Else, While Loops, For Loops, built-in library functions, user-defined functions, and more.

### **Advanced Programming with Java**

We continue exploring the Java language while building on the basic programming learned in the first class. Additional concepts explored include (but are not limited to): Pointers, Arrays, Vectors, Linked Lists, and Classes/Structs. Projects are larger, with more emphasis on proper coding practices such as readability, modularization, and efficiency. The course will include several real-world applications for programs that can be used in fields such as science, engineering, data management, and app development.

# English

Course	Code	Grade(s)	Term	Credits	Prerequisites
English 9	2110	9	Year	1.0	
Honors English 9	2111	9	Year	1.0 (W)	Placement
English 10	2120	10	Year	1.0	
Honors English 10	2121	10	Year	1.0 (W)	Placement
English 11	2130	11	Year	1.0	
Honors English 11	2132	11	Year	1.0 (W)	Placement
English 12	2140	12	Year	1.0	
Speech	150	10	Semester	0.5	Required grade 10
College Composition I (EN 100)	191	11, 12	Semester	1.0 (W)	College-ready test scores
College Composition II (EN 101)	192	11, 12	Semester	1.0 (W)	College Comp I
College Introduction to Literature I (EN 225)	193	12	Semester	1.0 (W)	College Comp II
College Introduction to Literature II (EN 255)	194	12	Semester	1.0 (W)	College Literature I
<b>English Electives</b>					
Film Study	152	11, 12	Semester	0.5	
Creative Writing	151	11, 12	Semester	0.5	
Faith and Justice in Life and Literature	153	12	Fall Semester	0.5	Theology 11
College Topics in Humanities: Rebels with a Cause (EN 191)	190	11,12	Semester	0.5	College-ready test scores

**NOTE:** English electives may not substitute for the required English courses.

Students who take College Credit Plus English may earn up to 12 college credits of English, but must be enrolled in an English class every year.

## English 9

English 9 explores the themes of identity through a variety of student-centered activities and assessments with a focus on the critical reading, writing, and research skills necessary for success in high school English courses. Students read a wide range of texts, both fiction and nonfiction, exploring diverse experiences, genres, and styles. The course expectations emphasize student use of logic and reasoning in their process-oriented approach to effective writing and research in order for students to create increasingly sophisticated expository and argumentative writing.

## Honors English 9

Honors English 9 is open to freshmen who meet the eligibility requirements set by the English Department. This course studies similar critical reading,

writing, and research skills as English 9, but on a deeper and more challenging level as complexity and inferencing increases. This is a weighted course and requires a motivated and responsible student who continuously demonstrates exemplary reading, writing, and articulation skills, as well as the ability to effectively multitask and collaborate with peers.

## English 10

Students in this course will study a representative selection of American authors and their commentary on the human experience in relation to the concept of the American Dream. Within the units, critical reading, writing and research skills will be further developed and refined, with increasing emphasis on crafting clear claims, implementing solid structure, and selecting appropriate evidence

when engaging in critical writing. Students will focus on the relationship between the analysis of close reading and the development of complex ideas in support of their claims.

## Honors English 10

Honors English 10 is open to sophomores who meet the eligibility requirements set by the English Department. This course studies similar critical reading, writing, and research skills as English 10, but on a deeper and more challenging level as complexity and inferencing increases. This is a weighted course and requires a motivated and responsible student who continuously demonstrates exemplary reading, writing, and articulation skills, as well as the ability to effectively multitask and collaborate with peers.

## English 11

Students in this course will study various works of social commentary ranging from the Middle Ages to our current time in order to explore the writer's role in society and how a writer uses language to critique the society in which they live in order to advocate for change. In order to prepare students for the rigors of college and beyond, the course emphasizes developing and extending college-readiness skills in the areas of research, argumentation, synthesis of perspectives, and analysis of author's craft and purpose.

## Honors English 11

Honors English 11 is open to juniors who meet the eligibility requirements set by the English Department. The course will study the same text range, social commentary, and college-readiness skills as English 11, but on a deeper and more challenging level.

Given that students within this course are moving on to CCP Composition or English 12 in the future, the course will spend additional time on extending the skills of evaluating and synthesizing complex arguments from various perspectives in order to make students critical consumers of information in the 21st century society in which they live.

Honors English 11 is a weighted course and requires a motivated and responsible student who continuously demonstrates exemplary reading, writing, and articulation skills, as well as the ability to effectively multitask and collaborate with peers.

## English 12

Students in this course will synthesize the critical research, reading and writing skills developed over their academic careers, with an emphasis on skills needed for success in college and beyond: the ability to listen, think, read, speak and write with clarity and insight. Students are exposed to different perspectives through reading diverse literature with complex characters. Senior literature is approached through the lens of modern day social justice issues with a focus on

solidarity. This course explores how we navigate the world through a mature examination of the human experience, which transcends time, distance and culture.

## College Composition I & II (EN 100 & EN 101)

*(a dual high school/college-credit course open to juniors and seniors)*

College Composition I and II is a two-course sequence that will span the academic year and will be open to juniors and seniors who meet the prerequisite for placement set by Notre Dame College and NDCL.

Through writing as inquiry, students in this course will foster critical thinking as they learn to evaluate arguments, and to locate and organize evidence to support their own written arguments. Students will learn to understand contexts by studying the rhetorical situation out of which a text arises. Students in this course will often engage with other learners and share different points of view throughout the year as we seek to gain a deeper understanding of ourselves and of the world around us.

This course will focus on writing, reading and the thinking process, with a strong research component. As a college-level class, this course is weighted and requires a motivated and responsible student who has demonstrated strong ability in verbal and reading skills.

Upon successful completion of the sequence, students will receive six (6) total college credits.

## College Introduction to Literature I & II (EN 225 & EN 255)

*(a dual high school/college credit course open to seniors)*

College Introduction to Literature I & II is a two-course, sequence that will span the academic year and is open to all seniors who meet the eligibility requirements for placement and have successfully completed College Composition I & II. Through the study of fiction, students will develop key literature skills: analyzing and arguing about the literature, recognizing patterns and genre basics through

developed written responses to literature. The main goal of this course is to have students expand their understandings of and critically think about a variety of universal themes that have shaped our human experience across gender, time, cultures and geography. Through these seminar-based courses, students will need to demonstrate advanced reading and writing processes through a wide variety of written assessments.

**Note that these are College 200 level Literature courses.**

### EN 225: Intro to Literature

-Themes are discussed by pairing pre-20<sup>th</sup> Century literature with 20<sup>th</sup> and 21<sup>st</sup> Century works.

-Motifs include "Love and Marriage," "The Complexity of Gender Roles," "Historical Fiction."

### EN 255: Introduction to Western Literature: Epics & Poetry

-Inquiry-based projects involving the evolution of the concept of a hero.

-Various novels/plays include hero types beginning with the epic hero, Beowulf, and continuing through the centuries to the evaluation of a modern hero.

### Speech

This is a required course for all sophomores, designed to enable the students to communicate in front of a group with ease and confidence. The heart of the course is the organization and delivery of speeches of all types in order to achieve facility in speaking in public clearly, concisely, coherently and effectively.

