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Learning Community Hallmarks

A learning community of the Sisters of Notre Dame de Namur, the Academy of Notre Dame embraces the Notre Dame de Namur Learning Community Hallmarks, which give values-based direction for decisions and activities that express the spirituality and mission of the Sisters of Notre Dame de Namur.

**HALLMARK ONE**
We Proclaim by Our Lives Even More Than by Our Words That God Is Good.

**HALLMARK TWO**
We Honor the Dignity and Sacredness of Each Person.

**HALLMARK THREE**
We Educate for and Act on Behalf of Justice and Peace in the World.

**HALLMARK FOUR**
We Commit Ourselves to Community Service.

**HALLMARK FIVE**
We Embrace the Gift of Diversity.

**HALLMARK SIX**
We Create Community Among Those With Whom We Work and With Those We Serve.

**HALLMARK SEVEN**
We Develop Holistic Learning Communities Which Educate for Life.

**SUPPORTING STATEMENTS FOR HALLMARK SEVEN:**

1. We design and implement academically excellent educational experiences.

2. We create curricular/co-curricular interactions that facilitate student-centered learning/teaching environments.

3. We actively support the intellectual, emotional, spiritual, psychological and social growth of the members of our learning community.

4. We provide an environment and appropriate training for leadership development.

5. We foster educational activities that develop self-directed learners capable of self evaluation, critical thinking, and creative responses to life situations.

6. We work with and within a risk-taking and flexible organization which
   - Exhibits compassionate and socially responsible actions in response to issues of justice;
   - Bases its curriculum on cross-cultural perspectives and understandings;
   - Respects and explores the unique and complementary roles and gifts of women and men in society.
**Academic Program**

Each high school student must earn a minimum of 24 credits in major subjects at Notre Dame in order to graduate, as well as meet all the additional credit or course requirements outlined below. Six major subjects must be taken each year. Juniors and Seniors are strongly encouraged to take electives each year.

In addition to academic requirements, a minimum of forty (45) hours of social service during high school is required for graduation. These hours should be completed by September of Junior year.

- 4 Credits in Religious Studies
- 4 Credits in English
- 3 Credits in Mathematics (Algebra I, Algebra II, Geometry and Trigonometry are required.)
- 3 Credits in Science (Physics, Chemistry and Biology are required.)
- 3 Credits in World Language in High School
- 3 Credits in Social Studies (World Cultures and U.S. History are required.)
- 5 elective Credits
- .5 Credit in Art, Music, or Dance (Class of 2019 and 2020)
- 2 years of Physical Education
- 2 semesters of Health
- 4 semesters of Seminar
- Ninth grade Arts Credit (Class of 2017 and 2018)
- Ninth grade Arts Requirement (Class of 2019 and 2020)

The required Fine Arts .5 credit in Art, Music, or Dance may be earned in grade 10, 11, or 12 for the classes of 2019 and 2020. The Class of 2020 will be required to take the Freshman Arts Elective course unless they participate in High School Ensemble or audition and are selected into Dance Company and Women’s Chorale.

Failure in required subjects must be made up in summer school. If a student fails more than two subjects for the year, advancement to the next class will be questionable. If the failure occurs in senior year, the student may participate in graduation exercises, but will not receive her diploma until the failure has been made up in summer school.

**Policy For Courses Taken Online Or From Other Educational Institutions**

The Academy of Notre Dame recognizes certain courses taken online or from another educational institution with recognized credentials.

**Students must take required courses at Notre Dame.**

Students may take non-required courses elsewhere for **enrichment only.**

In order to receive recognition for a non-Notre Dame course and have it included with her college applications, the student must supply the course’s syllabus, copies of assessments, and the final grade. It is also required that she discuss non-Notre Dame courses with her school counselor and receive approval from the Academic Dean before registering.

**Summer courses and online courses will not be added to the GPA and will not be included on the student’s Notre Dame transcript.**
# Course Offerings

**PLEASE NOTE:**

1. **Course availability is predicated on sufficient course enrollment and scheduling limitations.**

2. If an elective course is oversubscribed, preference will be given to students who require the course credit in order to meet graduation requirements.

3. Advanced Placement courses are college level courses that follow a syllabus approved by the College Board. Students should note the academic prerequisites for enrollment in an Advanced Placement course and carefully consider their interests and the amount of work and time required to successfully complete Advanced Placement courses.

4. **Any student with 8 absences in one semester will not be eligible for Honors level or AP level courses.**

5. A student who requests a course for which she does not meet the prerequisites, or for which she does not receive teacher recommendation, must submit a course override form.

6. In September, students will be given 2 schedule cycles to make changes in their course schedule. After that time, students will be expected to continue with the courses originally scheduled.

7. Parents who have questions regarding course offerings or course selection, should contact their daughter’s school counselor.

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<thead>
<tr>
<th></th>
<th>College Prep</th>
<th>Honors</th>
<th>AP</th>
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<tr>
<td><strong>A+</strong></td>
<td>100-97</td>
<td>4.33</td>
<td>4.63</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>96-93</td>
<td>4.00</td>
<td>4.30</td>
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<tr>
<td><strong>A-</strong></td>
<td>92-90</td>
<td>3.67</td>
<td>3.97</td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>89-87</td>
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<tr>
<td><strong>B</strong></td>
<td>86-83</td>
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<td>3.30</td>
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<tr>
<td><strong>B-</strong></td>
<td>82-80</td>
<td>2.67</td>
<td>2.97</td>
</tr>
<tr>
<td><strong>C+</strong></td>
<td>79-77</td>
<td>2.33</td>
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<tr>
<td><strong>C</strong></td>
<td>76-73</td>
<td>2.00</td>
<td>2.30</td>
</tr>
<tr>
<td><strong>C-</strong></td>
<td>72-70</td>
<td>1.67</td>
<td>1.97</td>
</tr>
<tr>
<td><strong>D+</strong></td>
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<td>1.33</td>
<td>1.63</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>66-65</td>
<td>1.00</td>
<td>1.30</td>
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<tr>
<td><strong>F</strong></td>
<td>64 and below</td>
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</table>
Absences
An incomplete (I) is given when a student misses a quiz, test, midterm and/or final examination or fails to complete the required work due to illness or emergency circumstances. It is removed when all work is completed satisfactorily. Unless extraordinary circumstances prevail, the "Incomplete" should be changed into a grade within two weeks after the close of the marking period. If the work and the exam are not completed within the assigned time limit, the grade automatically becomes a failure (F).

Students with an incomplete at the end of the semester are not eligible for honor roll.

Failure (F) in a subject at the end of the year must be made up in an approved summer program. Summer remediation must be approved by the Academic Dean prior to its start. After remediation, the student must achieve a passing grade on a departmental exam in the subject to advance to the next grade. The passing grade will be submitted with the transcript.

Students must complete an approved remediation program with a passing grade before the beginning of a new school year. If the final failure occurs in eighth grade or senior year, the student will be permitted to participate in graduation exercises, but will not receive her diploma until the failure has been made up in an approved program and the student has passed the departmental exam.

Medical Absence
Students with extended absences due to medical illness or injury will receive an incomplete (I) until all work deemed necessary by the Academic Dean is complete.

A student may not participate in any extracurricular activities until she has been medically cleared by a doctor, an original clearance note is on file, and she no longer requires academic accommodations due to her medical illness or injury.

In the case of school field trips that involve travel, physical activity, or loud noises a student must submit a doctor’s note to the Dean of Students for each individual event clearing her to participate at least 48 hours prior to the activity.

Exceptions to this policy will be at the discretion of the administration.

Missed Classes Due to School Related Activities
Absence for a planned school related activity or athletic event does not excuse a student from tests, quizzes or assignments. It is a student’s responsibility to notify teachers in advance of the absence. Arrangements to make up work that will be missed must be discussed with teachers prior to the absence. Teachers may require that a student take a quiz or test prior to the planned absence.

Absences Due to Non School Related, Non Medical Reasons
Non school related absences including, but not limited to, vacations, theatrical performances and productions, training camps, sporting events, sporting invitationals etc., are strongly discouraged. Priority should be given to the student’s academic work. Responsibility to make up missed work rests with the student. The school cannot assume responsibility for course work covered while a student is absent for non school related purposes. Missed assignments, quizzes and tests for that time period are due upon return to school. No credit will be given for work not completed.
Middle School Curriculum Overview Chart