### Film Study

Film Study explores the role and influence of the media from its beginning with film and television shows. Oscar-worthy films that reflect the time period in which they were made will tie in with the role of advertising, music, art and television that are now part of the popular culture. The cultural, economic and political influences of media will be analyzed. What is the intent? Is the intent biased or a distorted realization? What are the effects of the media's message? How did censorship evolve? Does

ensorship need to exist? How can we find “truth” from the information that we are given? From a faith-perspective, how are characters, plots and messages in the art-form that is film media to be viewed?

By studying the evolution of the media, students will develop new habits needed to think carefully and wisely about the abundant messages received and created. **Since some of the classic movies will be paired with contemporary films, enrollment in this class is an approval for watching Oscar worthy films with an R rating.**

### **Creative Writing**

In this course, students use the written word as a means of self-expression; therefore, students should have mastered basic sentence and paragraph construction. Students study works by noted writers and practice techniques used in writing essays, critical reviews, narratives, short stories, poetry, and plays. The course focuses on the writing skills of precision, sentence

structure, and originality of language. Students use methods of self-evaluation to improve their skills and techniques.

Independent projects enable the students to apply what is learned and to explore areas of personal interest. In this course, students will be writing for various authentic audiences, and may take part in writing competitions and contests to strengthen their own writing skills.

### **College Topics in Humanities: Rebels with a Cause (EN 191)**

*(a dual high school/college-credit course open to juniors and seniors)*

This course explores connections among great philosophers, thinkers and artists. Studies of how writers/artists of many types are influenced by those that came before them will be included. Projects will explore those connections and trace how the ideas and themes in earlier works manifested themselves

into the poetry, fiction, music, media and visual art that followed. Focus will be specifically on thinkers who identified social injustice and how their work attempted to change or address those (or similar) injustices.

### **Faith and Justice in Life and Literature**

Through works of fiction and non-fiction, this seminar-style class will examine, analyze, and respond to social and legal issues through the lens of our Catholic Church’s social teaching. Course content will come alive through several field experiences, including visits to food banks, homeless shelters, courthouses to observe actual court proceedings, and other relevant sites. Guest speakers will serve as catalysts for learning as students consider and commit to meaningful responses to transform the world, as Jesus did, by living the truth in love.

*Because Theology 11 is a pre-requisite, this course is open to seniors only.*

# Family & Consumer Science

Course	Code	Grade(s)	Term	Credits	Prerequisites
Creative Foods I	870	9, 10, 11, 12	Semester	0.5	
Creative Foods II	871	9, 10, 11, 12	Semester	0.5	Creative Foods I
Family & Child Development	872	10, 11, 12	Semester	0.5	
Independent Living	872	11, 12	Semester	0.5	

## Creative Foods I

High school aged students make many personal food choices. They are surrounded by messages from the media to try food supplements or the latest fad diet that may hold unrealistic promises. Future healthful living may depend on the habits and food choices made during the teenage years.

The Creative Foods classes offer opportunities to learn more about good nutrition and to develop skills using basic recipes, kitchen utensils and appliances. Students will gain confidence in reading recipes, understanding how ingredients work together and how to prepare a variety of foods. This is a laboratory and lecture course offering practical group experiences in following recipes and safe food handling/preparation techniques. Lab work includes: appetizers, vegetables, eggs, seasonal foods (chocolate candy making), breads, and cookies. The “Chopped” competition will be held in this course.

## Creative Foods II

Students who are interested in food preparation, healthful eating and the latest trends in foods can take this advanced foods course. This course is a continuation of Creative Foods I. During the second semester, the lab work emphasizes main dish recipes including salads, soups, casseroles, and sandwiches - all with side dishes. We will also prepare advanced chocolates and pastries. The “Cupcake wars” competition will be held in this course. Successful completion of Creative foods I is required.

## Family and Child Development

There are very few people who go through life without the opportunity to interact with children. Students are encouraged to enroll in this course if they are interested in learning more about families, young children or to help prepare for child-related career choices.

This course offers a broad awareness of the major issues related to parenting and children. Topics include the history of parenting, guidance and discipline, character development, and family management techniques. Pregnancy/birth and a brief overview of milestones of early childhood development to age four will also be discussed. Students will have an experience observing children and assisting teachers at the Notre Dame Preschool.

## Independent Living

We are all consumers. We make decisions about what foods to buy, clothing selection and care, and how we manage our resources. Independent Living covers a variety of topics for high school juniors and seniors as they strive for independence and adulthood. This class helps prepare students for the many choices they will make after high school. The main topics of this class include: social and business manners, banking and credit, basic food preparation, caring for clothes, consumer awareness and insurances.

# Health & Physical Education

Course	Code	Grade(s)	Term	Credits	Prerequisites
Health	810	9	Semester	0.5	Required grade 9
Physical Education I	820	9	Semester	0.25	
Physical Education II	821	10	Semester	0.25	
Advanced Physical Education I	830	11, 12	Semester	0.25	
Advanced Physical Education II	831	11, 12	Semester	0.25	
Strength & Conditioning	840	9, 10	Semester	0.25	
Advanced Strength & Conditioning	849	11, 12	Semester	0.25	2 semesters of Physical Education

Note: In place of 0.5 credit of Physical Education, students may opt for a PE Waiver. Students are eligible for a PE Waiver once they have completed two seasons of participate in an NDCL sponsored interscholastic athletic team, marching band, or cheerleading.

## Health

The definition of health has taken on a much broader perspective in the 21<sup>st</sup> century. Currently, wellness describes the interrelationships among physical, mental, and social well-being. With this expanded concept of health in mind, students are exposed to topics and problems that call for choosing good health through a well thought out decision-making process.

Topics for study include personality development, stress management, nutrition, communicable and chronic diseases, substance use and abuse, with emphasis on the opioid epidemic, vaping, human sexuality, sexual abuse and dating violence. During the course, students have the opportunity to discuss their problems and questions and/or misconceptions, which then challenge them to examine their own health behaviors that will affect them now as they mature into adults. Students will also be given basic first aid instruction, training in administering cardiopulmonary resuscitation (CPR) and receive instruction on using an automated external defibrillator (AED).

## Physical Education I

The goal of the year is for students to demonstrate a basic level of competency in many movement forms and a proficiency in a few of them. Students can expect to study units in volleyball, soccer, softball, and basketball. Physical fitness activities will be emphasized as students test

their pre and post fitness levels. As a result, students should be able to participate successfully in rhythm activities, outdoor pursuits and team and individual games.

## Physical Education II

Physical Education II may be the last formal physical education our students will experience. Current research suggests that students should increase the number of activities for which they have acquired a level of competency. These activities should represent a variety of movement forms. Competency involves the ability to use basic skills, strategies and rules of an activity to a degree of success that makes the activity enjoyable. Activities include archery, tennis, golf, floor hockey, table tennis, shuffleboard, badminton, and bowling.

## Strength and Conditioning

Strength and Conditioning is a semester course offered to all 9<sup>th</sup> and 10<sup>th</sup> graders, although it is geared toward the interscholastic athlete. Weight training, speed and agility exercises will be implemented during the semester, along with fitness testing, so the students' progress can be measured. This course will offer *intense workouts* for students who are interested in reaching their full athletic potential. Students will learn the proper techniques of many lifts along with correct running techniques. This course may only be taken for one semester. The student's other required PE course must be either PE I or PE II, depending

on when the conditioning course is taken.