Middle School students experience a balanced curriculum with opportunities to explore a broad range of subjects in content areas as well as fine and performing arts.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Language Arts Grade 6</td>
<td>Language Arts Grade 7</td>
<td>Language Arts Grade 8</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>Enjoying Art 6</td>
<td>Enjoying Art 7</td>
<td>Enjoying Art 8</td>
</tr>
<tr>
<td></td>
<td>Chorus Grade 6</td>
<td>Chorus Grade 7</td>
<td>Chorus Grade 8</td>
</tr>
<tr>
<td></td>
<td>Dance Grade 6</td>
<td>Dance Grade 7</td>
<td>Dance Grade 8</td>
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<tr>
<td></td>
<td>MS Ensemble***</td>
<td>MS Ensemble***</td>
<td>MS Ensemble***</td>
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<tr>
<td><strong>Seminar/Health/PE</strong></td>
<td>Seminar Grade 6</td>
<td>Seminar Grade 7</td>
<td>Seminar Grade 8</td>
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<tr>
<td></td>
<td>PE Grade 6</td>
<td>Health Grade 7</td>
<td>Health Grade 8</td>
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<tr>
<td></td>
<td>Study Skills</td>
<td>PE Grade 7</td>
<td>PE Grade 8</td>
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<td>Sixth Grade Math**</td>
<td>Pre-Algebra**</td>
<td>Algebra**</td>
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<td></td>
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<td>Honors Algebra 7</td>
<td>Honors Geometry 8</td>
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<tr>
<td><strong>Religion</strong></td>
<td>Intro to Old Testament</td>
<td>Intro to New Testament</td>
<td>Church History</td>
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<td></td>
<td>Confirmation Prep</td>
<td>Sacraments</td>
<td>Morality</td>
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<tr>
<td><strong>Science</strong></td>
<td>Earth and Environmental Science</td>
<td>Life and Its Chemical Foundation</td>
<td>Physical Science and Engineering</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>World Geography</td>
<td>US History Grade 7</td>
<td>American History/ Civics</td>
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<td>Information Skills and integrated within the curriculum</td>
<td>Information Skills and integrated within the curriculum</td>
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<tr>
<td><strong>World Language</strong></td>
<td>Introduction to Language (French, Latin, Mandarin, Spanish)</td>
<td>French 1A</td>
<td>French 1B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish 1A</td>
<td>Spanish 1B</td>
</tr>
</tbody>
</table>

* Denotes courses offered before or after school.
** Denotes courses offered at honors and regular levels.
*** Students in 7th and 8th grade who play an instrument and elect to take ensemble will have ensemble in place of chorus during one semester and have ensemble in place of art for one semester. All 7th and 8th grade students who play an instrument and elect to be in ensemble will have art for one semester. In sixth grade, students will split their time by having chorus one time per cycle and ensemble one time per cycle so they have the opportunity to experience all parts of the arts curriculum.
<table>
<thead>
<tr>
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<th>Grade 9</th>
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<td><strong>English</strong></td>
<td>World Literature Effective Writing</td>
<td>British Literature**</td>
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<td>Art Methods, Wheel Throwing, Dance</td>
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<td>Company, Introduction to Dance</td>
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<td>AP Studio Art Senior Studio</td>
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<td>Women’s Chorale***</td>
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<td>Latin I</td>
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<td>French V**</td>
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<td>Mandarin 1</td>
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</tbody>
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* Offered as electives. ** Offered at honors level. *** Offered to Freshmen if accepted by audition (Dance Company and Women’s Chorale or Freshman Ensemble if they play an instrument. These classes will be in place of the Freshman Arts Experience class.)  
+ not calculated into GPA
COUNSELING

Middle School Counseling Curriculum
The middle school counseling curriculum provides academic experiences in small group classes that challenge students to develop and demonstrate healthy attitudes about themselves, others, and the world around them. Prevention skill-building opportunities are provided in critical areas in order to empower students with positive approaches to resist negative adolescent influences and pressures. The program is required for all students in each grade level; however, these courses are not graded.

Grade 6 Course 0006A Seminar
Grade 6 counseling classes meet in small groups once per cycle during the academic year. Topics include successful transition into middle school, SMART goal setting, leadership development and school involvement, organization and time management, building self-concept through confidence and positive self-talk, diversity awareness, and empathy recognition. Students begin a focus on healthy communication patterns through Conflict Resolution I which has an emphasis on emotional literacy and I-statements, the consequences and rewards of peer relationships, personal safety, and coping skills. Students also participate in initial career exploration through an understanding of career clusters.

Grade 7 Course 0007A Seminar
Grade 7 counseling classes meet in small groups once per cycle during the first semester. Students build on their academic successes of 6th grade and further develop study skills based on their individual learning styles. Students continue their understanding of healthy communication through Conflict Resolution II which dives into personal contributions as well as coping with changes in relationships. Students learn to set boundaries that are appropriate for their safety and personal well being. Grade 7 classes also discuss emotional self-control and how it relates to decision making and digital ethics of sharing thoughts to social media and the cyber world in general. Students continue to develop long term goals as they link their personal interests to potential career fields.

Grade 8 Course 0008A Seminar
Grade 8 counseling classes meet in small groups once per cycle during the second semester. Advanced skill-building opportunities are provided in order to help students develop strong leadership qualities. Specific topic areas include self awareness and acceptance, understanding and accepting differences from a local and global perspective, challenging negative beliefs and affirmations to help with emotional self-control, and managing stress to aid in the personal accountability of school success. Students finish the healthy communication series with Conflict Resolution III, an opportunity for students to identify problem solving strategies that allow them to assert themselves in a variety of different situations to include peer pressure dynamics and refusing high risk behaviors that others may choose to participate in. Students conclude the year preparing for the high school transition as well as building an awareness of a college preparation course of study for post secondary goals.
**High School Counseling Curriculum**

The high school counseling curriculum provides a format for age appropriate discussion in a small group setting, with the counselor serving as both facilitator and educator. Topics covered vary from grade to grade as students mature in their cognitive, social and emotional development. Additionally, these classes offer the counselor an opportunity to establish a relationship more quickly with their students. The program is required for all students.

**Grade 9 Course 7109 Seminar**
Grade 9 counseling classes meet in small groups once per cycle during the academic year. The 9th grade curriculum is designed to stimulate discussion and debate using a variety of teaching modalities regarding current teenage issues. Students are introduced to the Naviance-Family Connection, a comprehensive website that students can use to make plans regarding colleges and careers. Classroom topic areas include adjustment to high school, learning styles, SMART goal setting, Do What You Are™ personality type, study skills, time management, making healthy decisions, strengths exploration and course planning. Students begin developing a resume of high school activities.

**Grade 10 Course 7110 Seminar**
Grade 10 counseling classes meet in small groups once per cycle during the first semester. The 10th grade curriculum includes SMART goal setting, a career interest profiler, career research and exploration using the Naviance program, and course planning. Other topics include but are not limited to body image and media literacy, peer pressure, alcohol and other drugs, anxiety and stress management, as well as an initial college interest match. Students further build upon their individual resumes and are encouraged to connect their interests with mentorship opportunities.

**GRADE 11 Course 7111 Seminar**
Grade 11 college counseling classes meet in small groups during the second semester. The curriculum is designed to introduce in a structured way the college search process to juniors. The program provides an overview of the college process and gives students a timeline for planning their activities. Topics to be presented include the following: personal inventory; standardized testing; college visits; interviews; the Common Application and college essays. Included in the advisory period is service inquiry reflection.

**GRADE 12 Course 7112 Seminar**
Grade 12 college counseling classes meet in small groups during the first semester. The curriculum is designed to help students to finalize their college search strategy and to establish a timeline for their activities in the first semester. Topics to be presented include the following: reworking the prospective college list; determining the application option (early, regular, priority, etc.); standardized testing and understanding the office’s internal application process. Included in the advisory period is service inquiry reflection.
ENGLISH

The course offerings of the English Department enable students to use language to enrich their lives and to develop reading, writing, speaking and listening skills. These courses provide numerous opportunities for students to read, write, speak, listen, and think critically. Students read and analyze a diverse array of literary works, write in a variety of styles, and participate in discussions and presentations. They learn to locate and synthesize information for research using appropriate sources and strategies. These students of Notre Dame can use language confidently and competently to communicate in the 21st century.

Middle School Language Arts Program

Grade 6 Course 0106 Language Arts
The sixth grade Middle School students come from a variety of educational backgrounds. Our sequential program allows students to develop strong communication skills throughout the year. This course focuses on the writing process and explores a variety of genre such as: narrative, expressive, descriptive, expository and persuasive. Lessons incorporate the basic elements of spelling, punctuation, grammar and vocabulary building, as well as spoken and written expression. Students enjoy literary works of modern and classic fiction, nonfiction, poetry, and drama while they learn about the styles and techniques of the authors. Critical thinking skills are strengthened as they analyze literature in groups and individually. Our program encourages students to develop a love of reading, to read aloud and perform in class, research and present information to an audience and to contribute to the Middle School newsletter. To feature the skills mastered throughout the year, the sixth grade students prepare a research paper and speech centered around a topic for Creative Exploration. These talents are showcased in various mediums.

Grade 7 Course 0107 Language Arts
The seventh grade English program encompasses Literature and Language Arts studies which build on the sixth grade curriculum. This course incorporates the step approach in writing, with prewriting, drafting, revising, and editing of the final product. Within the course, the students construct different forms of writing in order to analyze the connection between form and purpose. Within these compositions and within class discussions, students learn to value the use of evidence, proper grammar, and vocabulary development in the expression of their ideas. In addition, students develop study skills, time management, mnemonics, and critical thinking strategies. The students enjoy variety within genres and within topics of texts. Furthermore, both print and online resources foster students’ learning. Variety in assessments and activities, such as collaborative discussions, projects, essays, presentations, and journals, serve to guide students to the ultimate goal of becoming better communicators and critical thinkers.

Grade 8 Course 0108 Language Arts
The eighth grade English curriculum is one focused not only on building reading comprehension skills honed in the sixth and seventh grades, but also on the development of critical thinking and analytical skills as students become higher-level readers, writers, and thinkers. Students read novels, drama, poetry, and mythology throughout the course of the school year. Exposure to such literature prepares students for the advanced curricula of high school and for a lifetime of literary appreciation. The mastery of grammar and vocabulary and their inclusion into proper oral and written communication is an ongoing objective for students throughout the year. Students write in a variety of forms throughout the year, focusing on critical, compare and contrast, research, and persuasive styles of written expression. The use of the drafting and editing process to create both analytical and creative writing pieces is an integral part of the eighth grade curriculum.
High School English Program

Grade 9 Course 1091 Introduction to World Literature and Writing 1 Credit
Introduction to World Literature and Writing provides an introductory course to teach students how to understand and reflect upon significant themes in the context of world history. A study of classical and modern selections of global literature develops the critical thinking and analytical skills needed to explore meaningful texts. The literature includes short stories, novels, poetry, drama, and nonfiction. Themes common to the human experience such as epic heroes, war and its aftermath, society and justice, and the meaning of life and death are investigated through a multicultural lens. This course reinforces the fundamentals of reading comprehension, grammar, vocabulary and writing, study skills and learning strategies, affording students additional ways in which to approach texts and to enhance academic skills. Also, a yearlong writing portfolio engages students in a creative and thoughtful application of their learning.

Grade 9 Course 1092 Effective Writing .2 Credit
In this one-semester composition course, students develop written communication skills. To achieve that goal, students practice description, word choice, sentence variety, imagery and many other techniques as they are used in essays, stories, speeches and poems. Writing assignments vary from paragraph descriptions to full essays. By building their writing skills, students are better able to express their ideas for school assignments, in the workplace, and in personal messages.

Grade 10 Course 1102 Honors British Literature/Writing/PSAT Preparation 1 Credit
The 10th grade Honors English course traces the development of British Literature from its beginnings to the present day. Students explore the foundations of the English language through deeply analyzing selected major works. A strong emphasis on written communication, classroom discourse and critical thinking is required as students are responsible for reading at a fast pace and writing advanced comprehensive essays. Much of the required reading is independent, and class discussion will ensue. Students are also expected to read and understand literary criticism and complete outside research in order to supplement class material. Methods of documentation are taught and the composition of one substantial research paper is integrated into the honors course. Regular PSAT practice is offered throughout the year.

Prerequisites for Honor British Literature: Teacher recommendation and consistently excellent writing (A or above) in all formal written, graded pieces during the ninth grade year of English

Grade 10 Course 1101 British Literature/Writing/PSAT Preparation 1 Credit
The course traces the development of British literature from its beginnings through the early Victorian period, focusing study on selected works of various genres. The course exposes students to the depth and breadth of British literature and develops students’ writing skills through the use of several types of writing genres. Methods of research and documentation are taught, and the composition of a substantial, documented research paper is required. Attention is given to preparation and writing of essays and oral presentations. Regular PSAT practice is integrated into this course.

Grade 11 Course 1111 American Literature/Writing 1 Credit
The Junior English course offers concentration in the works of many major American writers, and classes are handled primarily through seminar-style discussion. Students build and develop their skills as analytical readers and writers, as they learn how to intelligently discuss and appreciate the differences in writers’ styles and techniques. Novels, short stories, poetry and creative nonfiction are studied. A strong focus is placed on analytical essay writing, and students have the opportunity to write creatively. By the end of the second semester, students complete personal essays for possible use as part of their college applications. PSAT and SAT preparation are also taught throughout the year.
Grade 11 Course 1161 AP English Language and Composition 1 Credit
This college-level English class is for qualified High School juniors, equivalent to a college freshman Composition or Rhetoric class. This course offers intensive study of nonfiction prose written over the past four centuries in a variety of disciplines (e.g., art, science, history) for a multitude of purposes. Classic American literature texts (fiction and poetry) typically taught in the junior year are also covered, and students should be prepared to read and write widely and critically. Reading comprehension, analysis and interpretation are stressed in AP English Language, but it is also a rigorous writing course. Students also learn more about the process of writing and revision and to synthesize ideas and information gleaned from not only texts but visual media as well (such as political cartoons or statistical graphs). As such, this is necessarily an interdisciplinary course, and it should lead students to become more thoughtful readers, writers and citizens no matter what course of study they may later pursue.

Prerequisites for AP English Language: Teacher recommendation and consistently excellent writing (A or above) in all formal written, graded pieces during the tenth grade year of English

Grade 12 Course 1121 Women and Literature 1 Credit
The central theme of this course is the evolution of the female writer as well as the literary heroine and how these evolutions were affected by social conventions throughout history. The aim is to expand students’ understandings of women’s experiences as expressed by male and female writers from a variety of cultural backgrounds. Students will read works from various genres during which they will discuss how the female identity has been affected both psychologically and culturally as a result of the piece. Students will develop their understanding of critical reading and scholarly discussion through seminar-style class periods and strong focus will be placed on essay writing and literary criticism.

Grades 11, 12 Course 1123 Shakespeare in Film .5 credit
This one-semester course focuses on the comedies of William Shakespeare and how his works are adapted for both the stage and film. Students will study several works by the Bard, during which they will view several film and stage adaptations of the plays. During these viewings, the students will discuss the plays in the context of Shakespeare’s theatre, but also the directorial and stylistic choices made by the filmmakers and how these choices and film techniques affect the audience’s response to the original play.

Grades 11, 12 Course 1181 Creative Writing .5 credit
This one-semester course focuses on the practice and understanding of the craft of creative writing. Genres covered will be the short story, flash fiction, poetry, and the personal essay (creative nonfiction). Readings will include creative nonfiction, current and classic short stories as well as poetry and essays by a variety of authors. Students will learn the writing process in its entirety, from brainstorming to drafting to revision. Students will also work on developing their writing voices, and all students will produce at least six creative pieces in this class.

Grade 12 Course 1151 AP English Literature and Composition 1 Credit
This course teaches literature and composition from an interdisciplinary perspective. Students are expected to write frequent analytical essays, to read widely, and to participate thoughtfully and voluntarily in class discussion. This course is designed to prepare students for the Advanced Placement test in English Literature and Composition and is geared toward students who have a strong interest in the humanities and who are able to handle the rigors and demands of a college level course.

Prerequisites for AP English Literature: Teacher recommendation and consistently excellent writing (A or above) in all formal written, graded pieces during the eleventh grade year of English
FINE AND PERFORMING ARTS

Middle School Art Program

Grade 6 Course 0600 Enjoying Art
Understanding promotes enjoyment of art. In grade 6, the elements of the visual language are introduced. Students work with the elements of design: line, shape, space, texture and value in a variety of art projects. Students will experience art in two dimensional and three dimensional forms.

Grade 7 Course 0601 Enjoying Art
The goals of this course include becoming aware of color and understanding the properties of color, hue, value, and intensity. Some of the activities include: instruction using reproductions, the creation of color wheels and value charts, and the composition of works that use basic color harmonies. Students will experience art in two dimensional and three dimensional forms.

Grade 8 Course 0602 Enjoying Art
This course is a continuation of the study of the language of art, with emphasis on the principles of design. The goals of this course include providing the student with experiences that will heighten her sensitivity to the natural world and her environment and developing fundamental knowledge and skills necessary for visual art expression. Students will experience art in two dimensional and three dimensional forms.

High School Art Program

Grade 9 Course 6031 Introduction to the Visual Arts (Freshman Arts Requirement) .3 credit
This is an introductory course that will expose incoming Notre Dame freshman students to a wide range of artistic experiences which will include drawing, painting, design, printmaking, and sculpture. Students will work in a variety of mediums and methods of art expression to address their visual understanding with an emphasis on the elements and principles of art. Students will have the opportunity to develop creativity, non-verbal communication, and personal artistic skills. Students who participate in the High School Ensemble or audition and are accepted into Dance Company or Women’s Chorale will be exempt from this course.

Grade 10 Course 6041 Survey of Art Techniques 1 credit
A series of challenging two and three dimensional projects will be presented to enhance the student’s skill development in drawing, painting, printmaking and three dimensional design. The concepts of line, value, composition and color will be covered using a wide variety of media. Emphasis is placed on improving the student’s powers of observation. The student will be encouraged to experiment and think creatively. Weekly sketchbook, home assignments and critiques are part of this course.
Grades 10, 11, 12 Course 6092  Photography .5 credit
Photography is the art of seeing, thinking, composing, processing, and presenting images. This photography course offers students the opportunity to learn the fundamentals of digital photography while working with industry standard editing software as well as fundamentals of traditional film photography, processing and darkroom printing. The course includes a series of assignments incorporating the Elements of Art and the Principles of Design utilizing the student’s own digital SLR (single lens reflex) camera and the school’s film SLR camera. Students will learn how to operate the SLR cameras as well as the technology to create, organize, edit, and enhance their photographic images. We will also look at important moments and people in the history of photography. The course includes home assignments consisting of making images with a camera. Lastly, students will create a portfolio of their finished images.

Grades 11, 12 Course 6042  Art Methods .5 credit
An interesting variety of two-dimensional projects are presented in this course for a student who would like to experience various forms of art media and methods but might not have a background in art. The student will gain confidence through the exploration of various projects including design and mixed media techniques in an encouraging environment. A few of the materials used include ink, oil pastels, water colors and acrylic.