## Advanced Strength and Conditioning

Advanced Strength and Conditioning is a semester course offered to juniors and seniors who are seriously interested in strength training and fitness. This course will offer intense workouts for students who are extremely dedicated to becoming stronger and faster athletes and intend to improve their athletic performance. Advanced Strength & Conditioning will offer programs for in-season and off-season conditioning, which will include strength training in each class. Each student will be pre-tested, have a mid-term test, and post-test to track improvements and overall health throughout the semester.

*\*This course may be taken more than once.*

## Advanced Physical Education I

(Basketball - 9 weeks; Flag Football/Team Handball - 9 weeks)  
This course is designed for juniors and seniors who want to further develop their skill development and knowledge in Physical Education. This course focuses on advanced skill development, offensive and defensive strategies, coaching philosophies and basic officiating. This course may be taken only once.

## **Advanced Physical Education II**

(Floor Hockey - 4 weeks; Volleyball - 6 weeks; Indoor Soccer - 4 weeks; Softball - 4 weeks)

This course is designed for juniors and seniors who want to further develop their skill development and knowledge in Physical Education. This course focuses on advanced skill development, offensive and defensive strategies, coaching philosophies and basic officiating. This course may be taken only once.

# Mathematics

Course	Code	Grade(s)	Term	Credits	Prerequisites
Algebra I	2210	9	Year	1.0	Placement
Geometry	2220	9,10	Year	1.0	Algebra I
Honors Geometry	2221	9, 10	Year	1.0 (W)	Placement
Algebra II Concepts	2230	11	Year	1.0	Placement
Algebra II	2231	10, 11	Year	1.0	C- or better in Algebra I and Geometry
Honors Algebra II with Trigonometry	2232	10, 11	Year	1.0 (W)	Placement
Honors Pre-Calculus	2222	11, 12	Year	1.0 (W)	Placement
Trigonometry	252	11, 12	Semester	0.5	C- or better in Algebra II
Pre-Calculus	250	11, 12	Semester	0.5	Trigonometry must be taken first C+ or better in Algebra II
Statistics	253	11, 12	Semester	0.5	Algebra II or Algebra II Concepts
Mathematical Modeling and Reasoning: An Advanced Quantitative Reasoning Course	2254	11, 12	Year	1.0	Any level of Algebra II
Calculus IA	243	12	Semester	0.5	Pre-Calculus
Calculus IB	5243	12	Semester	0.5	Calculus IA
College Calculus I (MA 175)	290	12	Semester	1.0 (W)	Recommended B- or better in Honors Pre-Calculus and College-ready test scores
College Calculus II (MA 176)	291	12	Semester	1.0 (W)	College Calculus I
College Statistics I (MA 221)	292	11, 12	Semester	1.0 (W)	Recommended a B- or better in any level of Algebra II and College-ready test scores
College Statistics II (MA 300)	293	11, 12	Semester	1.0 (W)	College Statistics I
<b>Engineering</b>					
Engineering Principles	270	11, 12	Semester	0.5	C+ or better in Algebra II or concurrently taking Algebra II

***Math Department Notes:*** All students are required to have a TI-Nspire CX or CX II (non-CAS) calculator for the mathematics courses indicated. Students in Algebra I and Geometry courses will learn how to use the TI-Nspire calculator via a class set. Students in those courses are encouraged to purchase the calculator, but are not required to do so.

## Algebra I

Algebra I is the study of real numbers and their properties using many methods of problem solving. The requirements of this course demand that the student manifests average or above average computational and problem-solving skills. Topics include solving equations, inequalities, systems, and word problems, performing operations with polynomials, graphing in the coordinate plane, and probability and statistics.

**Recommended calculator (but not required): TI-Nspire CX or CX II (non-CAS).**

## Geometry

Geometry deals with the measurement, properties, and relationships of points, lines, angles, surfaces, and solids. It develops in students the ability to reason logically and to formulate mathematical proofs.

**Recommended calculator (but not required): TI-Nspire CX or CX II (non-CAS).**

## Honors Geometry

Honors Geometry is open to students who meet the eligibility requirements of the Mathematics Department. This course covers all the topics offered in Geometry, but on a deeper and more challenging level. Students electing this course must have an interest in mathematics, and be willing to think and work hard to meet the challenge offered in this honors course. Students taking Honors Geometry as a sophomore are expected to also take Honors Algebra II with Trig concurrently in order to take College Calculus as a senior.

**Recommended calculator (but not required): TI-Nspire CX or CX II (non-CAS).**

## Algebra II Concepts

This course is for students who do not meet the requirement for Algebra II. It is a second course in algebra that integrates the concepts, principles and operations of algebra and geometry. Students in this course will continue their math program by taking Functions and Statistics during their

senior year. In Algebra II Concepts, students study linear and quadratic functions, polynomial and rational expressions, systems of equations and inequalities, radicals, complex numbers and problem solving.

**Required calculator: TI-Nspire CX or CX II (non-CAS).**

**This is NOT an NCAA-approved course for athletic eligibility in DI and/or DII schools.**

## Algebra II

In this course, students will study linear, quadratic, exponential, polynomial, rational and radical expressions and equations. Students will also be introduced to trigonometry, probability, sequences and series.

**Required calculator: TI-Nspire CX or CX II (non-CAS).**

## Honors Algebra II with Trigonometry

Honors Algebra II with Trigonometry is open to students who meet the eligibility requirements of the department. This course covers all of the topics offered in Algebra II as well as Trigonometry, but on a deeper and more challenging level. Students electing this course must have an interest in mathematics and be willing to think and work hard to meet the challenges offered at this honors level. This course should be taken concurrently with Honors Geometry or Honors Pre-Calculus in order to take College Calculus as a senior.

**Required calculator: TI-Nspire CX or CX II (non-CAS).**

## Honors Pre-Calculus

In this full year course, students will analyze functions, describe end behavior, classify discontinuous functions and deal with many other topics. This course will include a detailed study of derivatives and limits. This class will prepare students to take College Calculus the following year.

**Required calculator: TI-Nspire CX or CX II (non-CAS).**

## Trigonometry

In this semester course, students will study trigonometric functions, right triangle trigonometry, analytic trigonometry, and additional topics.

The prerequisite for this class is Algebra II.

**Required calculator: TI-Nspire CX or CX II (non-CAS).**

## Pre-Calculus

In this semester course, students will study vectors, systems of equations, matrices, and conics. This course will prepare students for Calculus. Students who register for this class must also register for Trigonometry or have previously taken Honors Algebra II with Trigonometry.

**Required calculator: TI-Nspire CX or CX II (non-CAS).**

## Statistics

In this semester course students will learn to organize and understand data, investigate measures of central tendency, analyze trends, and study elementary probability. Statistics deals with risk, reward, randomness and uncertainty. The prerequisite for this class is the successful completion of Algebra II or Algebra II Concepts.

**Required calculator: TI-Nspire CX or CX II (non-CAS).**

## Mathematical Modeling and Reasoning

This course would be appropriate for students looking for a fourth year of math and who do not intend to pursue a pathway that requires calculus and/or students who enjoy hands-on, collaborative work within real-world contexts.

The Mathematical Modeling and Reasoning course is an advanced quantitative reasoning course. Quantitative Reasoning (QR) is the application of basic mathematics skills, such as algebra, to the analysis and interpretation of quantitative information (numbers and units) in real-world contexts to make decisions relevant to daily life. Critical thinking is its primary objective and outcome.

**Required calculator: TI-Nspire CX or CX II (non-CAS).**

## Calculus I A

This two-course sequence provides the fourth year of mathematics option for the student who took Pre-Calculus in

their junior year. The first semester course introduces the concepts and basic ideas of calculus, such as limits and continuity, the derivative and its applications. Students will work with polynomial, rational, and radical functions. This course is NOT for students who have previously taken Honors Pre-Calculus.

**Required calculator:** TI-Nspire CX or CX II (non-CAS).

### **Calculus I B**

This is the second course in a two-course sequence of Calculus I. Students will continue to work with polynomial, rational, and radical functions as well as explore logarithmic, exponential, and trigonometric functions. Integration techniques as well as additional applications of the antiderivative will be the major focus of this course.

**Required calculator:** TI-Nspire CX or CX II (non-CAS).

### **College Calculus I (MA 175)**

*(A dual high school/college-credit course open to seniors)*

In this semester course, the first of a two-course sequence, students will review functions and graphs, limits and continuous functions, and the derivative. Students will explore differentiation of algebraic and transcendental functions, as well as applications of the derivative. Further study will include anti-derivatives, definite integrals and their applications. Students who register for this class must have taken Honors Pre-Calculus and have college-ready test scores.

**Required calculator:** TI-Nspire CX or CX II (non-CAS).

### **College Calculus II (MA 176)**

*(A dual high school/college-credit course open to seniors)*

College Calculus II is a continuation of College Calculus I. This semester course involves continued study of the definite integral, computation of anti-derivatives, and various techniques of integration. Volume and revolution of solids is explored as well as logistic equations. Other topics include the Fundamental Theorem of Calculus,

convergence and divergence of sequences, and differential equations.

**Required calculator:** TI-Nspire CX or CX II (non-CAS).

### **College Statistics I (MA 221)**

*(A dual high school/college-credit course)*

This course is an introduction to both descriptive and inferential statistics. Students will read case studies, analyze data, display data, and make inferences. Other topics include probability, normal and binomial distributions, sampling concepts, sampling distribution, estimation, confidence intervals, hypothesis testing and linear regression.

**Required calculator:** TI-Nspire CX or CX II (non-CAS).

### **College Statistics II (MA 300)**

*(A dual high school/college-credit course)*

This course is a continuation of College Statistics I. This course is intended for students who want another CCP math course or students who are interested in a course of study in college that requires statistics. Topics include correlation, regression, estimation, hypothesis testing, inferences on variances and proportions, analysis of variance (ANOVA), nonparametric tests and an introduction to decision theory.

**Required calculator:** TI-Nspire CX or CX II (non-CAS).

## **Engineering**

### **Engineering Principles**

This application driven course will introduce students to general engineering. Students will have an introduction to the many fields of engineering, gain technical reading, writing, and drawing skills, engage in the engineering design process, and learn basic robotics.

This course will contain many projects that include 3D design and printing, logic programming, and simple machines. Students will apply mathematical and science skills and use creative thinking and problem solving strategies to solve real world engineering-based problems. This course is designed as a math elective and may not count toward the four credits of math required for graduation.

**Required calculator:** TI-Nspire CX or CX II (non-CAS).

## Typical Math Sequences

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Geometry	Algebra II	Trigonometry/Precalculus or Trigonometry/Statistics or Trigonometry/Precalculus & Statistics or Mathematical Modeling and Reasoning
Algebra I	Geometry and Algebra II (taken simultaneously)	Trigonometry/Precalculus or Trigonometry/Precalculus & Statistics	Calculus IA/Calculus IB or College Statistics I/College Statistics II
Algebra I	Geometry	*Algebra II Concepts (by placement only)	Mathematical Modeling and Reasoning
Geometry	Algebra II	Trigonometry/Precalculus or Trigonometry/Precalculus & Statistics	Calculus IA/Calculus IB or College Stats I/College Stats II
Geometry	Algebra II	Trigonometry/Statistics	Mathematical Modeling and Reasoning
Honors Geometry	Honors Algebra II with Trigonometry	Honors Precalculus	College Calculus I/College Calculus II or College Statistics I/College Statistics II

*\*Note: Enrollment in Algebra II Concepts is by placement only. This course is not an NCAA approved course for athletic eligibility in DI or DII Schools.*

The Ohio Department of Higher Education recognizes that not every student needs to take a sequence of mathematical courses that leads to Calculus. Students should determine their mathematical sequence based on their college and career plans.

<b>Take:</b>	<b>If plans include a career such as:</b>
Calculus	Business, Economist, Actuary, Chemistry, Engineering, Software developer
Statistics	Nursing, Nutrition, Social Work, Business Analyst, Data Scientist
Quantitative Reasoning	Communications, Criminal Justice, Fine Arts, Graphic Designer, Construction

# Performing Arts

Course	Code	Grade(s)	Term	Credits	Prerequisites
Ukulele	762	9, 10, 11, 12	Semester	0.5	
Stage Band – semester	764	9, 10, 11, 12	Semester	0.5	
Stage Band - year	2764	9, 10, 11, 12	Year	1.0	
Men’s Choir - semester	776	9, 10, 11, 12	Semester	0.5	Vocal Placement required
Men’s Choir - year	2776	9, 10, 11, 12	Year	1.0	Vocal Placement required
Women’s Choir - semester	777	9, 10, 11, 12	Semester	0.5	Vocal Placement required
Women’s Choir – year	2777	9, 10, 11, 12	Year	1.0	Vocal Placement required
Mixed Choir – semester	766	9, 10, 11, 12	Semester	0.5	Vocal Placement required
Mixed Choir – year	2766	9, 10, 11, 12	Year	1.0	Vocal Placement required
Marching Band	2771	9, 10, 11, 12	Year	0.5	Credit earned through Credit Flex

**NOTES:** All courses offered by the Performing Arts Department will satisfy the Fine Arts requirement.

*Designated concerts constitute the final exam for vocal and instrumental performance classes.*

## Ukulele

Ukulele is designed to teach fundamental concepts of music while simultaneously developing skills on the ukulele. Students will read written music, count in time, learn intonation and develop elementary composition skills. The ukulele is a fun instrument suitable for both inexperienced and experienced student musicians. Skills learned on the ukulele segue well into guitar or bass.

**Students are expected to provide their own ukulele and tuner.**

## Stage Band

Stage Band is open to experienced saxophone, flute, clarinet, trumpet, trombone, keyboard, guitar, bass, and drum set players. Wind instrument players should know how to read written music. Guitar, bass and keyboard players must be able to read either written notes and rhythms or chord changes (not tab). Through the performance of a variety of jazz and popular music, students develop an understanding of a wide variety of styles, ensemble communication and basic improvisational skills. Members participate in all major assemblies and performances undertaken by the Performing Arts Department and are also showcased through several special events.

**\*This course may be taken more than once.**

## Men’s Choir

Men’s Choir is an ensemble for Tenor and Bass voice types. Students in this course will study a variety of musical styles and will be expected to learn elements of choral music, voice production, basic sight singing, and the qualities of a good performance.

**Vocal placement is required.**

**\*This course may be taken more than once.**

## Women’s Choir

Women’s Choir is an ensemble for Soprano and Alto voice types. Students in this course will study a variety of musical styles and will be expected to learn elements of choral music, voice production, basic sight singing, and the qualities of a good performance.