Grades 10, 11, 12 Course 6111 Ceramics Design I .5 credit
In this half-credit introductory ceramics course, students will create pieces of their own design using traditional hand building techniques, including coil, slab construction and pinched forms. Students will use a variety of surface decoration and glazing techniques. Students will learn to approach ceramic artwork as both functional and decorative sculptural objects. Students will have the opportunity to develop creativity as well as develop their technical skills and artistic vocabulary.

Grades 10, 11, 12 Course 6112 Ceramics Design II .5 credit
This half-credit ceramics course is open to all students who have completed Ceramics I. This course includes continued exploration of wheel throwing and advanced handbuilding techniques. Emphasis is placed on developing proficiency in clay use, surface applications and kiln firings.

Grades 10, 11, 12 Course 6113 Wheel Throwing .5 credit
This half-credit ceramics course is open to all students who have completed Ceramics II. This course includes an in-depth exploration of wheel throwing with emphasis placed on developing proficiency in throwing, exploring advanced surface applications and experimenting with altered wheel thrown forms.
Grades 11, 12 Course 6125 Drawing and Painting  
This course is for the student who wishes to further expand her knowledge and skills through observation of the figure, still-life, landscape, and architectural forms. A wide range of drawing and painting media and methods will be explored. Students will build drawing skills through the use of contour line, gesture and rendering using pencil, charcoal, pastel and ink. When painting, the student will work with tempera, watercolor and acrylic. Instruction will focus on design principles, composition, perspective, color theory and visual awareness. Independent thinking and creative problem solving is encouraged. The student will begin to assemble a portfolio of finished work in order to advance to AP Studio Art if she chooses. Sketchbook and homework assignments are required.

Grade 12 Courses 6120, 6121 Senior Studio/Advanced Placement Studio Art  
This advanced fine arts studio course emphasizes two-dimensional work using a variety of media and methods. Students use traditional and experimental approaches to solving visual problems. This course emphasizes creative thinking and experimentation. Students who choose this course should have at least one previous one-credit course in art and have considerable experience with observational drawing. The class and home assignments are the same for Senior Studio students and AP Studio Art students. However, students electing this as an Advanced Placement course are required to prepare a portfolio of the quality, depth and breadth required by the Advanced Placement Program in Studio Art. All students are expected to spend many hours outside of class on skill development and experimentation. Weekly sketchbook and home assignments are required. 

Prerequisite for Senior Studio/ AP Studio Art: A previous one-credit art course or three qualifying art pieces and teacher approval.

Grades 11, 12 Course 6131 Advanced Placement Art History  
Interested and qualified students are guided in an intensive study of the History of Art in preparation for the Advanced Placement exam in Art History given in May. A year-long writing intensive research paper, essays and oral presentations are part of this course. College level texts, slides, films and museum tours are utilized. 
Prerequisites for AP Art History: B+ in English, B+ in Social Studies course, B in AP Social Studies course.
DANCE

Middle School Dance Program

Grade 6 Course 0611 Dance, Grade 7 Course 0612 Dance, Grade 8 Course 0613 Dance
The Middle School dance program serves as a three-year comprehensive study of dance. The course emphasizes styles, skills and techniques at an introductory dance level. Students will have the opportunity to study dance as a performing art form in grades 6 through 8. All students participate in a culminating performance program.

High School Dance Program

Grade 9 Course 6202 Introduction to the Performing Arts (Freshman Arts Requirement) .3 credit
This is an introductory course that will expose incoming Notre Dame freshman students to dance, music and the history of American Theatre. Students who participate in the High School Ensemble or audition and are accepted into Dance Company or Women’s Chorale will be exempt from this course.

Grades 10, 11, 12 Course 6211 Introduction to Dance .5 credit
This course serves as an introduction to the styles, history, and techniques of dance as an art form. Students will learn the basic principles and techniques of jazz, ballet, and modern, as well as gain exposure to other dance styles. Students will have performance opportunities.

Grades 10, 11, 12 Course 6221 Dance Appreciation and Performance .5 credit
This course provides a next step for building on students’ prior dance knowledge. Students who are serious about dance as an art form will have the opportunity to study dance from an academic perspective. The course is open to students who have successfully completed the Introduction to Dance course and to students who have extensively studied dance. Prior approval required with the possibility of an audition.

Grades 9, 10, 11, 12 Course 6231 Dance Company 1 credit
This select group of students focuses on performance-based dance. The course offers the opportunity for students who are serious about the art of dance. The group learns choreography, works within an ensemble, and prepares for numerous performance opportunities. The course offers knowledge in production, costuming, lighting design, and directing of a concert. Students are required to participate in the Open House Dance Performance, the Winter Dance Performance, the President’s Club Reception, the Spring Dance Performance and the Regional and National High School Dance Festival Performances in addition to a commitment to participate in a variety of festivals and extracurricular performances. Additional rehearsals in direct connection to these performances may be required during community time. Additional, optional, performances may be scheduled for the academic school year. Acceptance into this course requires an audition.
MUSIC

Middle School Music Program

Middle School Chorus
Grades 6 Course 6547, Grade 7 Course 6548, Grade 8 Course 6549
Middle School Chorus is required in 6th, 7th and 8th grade. Students learn to read music at an appropriate level and are introduced to basic vocal technique, including proper breathing, vocal production and vocal health. Students apply these skills through the performance of appropriate-level choral music. Membership in this ensemble prepares students to advance to the next level. Students are required to participate in the Christmas Concert, Spring Concert, or Middle School Evening of the Arts.

Middle School Ensemble
Grades 6, 7, 8 Course 6550
This ensemble is offered to 6th, 7th, and 8th grade students. These young musicians have the opportunity to study the basics of orchestral performance through rehearsal of appropriate level music. Membership in this ensemble prepares students to advance to the next level. Students are required to participate in the Christmas and Spring Concerts. Students in sixth grade will have ensemble one time a cycle in addition to chorus to allow them to experience all of the arts programs. In seventh and eighth grade students will enroll in ensemble in place of chorus. Additional rehearsals may be added closer to the concert.
High School Music Program

Grade 9  Course 6202  Introduction to the Performing Arts .3 credit
This is an introductory course that will expose incoming Notre Dame freshman students to dance, music and the history of American Theatre. Students who participate in the High School Ensemble or audition and are accepted into Dance Company or Women’s Chorale will be exempt from this course.

Music Electives
The following music elective courses are designed for those High School students who are seriously interested in developing their talents as performing musicians and their overall musicianship. This program prepares students for entrance exams and auditions at the university/conservatory level.

Grades 9, 10, 11, 12 Course 6551 High School Ensemble 1 credit
This ensemble is offered to students in grades 9, 10, 11, and 12. Students develop proficiency through rehearsal of a more advanced repertoire involving varying styles and periods of music. Students are required to participate in the Christmas and Spring Concerts. Freshman students opting to participate in ensemble will take this course in place of the Topics in Visual and Performing Arts Course.

Grades 9, 10, 11, 12 Course 6560 Women’s Chorale 1 credit
The Women’s Chorale is a select women’s ensemble for which an audition is required. The repertoire ranges from Baroque to Modern styles. The Women’s Chorale performs in conjunction with the Instrumental Ensemble for assemblies and school concerts. The Women’s Chorale also participates in annual joint concerts with Malvern Preparatory School, in addition to other performances around the community. This musical group provides an opportunity to study and perform the finest choral literature and to develop an enjoyment and sensitivity to music. Emphasis is placed on sight reading, and sight singing. Participation in after school rehearsals with Malvern Prep and Women’s Chorale in addition to a commitment to participate in a variety of extracurricular performances. Baccalaureate and Graduation are requirements for this course.

Prerequisite for Women’s Chorale: Acceptance into this course requires an audition.
HEALTH

Middle School Health Program

Grade 7 Course 0007B Health
This course is an introduction into physical, mental, emotional and social health. Students will cover topics that will give them the foundation to be able to lead a healthy lifestyle. In this course, students will discuss areas in health including wellness, decision making, and goal setting. The student will also learn refusal skills, nutritional information including the "food plate", and be given the opportunity to implement their own personal fitness logs.
Students are graded O (outstanding), S (satisfactory), and U (unsatisfactory).

Grade 8 Course 0008B Health
In this course the students will explore topics related to healthy relationships, consumer health, tobacco/alcohol and drug use, and disease prevention. They look more in-depth at skills for forming and maintaining healthy relationships, find out what it takes to be a health literate consumer, focus on the impact of drugs and alcohol on the individual, family and society as well as addiction and dependency, and cover communicable and noncommunicable diseases.
Students are graded O (outstanding), S (satisfactory), and U (unsatisfactory).

High School Health Program

Grade 9 Course 7509 Health .2 credit
This course is designed to enable students to acquire knowledge related to their personal health and well-being through adulthood. This course will include health topics geared towards late adolescence and early adulthood in order to help students understand how to adapt to the changes that occur as they mature. Students will explore topics such as: creating balanced meals, stress management and mental health issues, drug and alcohol abuse, reproductive health, and human growth and development. This course emphasizes applying knowledge and decision making skills. This course meets twice a cycle for a semester.
Students are graded O (Outstanding), S (Satisfactory), and U (Unsatisfactory).