**Vocal placement is required.**

**\*This course may be taken more than once.**

## Mixed Choir

Mixed Choir is an ensemble for Soprano, Alto, Tenor, and Bass voice types. Students in this course will study a variety of musical styles and will be expected to learn elements of choral music, voice production, basic sight singing, and the qualities of a good performance.

**Vocal placement is required.**

**\*This course may be taken more than once.**

## Marching Band

*(credit awarded through a Credit Flex plan)*

Marching band is a musical ensemble that performs at all varsity football games and a variety of parades, concerts, and other events throughout the year. Marching band is available to all woodwind, brass, and percussion players, or anyone who is willing to learn and practice an instrument. Marching band also supports the visual element of color guard. The color guard is selected by audition each May. We also welcome baton twirlers interested in becoming majorettes.

Marching band rehearses after school, and may be taken as either an extra-curricular activity for no credit or for .5 credit/year. Credit must be applied for during course registration through the Credit Flex policy (see p. 11)

Students interested in marching band may sign up during orientation, or at any other time by contacting the music director. Marching band students are also able to participate in sports and other extra-curricular activities.

# Science

Course	Code	Grade(s)	Term	Credits	Prerequisites
Physical Science: STEM Explorations	2312	9	Year	1.0	
Biology	2320	10	Year	1.0	
Honors Biology	2321	10	Year	1.0 (W)	Placement
Environmental Science	2332	11, 12	Year	1.0	Two years of high school science
Chemistry	2330	11, 12	Year	1.0	C or higher in Algebra I or B- in Environmental Science
Honors Chemistry	2331	11	Year	1.0 (W)	Placement
Honors Chemistry Complement	361	11	Semester	0.5 (W)	Must be taken with Honors Chemistry
Human Anatomy and Physiology	2342	12	Year	1.0	Chemistry or Honors Chemistry
Physics	2340	12	Year	1.0	B- in Chemistry/Honors Chemistry and B- in Algebra II C+ in Honors Algebra II with Trig C+ in Trig/Pre-Calculus Concurrent enrollment in H Pre-Calculus, Calculus I, or Trig/Pre-Calc
Physics Complement	370	12	Semester	0.5 (W)	Must be taken with Physics
AP Physics C, Mechanics	2341	12	Year	1.0 (W)	Placement (H Chem recommended) Concurrent enrollment in College Calculus I & II
AP Physics C, Mechanics Complement	371	12	Semester	0.5 (W)	Must be taken with AP Physics
Forensic Science A	352	11, 12	Semester	0.5	Two years of high school science
Forensic Science B	353	11, 12	Semester	0.5	Two years of high school science
Astronomy	350	11, 12	Semester	0.5	Two years of high school science
STEM – Biomedical Studies	355	11, 12	Semester	0.5	Two years of high school science
College Biology I and Lab (BI 114/115)	390	12	Semester	1.0 (W)	Chemistry or Honors Chemistry and College-ready test scores
College Biology II and Lab (BI 116/117)	391	12	Semester	1.0 (W)	College Biology I

## Physical Science: STEM Explorations

Students will explore content in Physics, Chemistry, and Astronomy through guided problem based learning and student-led projects. Emphasis through-out the course will be on developing critical thinking skills, integrating multiple branches of knowledge, and designing ways to understand and solve problems using the Physical Sciences. Students will develop ideas through inquiry, research, in-class labs, and will begin using technical writing to present their understanding.

## Biology

Biology is the study of living things. Using the scientific method, students investigate life processes in the cell as well as in organisms of the six-kingdom system.

## Honors Biology

This course is an in-depth Biology course, paced for the high ability student. Strong emphasis is placed on scientific reasoning and creative thinking, which are developed through laboratory problem solving. Eligibility for taking this course is determined by the student's PSAT 8/9 EBRW test scores, cumulative grade point average of 3.5 and above, and previous science grade.

## Environmental Science

Environmental Science is a course that explores earth systems and resources. Connections and interactions—both natural and human-made—between earth's spheres (the hydrosphere, atmosphere, biosphere and lithosphere) are explored. Students will also learn about the availability of earth's resources, extraction of the resources, contamination problems, remediation techniques and the storage/disposal of the resources or by-products. The topics of conservation, protection and sustainability of earth's resources are also included.

## Chemistry

Course content follows a standard development centered on matter, its composition, structure, and the changes it can undergo. The course enables the chemistry student to interpret and express scientific and mathematical relationships. Memorization and application skills are used frequently throughout this fast-paced course. Laboratory work develops lecture topics and incorporates many basic skills and lab techniques.

## Honors Chemistry and Honors Chemistry Complement

This course is for students with both high ability and interest in science. The course is designed to prepare students for an entry-level college chemistry course, which involves a more in-depth study of chemical principles than regular chemistry. A semester long project will be completed that will require students to apply their scientific method skills. Eligibility for taking this course is determined by 10th grade Biology grade, Pre-ACT scores, and cumulative GPA of 3.5 and above.

## Human Anatomy and Physiology

For seniors interested in biological sciences or health-related careers, this course provides additional work in selected areas, with emphasis on human anatomy and physiology. Other topics include biochemistry and genetics as well as analysis of contemporary problems in these areas. Dissection of a fetal pig will be done to help understand the human body systems. These include: digestive, respiratory, cardiovascular, excretory, and nervous systems.

## Physics and Physics Complement

Physics is for seniors with both a strong interest in and aptitude for science and/or mathematics. It is essential for the student contemplating college level work in the physical sciences, engineering, etc. Through lectures, problem solving, discussions, and laboratory work students investigate the traditional spectrum of topics: mechanics, waves, light, etc. A strong trigonometry/algebra-based

mathematical development is used throughout the course.

***Each student must have a hand-held graphing calculator. Recommended: TI-Nspire CX or CX II (non-CAS)***

## Astronomy

How can we study something so big that it includes everything, even us? The cosmos or the universe, as it is more commonly called, is the subject of astronomy. Students will learn about the origin of modern astronomy and explore the components of our solar system as a starting point to study stellar and galactic astronomy. Topics include: the night sky, historical astronomy, solar systems, star formation, the life and death of stars, black holes, introduction to cosmology and the early universe.

## AP Physics C: Mechanics and AP Physics C: Mechanics Complement

AP Physics C: Mechanics is a calculus-based, college level course that provides in-depth study of Newtonian mechanics. Students will learn about each of the following six mechanics content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations and gravitation. The course emphasizes conceptual understanding and application through guided inquiry, problem solving and laboratory work. *Students may elect to take the AP exam in Physics, but must take the second semester exam during the regularly scheduled exam period.*

***Each student must have a hand-held graphing calculator. Recommended: TI-Nspire CX or CX II (non-CAS).***

## Forensic Science

In this interdisciplinary science course, students learn some of the history of forensic science and basic biological, chemical, and physical techniques used in analyzing evidence and identifying unknowns. Computer, math and internet research skills are used. Students practice making observations, organizing data, solving problems, making comparative analyses, and communicating their results in oral and written form. The courses themselves

are differentiated by the areas considered. Courses may be taken in any order; one section is not a prerequisite for the other.

**Forensic Science A** - Topics in section A will be chosen from the following:

- ~Crime scene analysis
- ~Anthropology
- ~Fingerprints, lip prints, and ear prints
- ~Entomology
- ~Blood spatter

**Forensic Science B** – Topics in section B will be chosen from the following:

- ~Crime scene analysis
- ~Toxicology
- ~Chromatography
- ~Hair and fibers
- ~Forensic Odontology
- ~2-D and 3-D Facial recognition and reconstruction
- ~Cybersecurity

## STEM – Biomedical Studies

Diseases! Fighting Infection! Cures! Students will explore how diseases are detected and treated, as well as screen and evaluate problems when the body is failing. Emphasis will be on discovering ways the most pressing health challenges of the 21<sup>st</sup> century are handled. Using real world cases as the starting point, students will have the opportunity to design their own investigations. Topics such as public health, infectious diseases, clinical medicine, human physiology, biomedical engineering and innovations will be explored. Outside speakers and collaborators will enhance student learning.

**College Biology I and Lab  
(BA 114/115)**

*(a dual high school/college-credit  
course open to seniors)*

College Biology I is an introductory course for biology majors designed to develop a foundation for future higher-level courses within the biological sciences. Topics covered include basic concepts of chemistry, biomolecules, DNA & RNA, cellular structure, cell division & cycle, inheritance, genes, chromosomes, genomes, biotechnology, and bioenergetics.

General Biology Laboratory I is incorporated into this course.

**College Biology II and Lab  
(BA 116/117)**

*(a dual high school/college-credit  
course open to seniors)*

College Biology II is taken after College Biology I. Topics covered include evolution, a survey of the taxonomic & phylogenetic organization of life with attention given to each of the biological Domains and an introduction into ecology and ecosystems.

General Biology Laboratory II is incorporated into this course.

# Social Studies

Course	Code	Grade(s)	Term	Credits	Prerequisites
Modern World History	2410	9	Year	1.0	
Honors Modern World History	2411	9	Year	1.0 (W)	Placement
U.S. History	2420	10, 11	Year	1.0	
Government	430	11, 12	Semester	0.5	
A student who takes Government must also choose at least one of the electives below:					
Sociology	443	11, 12	Semester	0.5	
World Issues	444	11, 12	Semester	0.5	
Economics	445	11, 12	Semester	0.5	
Human Geography	442	11, 12	Semester	0.5	
College Major Themes in American History (HI 200)	2492	10, 11, 12	Year	1.0 (W)	College-ready test scores
College American Government and Politics (PO 111)	2491	11, 12	Year	1.0 (W)	College-ready test scores
College Introduction to Psychology (PY 201)	490	12	Semester	1.0 (W)	College-ready test scores

## Modern World History

Required of all students, this course gives an overview of modern world history. The course will focus on Western history from the Age of Enlightenment to the present. The students are also introduced to the non-Western cultures. This study of events, contributions and values that have shaped our heritage and the heritage of other nations, gives the students a chance to broaden their outlook of the world and grow in appreciation of their own values and culture. The course lays the foundation for students to analyze history and to critically think about past and current world events. The state-required Financial Literacy component will be included in this course.

## Honors Modern World History

Honors Modern World History is open to freshmen who meet the eligibility requirements set by the Social Studies Department. This course will study the same eras of history and emphasize the same historical analysis and critical thinking as Modern World History, but on a deeper and more challenging level. This is a weighted course and requires a motivated and responsible student who has demonstrated strong ability in

verbal and reading skills. The state required Financial Literacy component will be included in this course.

## U.S. History

Required of all students, the U.S. History course is essential for the development of their democratic values and ideals. After a brief overview of U.S. History from colonial times to the Civil War period, the course focuses on U.S. History from Reconstruction to the present emphasizing both domestic issues and foreign policy. From the imperialist movements at the turn of the twentieth century to international power politics of the twenty-first century, the course directs student learning in a thoughtful and analytical way.

This course lays foundational skills for future social studies classes in which students are able to analyze history, politics, economics, society and law with reason, scope and vision.

## College Major Themes in American History (HI 200)

*(a dual high school/college-credit course open to sophomores, juniors and seniors)*

This college-level American history class will span the academic year and will be open to highly motivated students who meet the eligibility requirements set by Notre Dame College and NDCL. This course is a thematic survey of the political, social, economic, and cultural development of the United States from its earliest colonial roots to the present. The themes to be studied include the colonial experience, American foreign policy, the American reform impulse, the growth of presidential power, and American diversity and inclusion.

Throughout the course, we will center the voices, experiences, and perspectives of all people who have a story to tell. This course will challenge students to continue the development of critical thinking skills through document analysis, research, discussion, and writing centered around a thematic approach to United States history.

## Government

Government is a required semester course in which students study, analyze, and interpret the structure and function of American government and learn the workings of the democratic process. Students are encouraged to

pursue the study of political issues more critically and more independently than before.

Students will study the American political process; the constitution; the executive, judicial and legislative branches; criminal and civil rights; state and local government. In doing so, the students have the opportunity to realize the value of the American way of life and the value of active participation in civic affairs. Students enrolled in Government must also take one of the following electives: Sociology, Economics, or World Issues.

### **Sociology**

*(This course can be taken as the requirement opposite Government or taken as a standalone semester elective.)*

Sociology is an elective course with inquiry into the issues and problems of modern social life; students analyze patterns of cultural tradition and change in society. The course will focus on sociological theories and will examine various topics: group behavior, population, crime, social stratification, race and ethnicity, collective behavior, and social movements. Beyond an understanding of the social structure, the students are encouraged to develop those skills of inquiry that lead to realistic decision-making and effective problem solving in today's world.

### **Economics**

*(This course can be taken as the requirement opposite Government or taken as a standalone semester elective.)*

Economics is a social science that studies how people make a living and how the larger society attempts to minimize economic problems and maximize benefits. The course will focus on the American economy as well as worldwide economic systems. Current issues, problems, trends and modern day concerns will also be studied.

This course will allow students to master the terminology of economics so as to give them a greater literacy in

society. Specific topics are as follows: the role and impact of labor, governmental purpose and involvement in economic systems, monetary and banking policies and concepts, business organizations and their function, international trade relationships and the global economy.

### **World Issues**

*(This course can be taken as the requirement opposite Government or taken as a standalone semester elective.)*

The content of the course focuses on current world issues of major political, economic, and social significance. Though the focus is on the issues and their background, day-to-day world events are also considered. By taking this discussion-oriented course, students will be better prepared to understand the issues of today and tomorrow. A willingness to think critically and the ability to write analytical essays are expected.

### **Human Geography**

*(This course can be taken as the requirement opposite Government or taken as a standalone semester elective.)*

Human Geography is an elective course providing an opportunity to investigate our global diversity regarding political, economic, and social institutions through the lens of a world traveler. The course will explore geographic regions and focus on various topics including migration patterns, social systems, cultural institutions, economic organizations, government structures, and the effects of globalization. By taking this course, students will be challenged to develop critical thinking skills and gain a deeper understanding and appreciation of the world they are called to transform.

### **College American Government & Politics (PO 111)**

*(a dual high school/college-credit course open to juniors and seniors)*

College American Government & Politics will span the academic year and will be open to juniors and seniors who meet the eligibility requirements set by Notre Dame College and NDCL.

This course will examine the various fundamental principles of the American Republic, its governmental structure and its political system, with emphasis on the institutions and processes within a constitutional democracy. We will apply the basic principles of the American governmental system learned during the course to current political events and discuss their application and impact on American governance.