Grade 10 Course 7510 Health .2 credit
This course is designed using the guidelines of “The Heartsaver CPR in Schools Course.” Students will learn about basic First Aid and CPR principals in this course. This class will present knowledge related to understanding, recognizing and treating a variety of common injuries. Students will learn about The American Heart Association’s chain of survival and understand how to recognize emergencies that require advanced life support. Students will also be introduced to basic athletic training principles. This course will be hands-on and will include practical application of knowledge through First Aid and CPR demonstrations. Students are graded O (Outstanding), S (Satisfactory), Unsatisfactory).
PHYSICAL EDUCATION

Physical Education Program

Physical Education courses at the Academy of Notre Dame provide students the fundamentals, knowledge and basic skills to maintain an active and healthy lifestyle. We provide a balanced, sequential program of age appropriate activities such as: fitness, cooperative games and movement, as well as individual and team activities. The physical education program provides a positive learning environment conducive to learning, enjoyment and building self-confidence. Students exhibit respect, responsibility and sportsmanship through participation in a variety of physical education activities.

Middle School Physical Education Courses (Courses 7006-7008)

Physical Education is required of all middle school students. The course will enable every student to have the opportunity to participate in physical activity. There will be a variety of activities including the traditional team sports such as Flag Football, Floor Hockey, Volleyball, and Basketball as well as some new sports including Kin ball and Tchoukball. Students will also have the chance to participate in cooperative games/team building, lawn games, yoga and parachute activities. It is the goal to add variety with team and individual sports, along with leadership skills and team building activities. This is to ensure every student has something they can enjoy and possibly pursue outside of the school environment. Assessments will be ongoing throughout the year and include skill and knowledge assessments as well as performance based assessments. Students will be graded O (outstanding), S (satisfactory) and U (unsatisfactory).

High School Physical Education (Courses 7009-7010) .2 credit

Physical Education is required in grades 9 and 10. The aim of the High School physical education program is to give the students the opportunity to try sports and/or activities that students will be able to continue to pursue outside of school and later into life-"lifelong skills". The types of lessons that the students will participate in will be Fitness - using the cardiovascular and weight lifting machines, Yoga, Zumba, Circuit training, Aerobics, Team Building, and Peer Teaching. Giving the students the opportunity to learn those "lifelong skills" will encourage them to continue to keep themselves physically active long after they have graduated. Assessments will be ongoing throughout the semester and include skill and knowledge assessments along with a peer teaching assessment. Students will be graded O (outstanding), S (satisfactory), and U (unsatisfactory).
MATHEMATICS

The Mathematics Department encourages learning and use of mathematics as a lifelong process. The curriculum includes the important mathematical concepts and processes necessary for students to acquire the knowledge, understanding, and skills to communicate proficiently in mathematics. It is our goal that the graduate will, through the focus on creative and innovative cross curricular problem solving, be able to successfully apply mathematical concepts to unique, high level multi-disciplinary challenges within a collaborative setting. The result is a mathematically competent and confident graduate that is able to use mathematics in their personal lives and in their future studies and careers.

Middle School Mathematics Program

The Middle School mathematics program is based on a sequential developmental format. The program’s goal is to maintain, develop, and extend skills and concepts required for higher mathematics while providing challenging opportunities for all students.

Grade 6 Course 0337 Sixth Grade Math
This course introduces the study of integers, rational numbers, and geometric and pre-algebraic concepts, striving toward proficiency in mathematical skills. The students develop various critical thinking skills such as problem solving, logic and strategy. Connections between various branches of mathematics are emphasized, and calculator activities are explored.

Grade 6 Course 0339 Honors Sixth Grade Math
This course introduces the study of integers, rational numbers, geometric and pre-algebraic concepts, and strives toward proficiency in mathematical skills. The students develop various critical thinking skills such as problem solving, logic and strategy. Connections between various branches of mathematics are emphasized. Calculator activities are explored. Students in the Honors Sixth Grade Math course have mastered arithmetic skills and are able to work independently.  

Prerequisites for Honors Sixth Grade Math course: Superior performance on the Entrance and Math Placement tests, Math Department recommendation.

Grade 7 Course 0317 Pre-Algebra
This course provides the foundation in Algebra, Geometry and problem-solving that is needed for success in more advanced courses. Pre-Algebra introduces the study of real numbers, solving equations and inequalities, functions, and polynomials. The study of percents, probability and geometry is expanded. Problem-solving and critical-thinking skills are enhanced.

Grade 7 Course 0372 Honors Pre-Algebra
This course provides the foundation in Algebra, Geometry and problem-solving that is needed for success in more advanced courses. Honors Pre-Algebra introduces the study of real numbers, solving equations, inequalities, functions, and polynomials. The study of percents, probability and geometry is expanded. Problem-solving and critical-thinking skills are enhanced. Students at the honors level have demonstrated mastery of mathematical skills, comfortable with an accelerated pace, and able to work independently.

Prerequisites for Honors Pre-Algebra: B+ in Honors Sixth Grade Math, A in Sixth Grade Math, Math Department recommendation.
Grade 7 Course 0397 Honors Algebra 7th
Students expand their problem-solving techniques and use connections among mathematical ideas. Polynomial functions, exponents, factoring, the solution and graphing of linear equations and inequalities, rational expression equations, systems of linear equations and quadratic equations are included. The students are introduced to absolute value and trigonometric functions. TI 84 Silver graphing calculators are used throughout the course. Students are able to work independently.  
Prerequisites for Honors Algebra 7th: A in Honors Sixth Grade Math, Math Department recommendation.

Grade 8 Course 0300 Algebra
Students expand their problem-solving techniques and use connections among mathematical ideas. They explore the axiomatic base of the real number system, and then develop a process for solving equations. Polynomial functions, factoring, the solution and graphing of linear equations and inequalities, and systems of linear equations are included. If time permits, rational and radical expressions and equations, as well as quadratic equations are introduced. The TI-84 Silver graphing calculator is used.

Grade 8 Course 0322 Honors Algebra
Students expand their problem-solving techniques and use connections among mathematical ideas. Polynomial functions, exponents, factoring, the solution and graphing of linear equations and inequalities, rational expression equations, systems of linear equations and quadratic equations are included. Students are able to work independently.  
Prerequisites for Grade 8 Honors Algebra: B+ in Honors Pre-Algebra, Math Department recommendation.

Grade 8 Course 3011 Honors Geometry
This course presents an in-depth study in Euclidean geometry. It includes the topics of parallel lines and planes, congruent and right triangles, quadrilaterals, similar polygons, circles, areas, coordinate geometry and deductive reasoning. Logic skills are emphasized. Geometric concepts are extended through the use of computer activities as time permits. Algebraic skills are reviewed and strengthened through their application to solving problems in Geometry. In Honors Geometry the study of formal proofs and coordinate geometry is expanded and geometric transformations are explored. The focus of the Honors course is on independent thinking and critical reasoning. Students in Honors Geometry must be able to work independently and are expected to display a superior knowledge of mathematical and algebraic skills.  
Prerequisites for Grade 8 Honors Geometry: A- in Honors Algebra I and Math Department approval.

High School Mathematics Program

The High School mathematics program provides a sequential program until the completion of Algebra II and Trigonometry. Once a student has achieved this level of math, additional courses and electives are provided that allow students of all abilities to pursue four plus years of math. All students need access to and the use of a TI-84+ graphing calculator.
Course 3005 Algebra I 1 credit
Students expand their problem-solving techniques and use connections among mathematical ideas. They explore the axiomatic base of the real number system, and then develop a process for solving equations. Polynomial functions, factoring, the solution and graphing of linear equations and inequalities, absolute value inequalities, and systems of linear equations with two variables are included. Students work to connect and extend the concept of real numbers with radicals. Rational and radical expressions, as well as quadratic equations are introduced.

Course 3004 Honors Algebra I 1 credit
For Honors level Algebra, students expand their problem-solving techniques, use connections among mathematical ideas, and integrate algebraic topics with statistics and geometry. Polynomial functions, exponents, factoring, the solution and graphing of linear equations and inequalities, absolute value inequalities, rational expressions, systems of linear equations with two variables, and quadratic equations are included. Students work to extend and connect the concept of real numbers with radicals. Simplifying radical expressions and solving radical equations are introduced. The pace is accelerated with greater depth and level of challenge. Students are able to work independently.

Prerequisites for Honors Algebra I: Top 30% performance on the Notre Dame entrance test, Math Department recommendation, Incoming freshmen who have completed a year of Algebra I need to take a placement test.

Course 3019 Geometry 1 credit
This course presents an in-depth study in Euclidean geometry. It includes the topics of parallel lines and planes, congruent and right triangles, quadrilaterals, similar polygons, circles, areas, coordinate geometry and deductive reasoning. Logic skills are emphasized. Geometric concepts are extended through the use of computer activities as time permits. Algebraic skills are reviewed and strengthened through their application to solving problems in Geometry.

Prerequisites for Geometry:
Grade 9: Completion of a full year Algebra I course, satisfactory performance on the Notre Dame entrance and Math placement tests, Math department recommendation. Incoming freshmen who have completed a year of Algebra I are required to take a placement test.
Grade 10: Algebra I

Course 3018 Honors Geometry 1 credit
This course presents an in-depth study in Euclidean geometry. It includes the topics of parallel lines and planes, congruent and right triangles, quadrilaterals, similar polygons, circles, areas, coordinate geometry and deductive reasoning. Logic skills are emphasized. Geometric concepts are extended through the use of computer activities as time permits. Algebraic skills are reviewed and strengthened through their application to solving problems in Geometry. At the Honors level, the study of formal proofs and coordinate geometry is expanded and geometric transformations are explored. The focus of the Honors course is on independent thinking and critical reasoning. Students must be able to work independently and are expected to display a superior knowledge of mathematical and algebraic skills.