### **College Introduction to Psychology (PY 201)**

*(a dual high school/college-credit course open to seniors)*

This course will provide a study of psychology as a discipline concerned with behavior and mental processes including how they are affected by a person's physical state, mental state and external environment. Students will appreciate psychology as a science by exploring how it can impact multiple parts of life including: yourself, your body, your mind, your environment, your mental health and your life. Students will gain an overview of how psychologists apply the four primary goals of psychology (description, understanding, prediction and control of behavior and mental processes) to the world.

# Theology

Course	Code	Grade(s)	Term	Credits	Prerequisites
Theology 9	0010	9	Year	1.0	
Theology 10	0011	10	Year	1.0	
Theology 11	0012	11	Year	1.0	
Theology 12	0013	12	Year	1.0	

## Theology 9

The Freshman Theology curriculum begins by showing students how they can come to know God through both Natural and Divine Revelation. Students will study the Bible, including how it developed, its major sections, different ways to interpret it, and its value to all people. Special focus will be given to salvation history and the Gospels, where students are introduced to the mystery of the Trinity, the Paschal Mystery, and the person of Jesus Christ, God's ultimate Revelation to humanity. Through this, students gain a better appreciation for Sacred Scriptures, as well as grow in their knowledge and love for Jesus Christ.

## Theology 10

The Sophomore Theology curriculum has a simple yet challenging goal: to bring students to a deeper knowledge and love of Jesus Christ. Studies include: morality and the Sacraments of the Church. This yearlong course provides an opportunity for students to encounter our risen Savior and grow as Disciples of Christ.

## Theology 11

The Junior Theology curriculum promotes a deeper relationship with God, a sense of belonging to the Church and personal commitment to social justice. The purpose of the first semester course is to help students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit.

In the second semester course, Catholic Social Teaching, students will learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission.

## Theology 12

The Senior Theology curriculum begins with extensive discussions in ecumenical and interreligious issues. Students focus on learning beliefs and areas of dialogue with major world religions while gaining an appreciation of the Catholic faith.

Second semester has a content focus on living Christian values fully and Intentional Discipleship. Studies include: how the human person is made in God's image, the benefit of having a personal relationship with God, and how this relationship provides meaning and purpose to all human living. This course provides the graduating senior an extended period of time to study and reflect on the nature of their vocation and the continuing value of living as a disciple of Jesus even in the face of challenges.

# Visual Arts

Course	Code	Grade(s)	Term	Credits	Prerequisites
<b>Introductory Courses</b>					
Introduction to Drawing and Painting	710	9, 10, 11, 12	Semester	0.5	
Art Exploration	717	9, 10, 11, 12	Semester	0.5	
Introduction to Ceramics	713	9, 10, 11, 12	Semester	0.5	
Introduction to Photography	712	9, 10, 11, 12	Semester	0.5	Digital camera required (no cell phone)
<b>Intermediate Courses</b>					
Film Making	728	10, 11, 12	Semester	0.5	Digital camera required, Intro to Photo recommended, but not required
Drawing and Painting I	720	10, 11, 12	Semester	0.5	Introduction to Drawing and Painting
Art Exploration I	727	10, 11, 12	Semester	0.5	Art Exploration
Ceramics I	723	10, 11, 12	Semester	0.5	Introduction to Ceramics
Traditional & Digital Photography I	2722	10, 11, 12	Year	1.0	Introduction to Photography and Manual 35 mm SLT and digital camera
<b>Advanced Courses</b>					
Drawing and Painting II	730	10, 11, 12	Semester	0.5	Drawing and Painting I
Art Exploration II	737	10, 11, 12	Semester	0.5	Art Exploration I
Ceramics II	733	10, 11, 12	Semester	0.5	Ceramics I
Ceramics III	743	11, 12	Semester	0.5	Ceramics II
Wheel Throwing	734	12	Semester	0.5	Ceramics I
Traditional & Digital Photography II	2732	11, 12	Year	1.0	Traditional & Digital Photography I and Manual 35 mm SLT and digital camera
Traditional & Digital Photography III	2742	11, 12	Year	1.0	Traditional & Digital Photography II and Manual 35 mm SLT and digital camera
AP Studio Art I	2735	11, 12	Year	1.0 (W)	Two art courses – at least one at the Intermediate level and Application to the Art Department with a Portfolio
AP Studio Art II	2736	12	Year	1.0 (W)	AP Studio Art I

## Introductory Courses

*These courses are offered non-sequentially without prerequisites to introduce the elements of art: line, shape, value, form, color space, and texture, and the principles of design: balance unity, emphasis, rhythm and movement The student interested in pursuing a Fine Arts Major should begin with the Introductory courses in their freshman and sophomore years.*

### **Introduction to Drawing and Painting**

This course is open to any student who would like to learn or improve on their drawing and painting skills. Emphasis will be placed on visual awareness using basic materials of drawing and painting. Media used include: pencil, charcoal, ink, watercolor, marker, pastel, collage, and acrylic. Techniques learned include: contour and gesture drawing, value study, and color mixing. This is a foundation course for learning and applying the elements of art.

### **Art Exploration**

This course focuses on using the elements of art to create successful compositions in a variety of media and techniques. Students will develop creative and critical thinking skills as they design their projects in 2-and 3-dimensions. Pencil, pen and ink, paint, printmaking, collage and sculpture will be explored in this course.

### **Introduction to Ceramics**

This course is open to all students who want to learn about ceramics. Students will learn how to create projects out of clay using hand building techniques, as well as learn how to glaze, or apply color, to their projects. Students will learn how to use the art elements, such as color and texture in combination with design principles to develop their skill in constructing 3-dimensional Art.

## **Introduction to Photography**

(Digital camera required)

This course is an introduction to fine art photography. Students will explore the art of composition, as well as specific camera functions that will alter and control photographic images. Digital post production is introduced using Adobe Photoshop, where students will learn to improve and enhance their images. Reflection and critique will foster an environment of progress as students develop a deeper understanding of what fine art photography is and how to achieve it.

## **Film Making**

This course is for those students who are interested in video production software with an artistic foundation. Students will explore camera shots and movements, develop and create a working storyboard, capture video using a digital camera, and compose a final film with special post production effects using Adobe Premiere. The primary focus will be on the planning, creation, and post production of a film concept that include styles such as a fine art short film, hype videos for athletic events, music videos, or travel style films.

## **Drawing and Painting I**

This course explores a broad range of materials including but not limited to: watercolor, acrylics, charcoal, pencil, pastels and colored pencil. While reviewing the elements of art and implementing the principles of design, emphasis will be placed on the importance of composition and visual communication.

## **Drawing and Painting II**

This course builds on the skills and knowledge acquired in previous Drawing and Painting courses. Emphasis will be placed on further development of observational work. Instruction will be geared to individual concerns. Personal expression and creativity will be developed using a variety of media.

## **Art Exploration I**

This course reviews the elements of art and implements the principles of design. Emphasis will be placed on using composition as a means of visual communication. Students will expand creative and critical thinking skills as they design their projects in 2- and 3-dimensions.

## **Art Exploration II**

This course utilizes the skills and knowledge acquired in the previous Art Exploration courses. The student will draw on his/her creativity, ability, and intellect to work through the design process. Instruction will be geared to individual concerns. Personal expression and creativity will be encouraged.