Prerequisites for Honors Geometry:
Grade 9: Successful completion of one full year of Algebra 1, Top 20% placement on the Notre Dame entrance/Math placement tests, Math Department recommendation.
Grade 10: From Honors Algebra 1: B+, From Algebra 1: A- in both semesters of Algebra I, Math Department recommendation.
Course 3021 Geometry/Algebra II/Trigonometry 1 credit
This accelerated and enriched course includes the major topics of Euclidean and non-Euclidean Geometry, as well as topics of Algebra II and a study of trigonometric functions and their applications. Emphasis is placed on techniques of advanced algebra, logic and analytical reasoning. Students must be able to work independently and are expected to display a superior knowledge of Algebra I skills.

Prerequisites for Geometry/Algebra II/ Trigonometry:
Grade 9: One full year of Algebra in middle school with final grade of A, Top 10% placement on the Notre Dame entrance and math placement tests, Teacher recommendation and department approval.
Grade 10: Grade of A in Honors Algebra I, Math Department recommendation.

Course 3031 Algebra II 1 credit
This course explores the material presented in Algebra I and gives greater attention to polynomial equations and inequalities, logarithms and exponents, complex and irrational numbers, and quadratic functions.

Prerequisite for Algebra II: Geometry

Course 3041 Algebra II with Trigonometry 1 credit
This course includes the topics of Algebra II, analyzing equations and inequalities, graphing linear relations and functions, solving systems of equations and inequalities, matrices, polynomials and rational expressions, quadratic and higher degree polynomial functions, conic sections, rational expressions, exponential and logarithmic functions with the inclusion of a study of trigonometric functions and their applications.

Prerequisites for Algebra 2 with Trigonometry: C+ or better in Algebra 1 and completion of Geometry

Course 3043 Honors Algebra II with Trigonometry 1 credit
This course includes the topics of Algebra II with Trigonometry, analyzing equations and inequalities, graphing linear relations and functions, solving systems of equations and inequalities, matrices, polynomials and rational expressions, quadratic and higher degree polynomial functions, conic sections, rational expressions, exponential and logarithmic functions with the inclusion of a study of trigonometric functions and their applications. At the honors level, in addition to the above topics, the more challenging conic sections, all trigonometric identities and the higher-order critical thinking problems are covered. The students in the honors course should display a high level of independence, insight and confidence in their math ability. The pace of instruction in the honors class is more challenging and offers opportunities for independent work.

Prerequisites for Honors Algebra 2 with Trigonometry: From Honors Geometry: B+
Grade 11: Students must have maintained an A- in Algebra 1 and Geometry and have the recommendation of the math department.
Grade 10: Students must have maintained an A- in Geometry, and have a math department recommendation.
Grade 9: Successful completion of one full year of Algebra I and Geometry, Top 20% placement on the Notre Dame Entrance/Math Placement tests.

Course 3060 Advanced Math Concepts 1 credit
This course is a good preparation for Pre-Calculus or math analysis as a college course and provides the student with an overview study into higher-level topics beyond Algebra. These topics include set theory, concepts of functions, graphing, exponential and logarithmic functions, trigonometric functions, sequences, series, limits and continuity and probability.

Prerequisite for Advanced Math Concepts: Algebra II with Trigonometry
Course 3051 Pre-Calculus  
Pre-Calculus is a college-level survey course designed to prepare students for Calculus. Among the topics included are: polynomial functions, exponential functions, trigonometric functions, extensive graphing, and sequence and series. Emphasis is placed on increasing the student's ability to deal with math intuitively without sacrificing rigor. Students are expected to be able to work independently. Qualifier will be given.  
**Prerequisites for Pre-Calculus:** B- in Honors Algebra II/Trig, B- in Geometry/Algebra/Trigonometry, B+ in Algebra II/Trig, B+ in Advanced Math Concepts, Math Department recommendation.

Course 3052 Honors Pre-Calculus  
Honors Precalculus is a college level survey course designed to prepare students for Advanced Placement Calculus. This course builds on previous courses and therefore requires a solid foundation in Algebra. Among the topics included are: exponential, logarithmic, trigonometric functions, and the applications of each. Also included are polar coordinates, polar coordinate graphing, trigonometric form of complex numbers, sequence and series, and introduction to limits. Graphing is an integral part of the course and will be stressed. This Honors Precalculus course is designed to move at an accelerated pace and the successful student should be able to work independently. Qualifier will be given.  
**Prerequisites for Honors Pre-Calculus:** B+ in Honors Algebra II/Trig, B+ in Geometry/Algebra/Trigonometry, Math Department recommendation.

Course 3071 Statistics: One Semester Elective  
Introduction to Statistical Techniques develops the foundation for a one-semester college course which most students need to take in college. Topics investigated include the nature of data, techniques of statistical graphing, displaying data, methods of sampling, measures of central tendency, measures of variation, measures of position, z-scores, and the normal distribution. Also included are introductions to probability, odds, permutations and combinations. Extensive use of the statistical capabilities of a graphing calculator are integral to the course.  
**Prerequisite for Statistics:** Algebra II with Trigonometry or Algebra II.

Course 3081 Trigonometry and Logic: One Semester  
This course is open to students who have completed Algebra II. Topics include reference and coterminous angles, radian and degree measures, solving and applying right triangles, trigonometric identities, and graphing applications. Symbolic logic structure and truth tables and selected algebra topics will be covered as time permits.  
**Prerequisite for Trigonometry and Logic:** Algebra II.

Course 3082 Introduction to Finance: One Semester Elective  
This course introduces students to financial topics within both the business as well as personal arenas. Topics covered include an introduction to financial markets, present value analysis and discounting, diversification, and the tradeoff between risk and return. The course covers five main areas: Business Finance, Personal Investments, Income and Taxes, Personal Money Management, and Spending and Credit. Critical thinking through the use of personal examples, application of prior mathematical skills, and integrating technology are the main focus. Current events and technology may be used where appropriate.
Course 3083 Linear Algebraic Methods - One semester elective
This college level, project-based course provides an introduction for students interested in pursuing degrees in science, technology, engineering, or mathematics. In this course, students will be applying concepts such as vector and matrix properties, n-th dimensional vector spaces and subspaces, Gauss-Jordan elimination for systems of equations, linear transformation and its geometric interpretation, Markov chains, and Eigen theory. Students will be using these topics in practical applications, such as aerospace engineering, linear programming, computer science and combinatorics/graph theory. If time permits, additional topics may include advanced proving techniques, introductory modern algebra involving vector spaces, Gram-Schmidt orthogonalization, graph theory, and differential equations.

Prerequisite for Linear Algebraic Methods: B+ in Pre-Calculus or currently enrolled in Calculus.

Course 3072 Advanced Placement Statistics
This college-level course is intended to introduce motivated students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four major themes: Exploring Data; Planning a Study; Anticipating Patterns (producing models using probability theory and simulation); and Statistical Inference. Students will be prepared to take the AP Statistics exam in May. To qualify for this course, a student must have a strong work ethic, recommendation of the Mathematics department, and ability to work well independently as well as in a group.

Prerequisites for AP Statistics: B- for students completing Honors Precalculus; B for students completing Pre-Calculus, A- for students completing Honors Algebra II Trig, A- for students completing GAT. Math Department recommendation is required.

Course 3091 Calculus
A college-level course in differential and integral Calculus. Topics included are functions and graphs, limits, derivatives, the definite and indefinite integral, areas and volumes. Throughout the course, emphasis is placed upon the application of the Calculus to practical problems in various fields such as science, business and engineering.

Prerequisites for Calculus: B- in Honors Pre-Calculus and Math Department recommendation, B in Pre-Calculus and Math Department recommendation.

Course 3193 Advanced Placement Calculus AB
Calculus is the mathematics of change and motion. This course includes the study of limits, differentiation, applications of differentiation, integration, applications of integration, and logarithmic, exponential, and other transcendental functions. Throughout the course, emphasis is placed upon the application of the Calculus to practical problems in various fields such as science, business and engineering. This course moves at an accelerated pace and goes into depth in understanding concepts and application. Students will take the AB level Advanced Placement Calculus Exam given in May.

Prerequisite for AP Calculus AB: B+ in Honors Pre-Calculus and Math Department recommendation.

Course 3194 Advanced Placement Calculus BC
This course offers a continuation in the study of Advanced Placement Calculus AB to include special techniques of integration, improper integrals, vectors, parametric and polar equations, and infinite series. Emphasis is placed on the practical applications to science and engineering. This course moves at an accelerated pace and goes into depth in understanding concepts and applications. Students will take the BC level Advanced Placement Calculus Exam in May.

Prerequisite for AP Calculus BC: AP Calculus AB and Math Department recommendation.
Course 3500 AP Computer Science Principles * 1 credit

AP Computer Science Principles is an online course offered through the Online School for Girls. This is a college level course that focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives. The curriculum is built around fundamentals of computing including problem solving, working with data, understanding the Internet, cybersecurity, and programming. A student must have a strong work ethic and ability to work well independently as well as in a group.