## **Ceramics I**

Ceramics I continues the exploration of pottery making through continued development of hand building techniques and design principles. Ceramics I deepens the knowledge of glaze types, techniques and applications. Students are introduced to wheel throwing and high firing clay and glazes.

## **Ceramics II**

Continued development of pottery making skills and independent thinking is stressed in the Ceramics II class. Emphasis will be placed on using hand building methods and glazing as a means of visual communication. Wheel throwing methods will be revisited and cultivated. Students will experience the thrill and exciting new results of outdoor raku clay, glazes, and firing.

## **Ceramics III**

The focus of Ceramics III will be on hand building and wheel throwing while emphasizing a full understanding of the pottery making process. Strong idea generation, high quality construction, glaze and color concepts and aesthetic value will be developed through instruction geared specifically to individual artistic concerns. Students will participate in the exciting process of outdoor pit firing and explore clay on a larger scale through creation of a

human figure, installation, and Claymation.

## **Wheel Throwing**

This course is designed to refine, develop and cultivate a student's wheel throwing skills that were initiated in Ceramics I. A wide range of advanced wheel thrown forms, methods, and decoration techniques will be explored while utilizing the wheel. Scale and amount of ceramic artwork produced will be increased from previous classes. Emphasis will be placed on development of craftsmanship, form, design, and glazing techniques.

## **Traditional and Digital Photography Level I**

(Manual 35mm SLR camera and digital camera required)

This course furthers the student's skill in composing interesting photographs and working in Photoshop. Students will be introduced to the Manual 35mm film SLR camera (required). Students will learn to use the SLR to compose photographs, process film and make black and white prints in the darkroom. Students will begin to explore the role of photographic imagery in reflecting and defining our culture. Self-analysis and group critique are integral parts of the evaluation of student work.

## **Traditional and Digital Photography Level II**

(Manual 35mm SLR camera and digital camera required)

This course aims to bring the student's eye for photography into focus, using techniques learned in Introduction to Traditional/Digital Photography and Traditional/Digital Photography I. Students will concentrate on developing a voice as a black and white and color photographer. The ability to discern the best use of traditional photography and digital photography will lead the student to develop a body of work that demonstrates a knowledge of both the technical and artistic aspects of the medium.

## **Traditional and Digital Photography Level III**

(Manual 35mm SLR camera and digital camera required)

This course is designed for the highly motivated photography student who

has taken Intro to Photography, Photo I and Photo II. Photography III will concentrate on portfolio building and the completion of the College Board AP exam. While building their portfolio in preparation for the AP exam, students will explore more advanced photographic techniques, including fashion photography, pinhole cameras, photo transferring, and short film production.

It is not mandatory for students to take the AP exam. However, the curriculum and course work will remain the same for all students enrolled in Photography III.

### **Advanced Placement Studio Art**

This course is designed for the highly motivated art student who wishes to present a portfolio for Advanced Placement credit consideration, college portfolio submission and/or to continue studying art at an advanced level.

Because the College AP Studio Art Exam is a performance-based exam rather than a written exam, students must be prepared to invest considerable time, effort, thought and creative energy into developing a portfolio. Successfully passing the College Board AP Studio Art Exam will provide students with the opportunity to receive college credit or to place out of certain college art courses.

It is not mandatory that students take the College Board AP Exam. However, the curriculum and course work will remain the same for all students enrolled in Advanced Placement Studio Art.

*Submit application form and samples of student artwork one week before course selection sheet is due. Application forms may be picked-up in the Art or Counseling office.*

# World Language

Course	Code	Grade(s)	Term	Credits	Prerequisites
French II – likely to be online only	2520	9, 10, 11, 12	Year	1.0	Successful completion of French I See note below.
French III – likely to be online only	2530	10, 11, 12	Year	1.0	C or better in French II both semesters
Spanish I	2511	9, 10, 11, 12	Year	1.0	
Spanish II	2521	9, 10, 11, 12	Year	1.0	Successful completion of Spanish I See note below.
Spanish III	2531	10, 11, 12	Year	1.0	C or better in Spanish II both semesters
College Spanish (SP 102)	590	11, 12	Semester	1.0 (W)	Spanish III and NDC Placement test required

**NOTE:** Students who do not have the required grade (C- or above) in either semester in the first year of a language may be required to complete remedial work (10 hours) with a certified tutor in the target language during the summer. The work must be completed before the beginning of the new school year.

## French II

Students in French II continue to master listening and speaking in the target language and further develop their reading comprehension and writing skills. Students are exposed to complex grammatical structures and their vocabulary base is broadened so they can more effectively communicate their ideas both orally and in writing. This course continues the study of France and Francophone culture in greater depth.

## French III

French III concentrates on enriching vocabulary, finalizing the basics of grammar, and refining the listening, speaking, reading and writing skills the students have acquired. To achieve these objectives, students are required to do interpretive reading, oral reports, short dramatizations and written reports. The reading of French literature introduces students to the literary heritage of France and Francophone countries. This course will be conducted primarily in the target language.

## Spanish I

Students in Spanish I develop the basic language skills of listening, speaking, reading and writing with an emphasis on oral communication in Spanish. Foundations of grammar and vocabulary are laid along with the initiation of foreign language study skills. Proper pronunciation and intonation are learned through

imitation of the teacher, exposure to voices of native speakers and immersion in the target language during class. Students are introduced to cultural products and practices of Spain and Latin America.

## Spanish II

Students in Spanish II continue to master listening and speaking in the target language and further develop their reading comprehension and writing skills. Students are exposed to complex grammatical structures and their vocabulary base is broadened so that they can more effectively communicate their ideas both orally and in writing. This course continues the study of Spanish and Latin American culture in greater depth.

## Spanish III

Spanish III concentrates on enriching vocabulary, finalizing the basics of grammar, and refining the listening, speaking, reading and writing skills the students have acquired. To achieve these objectives, students are required to do interpretive reading, oral reports, short dramatizations and written reports. The reading of Spanish literature introduces students to the literary heritage of Spain and Latin America. This course will be conducted primarily in the target language.

## College Spanish II (SP 102)

*(a dual high school/college-credit course open to juniors and seniors)*

A continuation of the study of the Spanish language and Hispanic cultures through interactive and communicative reading, writing, listening, and speaking activities to develop language and cultural proficiency. This class is intended for students looking to advance their understanding and practice of the Spanish language to the college level. Students interested in this course must take the Notre Dame College placement test.

# Enhanced Learning Block

Students may choose to take an enhanced learning block in place of an elective course. Students may take only one ELB per semester. Students will have the opportunity to tap into academic coaching, campus ministry opportunities, supplemental instruction sessions, and independent work time during the enhanced learning block.

<b>Course Number</b>	<b>Grade Level</b>	<b>Semester</b>
960	Freshman	Semester 1
5960	Freshman	Semester 2
961	Sophomore	Semester 1
5961	Sophomore	Semester 2
962	Junior	Semester 1
5962	Junior	Semester 2
963	Senior	Semester 1
5963	Senior	Semester 2

## Intervention – *by placement only*

### **Intervention (920/5920)**

Students with an IEP are scheduled with the Intervention Specialist during one block of the school day. This block is individually structured to aid the student in meeting goals as described in his/her IEP and is facilitated by a licensed Intervention Specialist.