The computational thinking practices contemplated include: Connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. The big ideas that are woven in the curriculum are: creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact. A personal computer is a requirement for this class. Students will take the Advanced Placement Computer Science Principles exam in May.

Prerequisite for AP Computer Science Principles: Completion of Robotics and Coding, Introduction to Computer Programming or completion of one year of Coding club. Completion of Algebra II level mathematics.
RELIGION

The Religion Department at the Academy of Notre Dame fosters faith development and critical thinking through a seven-year curriculum that challenges, inspires and educates each student in the foundational elements of the Catholic tradition. Course content is aligned with the Doctrinal Elements of a Curricular Framework published by the USCCB. Course content and goals are carefully connected to relevant, meaningful experiences in and out of the classroom, which we hope will complement the teaching role of parents by guiding students to a fuller understanding of the faith community in which they participate.

Middle School Religion Program

Grade 6 Course 0806 Introduction to Catholic Tradition and the Hebrew Scriptures.
Scripture and Church teaching, the basic building blocks of our faith, are the focus of this course, which offers an opportunity for students to discover the interrelatedness of the Bible, the Liturgical Year, major Catholic prayers and devotions, and the theology of the seven sacraments, particularly the sacrament of Confirmation. By the end of the year, students will have a working knowledge of the major figures and stories of the Hebrew Scriptures, and how they prefigure aspects and themes of the New Testament, as well as Church practices from the first century to the present.

Grade 7 Course 0807 An Introduction to the New Testament and Sacraments
Building on the overview of the Old Testament provided in the 6th grade, this course examines the entirety of Sacred Scripture, demonstrating how to read analogically and theologically, as well as historically. Students will explore the prefiguring of themes from Gospels and Letters in the Old Testament texts related to them, and encounter the person of Christ throughout the Bible, from the messianic prophecies of the Hebrew prophets through the witness of the first Apostles, St. Paul and St. Stephen, and of course young Christians today.

Grade 8 Course 0808 Church History and Morality
This course is a survey of the crucial events, people and developments that have shaped the Church throughout its two thousand year history. In particular, the course examines the life of the Church as Jesus’ community, the Body of Christ, from the earliest period to present day, with emphasis on the continuing impact of theological, historical and political challenges and conflicts. At the end of the year, students will engage in a major interdisciplinary research project wedging the study of religion to their other academic interests.
High School Religion Program

Grade 9 Course 8094  Introduction to Catholicism  1 credit
In this survey of concepts and beliefs central to membership in the Catholic faith community, emphasis is placed on the definition of terms and clarification of doctrine, and students are encouraged to engage personally in the consideration of basic faith issues—such as the nature of God’s existence, the significance of the Incarnation, the meaning of the Trinity, the connection between beliefs and behavior, and the implications of salvation history. In addition, the course offers an opportunity to study Church History with an emphasis on the contribution of women and the growth of Catholicism in the city of Philadelphia. Course content also includes the study of the life and charism of St. Julie Billiart, foundress of the Sisters of Notre Dame de Namur.

Grade 10 Course 8111  Scripture  1 credit
This course will examine sacred Scripture in light of modern Catholic biblical scholarship. Through a study of the Torah, the historical books, the Prophets and Wisdom literature, the students will develop analytical skills essential for a deeper understanding of the Bible. They will explore the Paschal Mystery as revealed in Christ, through the Gospel narratives and the Pauline letters, and also examine the experiences of the first followers of Jesus, their subsequent reflection and missionary activity. Throughout the course, students will be encouraged to reflect on the meaning and relevance of Scripture as they grow in faith and understanding, and to explore different ways of reading the text—literally, historically, analogically and theologically.

Grade 11 Course 8164  Catholic Morality  1 credit
Students begin the course by mastering the essential terminology of moral decision-making within the context of the ethical foundations of Catholic Social Teaching. Then, and for most of the year, students will apply these principles as they navigate the moral terrain of the 21st century. Topics covered include sexuality, bioethics, capital punishment, social justice and stewardship. The course culminates in a major research presentation that includes an explanation of a specific moral issue from a cultural perspective and from the viewpoint of Church Teaching. Other assignments during the year reflect the scope and multidimensionality of “being Roman Catholic” today, including its political, social and ethical responsibilities, as well as the intellectual responsibility that comes with exercising each of these.
Senior Seminar in Religion
Seniors select one of the following year long seminar courses. Assignment to the selected course will depend upon enrollment and the student’s other courses.

Grade 12 Course 8261  World Religions  1 credit
The sequence of religions of the world to be explored in this course changes somewhat from year to year, according to the urgency of understanding the roots of current global conditions. Certainly the major traditions each take the spotlight (Judaism, Christianity and Islam, Confucianism, Taoism and Buddhism, Hinduism, Sikhism, and Jainism, Zoroastrianism, Shinto and Baha’i), but the instructor may also choose to explore in more detail other families of faiths, from Native American traditions (North and South) to African religious expression. Throughout the year, students will explore the historical relationship, where applicable, between the Catholic Church and these traditions, including a look at major Church documents intended to guide such study.

Grade 12 Course 8265  Social Justice Themes in Film and Contemporary Society  1 credit
Students deepen their understanding of the principles of Catholic social teaching by evaluating the degree to which various articles, websites, films and documentaries shed light on Vatican and USCCB documents. Issues covered in the course will include Environmental Stewardship, Biodiversity, Education of Women and the Poor, Food Insecurity, and Genocide.
SCIENCE

At the Academy of Notre Dame, we strive to give our students the tools for understanding and appreciating the natural world. The development of critical thinking and analytical skills are encouraged by the question-oriented, problem-solving format that describes our science curriculum at every level. We believe strongly in the hands-on experience as central to science education. Therefore, the laboratory component is strongly emphasized. Consistent with our school’s broader goals, the science curriculum addresses the role of women in science and the responsibility to utilize scientific knowledge within a moral values framework.

Middle School Science Program

Science is a multifaceted study of the natural and physical world that employs mathematics, critical design through engineering and the use of technology to achieve this end. Each course in the Middle School Science Program incorporates different scientific disciplines in order to foster understanding of how the disciplines are intertwined. The courses offered encourage creativity and critical thinking through a STEM (Science, Technology, Engineering, and Mathematics) based curriculum.

Grade 6 Course 0506 Earth and Environmental Science
Students will explore the ever changing Earth with an emphasis on how Geology, Meteorology, and Astronomy affect ecosystems. Each of these topics will include a student-driven, inquiry based project.

Grade 7 Course 0507 Life and its Chemical Foundation
Students will study organisms, and cells as their basic unit, with emphasis on how macromolecules enable cells to communicate, respond to stimuli, reproduce, and evolve. Students will use design based inquiry to assess how organisms function and change, and the underlying chemical principles used in living systems. This course also incorporates an independent research project.

Grade 8 Course 0508 Physical Science and Engineering
This course is designed to explore topics in chemistry and physics. Matter, atomic structure, chemical reactions, electricity and magnetism are examined through lecture, demonstrations, projects and extensive lab work. This course also incorporates a research project.

High School Science Program

High School students are required to complete three years of science. Biology and Chemistry are required courses. The science program is designed to prepare students for college studies in science, mathematics and engineering.

Grade 9 Course Physics Course 5101 1 credit
Students will investigate the principles of physics and develop problem solving skills. In this course, students will investigate scale, vectors, motion, velocity, acceleration, free fall, projectile motion, and forces through lecture, demonstration, lab work and mathematical practice. Students will apply techniques of Algebra to challenging word problems.
Grade 9 Course Honors Physics Course 5102
1 credit
Students will investigate the principles of physics and develop problem solving skills. In this course, students will investigate scale, vectors, motion, velocity, acceleration, free fall, projectile motion, circular motion, forces and energy through lecture, demonstration, lab work and mathematical practice. Students will apply techniques of Algebra and Geometry to challenging word problems.
Prerequisite: Student placement is determined by the scores on the Notre Dame entrance test and Math placement test (or Notre Dame Math teacher recommendation)

Grade 9 Accelerated Science Program
1 credit
Notre Dame offers a special sequence of science courses to our most accelerated and motivated science students. This highly selective program is offered to a limited number of incoming freshmen based on qualifying criteria which may include the student’s entrance test score and ninth grade math placement, an excellent academic record, excellent teacher recommendations, and a personal interview. Students who accept the invitation for admission to this program must commit to a two-year course of study (Honors Chemistry in ninth grade and AP Biology and College Physics in the tenth grade). During junior and senior year, these students may choose from the many upper level science courses offered in order to maximize their science experience at Notre Dame. It is expected that students in the accelerated program take a minimum of five science offerings over the course of four years.

Grade 10 Course 5111 Chemistry
1 credit
The fundamental principles of chemistry are studied in this introductory course which is divided into seven units: measurement in science, atomic structure, the periodic table, matter, chemical reactions, gases, and nuclear chemistry. Interactive lectures and discussions, problem solving, laboratory activities and student-designed experiments help the students expand their critical thinking and organizational skills.

Grade 10 Course 5113 Honors Chemistry in lieu of Chemistry 5111
1 credit
This course is offered to students who have exhibited exemplary math and science skills. Admission is based on a qualifying test and recommendations of current math and science teachers. The course is divided into nine units which include: an introduction to measurements and scientific method, atomic structure, the periodic table, matter, chemical reactions, and gases. Advanced topics such as molecular geometry, thermodynamics, and equilibrium are also covered. Interactive lectures and discussions, problem solving, laboratory activities and student-designed experiments help the students expand their critical thinking and organizational skills. Honors students are expected to solve the most challenging problems in each topic area with minimal teacher assistance. Independent research is an important component of this course; each student is required to conceive, design and conduct an individual research project that will be entered into the Delaware County Science Fair. Please note: It may be necessary to limit enrollment in this class.
Prerequisites for Honors Chemistry: Excellent analytical skills as demonstrated in an Honors Chemistry Qualifying Exam, A- or better in Biology (B+ or better in Honors Biology) and A- or better in Math (B+ or better in honors level Math), Recommendation of Biology teacher and Math teacher.

Grades 11, 12 Course 5116 Inorganic Chemistry
1 credit
In this course, students will analyze and explore questions involving gas laws and kinetic theory, stoichiometry and chemical reactions and atomic structure and periodicity of elements. Equilibria systems, solutions, reaction rates and electrochemistry will also be examined. Lab experimentation emphasizes data analysis and scientific problem solving skills as well as identification of unknowns through qualitative and quantitative analysis.
Prerequisites for Inorganic Chemistry: B or better in Chemistry or Honors Chemistry
Grades 11, 12 Course 5112A Advanced Placement Chemistry 1 credit
This intensive course is the equivalent of a one-year college-level chemistry course and covers the six big ideas as prescribed by the College Board for the AP Chemistry curriculum. These ideas include atomic structure, properties of atoms, chemical reactions, kinetics, thermodynamics and equilibrium. The course also includes the six science practices which involves extensive experimentation combined with inquiry and critical thinking skills. This intensive course is particularly helpful to those motivated students who plan to major in science in college. Students are required to take the AP Chemistry examination in May.

**Prerequisites for AP Chemistry:** A in Chemistry (A- in Honors Chemistry), Successful completion of Algebra II with Trigonometry completed with A, Honors Algebra II with Trigonometry completed with A- or GAT completed with B+. Recommendation of Science and Math teachers.

Grades 11, 12 Course 5131 Physics for Upperclassmen 1 credit
This course enables students to develop an understanding of the concepts of kinematics, projectile motion, forces, circular motion, gravitation, momentum, energy, and to be introduced to the topics of electricity and sound. Students use basic algebra and trigonometry techniques to solve problems. The focus is on understanding concepts, using problem-solving techniques and applying algebraic formulas to reach solutions. Laboratory investigations incorporate the use of PC-based monitors and sensors and data collection and analysis software.

**Prerequisites for Physics:** Chemistry, Successful completion of Algebra II with Trigonometry or GAT.

Grades 11, 12 Course 5130 College Physics 1 credit
This physics course covers the principal topics of mechanics, simple harmonic motion, static electricity and current electricity. Additional topics of magnetism and waves and optics are covered if time permits. Students will analyze concepts and problems using a college level text. Specific topics areas include kinematics, projectile motion, forces, circular motion, work and energy, momentum, torque, electric fields, electric potential, capacitance, basic circuits, and, if time permits, magnetic fields, Faraday’s Law, Lenz’s Law, wave properties, superposition of waves, reflection, refraction and ray optics. This course moves at an accelerated rate as compared to the Physics for Upperclassmen course, as well as covering additional topics. Students should be able to apply techniques of Algebra and Trigonometry to challenging word problems. Laboratory investigations incorporate the use of PC-based monitors and sensors and data collection and analysis software.

**Prerequisites for College Physics:** Chemistry completed with A-, Honors Chemistry completed with B+, Successful completion of Algebra II with Trigonometry completed with A Honors Algebra II with Trigonometry completed with A- or GAT completed with B+.

Grade 12 Course 5132 Advanced Placement Physics C 1 credit
The AP Physics C Mechanics course is equivalent to an introductory college level, calculus based, mechanics course. It covers the topics of kinematics; Newton’s laws of motion; work; energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Use of calculus in the coursework will increase throughout the course. Laboratory work emphasizes observation, data analysis and theory development. Students are also required to design their own experiments. Laboratory investigations incorporate the use of PC based monitors and sensors and data collection and analysis software. Students will take the Advanced Placement Physics C: Mechanics exam in May.

**Prerequisites for AP Physics C:** Calculus completed or Honors Physics completed with an B+, Algebra II with Trigonometry completed with an A or GAT completed
**Grades 10, 11, 12 Course 5141 Environmental Science and Sustainable Design**  
1 credit  
In this course, students will study the effects of human impact on the environment, and explore methods, processes, and practices that attempt to minimize this impact. Topics include environmental literacy, populations, biodiversity, nutrient cycling, resource use, and pollution. Class discussion, lecture, student designed laboratory investigations, modeling activities, projects, case studies, fieldwork, field trips and weekly current event assignments are employed to help students gain a thorough understanding of environmental issues, and to help them to become stewards of the Earth. Each student is required to have an electronic device available on a daily basis in order to reference her electronic textbook, conduct internet research, and use Google Apps. The course culminates in a student designed project.

**Grades 10, 11, 12 Course 5135 Neuroscience and Statistical Methods**  
1 credit  
In this course, students will study the functionality of neurons, their behavior in neural networks, and their interaction with more complex neuronal cells. Lecture, programming, modeling, and laboratory and design based investigations are employed to help students understand how the nervous system works. Students will also evaluate hypotheses using appropriate statistical methods.

**Grades 10, 11, 12 Course 5138 Robotics and Coding (Semester elective)**  
.5 credit  
Students will integrate the fundamentals of programming with concepts from physics and mathematics to create project designs and solve engineering problems. Students will work in small teams to design, construct and program robots to perform a variety of tasks.

**Grades 11, 12 Course 5143 Advanced Placement Environmental Science**  
1 credit  
The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Topics include the Earth’s Systems, Population Dynamics, Resources, Environmental Quality, Global Changes and Social Impact. This is a fast-paced course that included lab and field investigations and a field trip. Students will take the Advanced Placement Environmental Science exam in May.  
**Prerequisites for AP Environmental Science:** Chemistry completed with B+ Current Mathematics grade of A- or better.

**Grades 10,11,12 Course 5151 Anatomy and Physiology with Biomedical Engineering Applications**  
1 credit  
Students will explore the physiological systems of the human body and the biomedical engineering applications related to those systems. Units studied will include Homeostasis and Systems Biology, Musculoskeletal Systems and Biomechanics, Cardiorespiratory Systems with Fluid Dynamics, Reproductive Endocrinology and Biotechnology, Neuroimaging and Neurotechnology. Laboratory investigations that include scientific inquiry, problem solving, and innovative technologies, and experimental procedures are an integral part of this course. Students will interact directly with natural phenomena and analyze data collected by others. *Dissection is a required part of this course.

**Prerequisite for Anatomy and Physiology with Biomedical Engineering Applications:** Biology
Grades 11,12 Course 5171 Advanced Placement Biology 1 credit
The Advanced Placement Biology program provides able and motivated students with an opportunity to pursue college level biological studies while still in secondary school. It is a fast-paced, demanding course requiring extensive independent study. A college text is used and topics include molecular and cellular biology, genetics and evolution, and organisms and populations. Laboratory work encourages the development of important skills such as detailed observation, accurate recording, and experimental design, manual manipulation, data interpretation, statistical analysis and operation of technical equipment. Students will take the Advanced Placement Biology exam in May.

Prerequisites for AP Biology: A High School Science Courses (A- in Honors or Advanced Placement Science Courses.), High School Math grades of B+ or better.

Grade 12 Course 5181 STEM Ethics 1 credit
New technologies in biomedicine, engineering, nanotechnology and robotics, as well as research ethics in the manipulation of bioinformatics and statistics require a knowledge of and respect for ethical codes of conduct. This course will prepare students to contend with the difficult and complex ethical issues they will face in the research lab, the workplace, and as citizens in a technological society. Through the use of case studies, the students will examine ethical challenges in a variety of STEM fields and learn ethical decision-making strategies for resolving these dilemmas.

Grade 11,12 Course 5115 STEM Research (Fall Semester elective) .5 credit
This semester course is designed for students who are interested in conducting high level independent research projects that can be completed in the science laboratories at Notre Dame. Each student will be guided through the research process, which will include topic selection, literature search, experimental design, statistical analysis and presentation. The course will culminate in a seminar style symposium. In addition, students will be required to present their findings at a local science competition during the spring semester.

Grades 9, 10 Course 5114 Independent Research Elective .25 credit
This elective is designed for students who want to participate in long-term scientific research during their free time. Each student, with the help of a faculty mentor, designs an extended laboratory research project. The student researches her topic, develops and carries out an experimental procedure, performs statistical analysis, and draws conclusions. The student’s completed project must be entered into a local science competition (Delaware County Science Fair and/or PJAS) and be presented to the science department faculty at a yearly research symposium held in the spring. Work is done entirely on the student’s own time; no class time is assigned. A .25 credit is given upon successful completion of the project. This course does not replace a required year of science; however, students may elect to do research more than once, receiving credit for each year of research. For more information, see the department chair.

Please Note: Honors Physics and Honors Chemistry students are not eligible to receive this credit since research is a required part of their course curriculum.
**SOCIAL STUDIES**

Social Studies is the integrated study of the Social Sciences and Humanities. The development of critical thinking and writing skills within the framework of an array of Social Sciences (History, Government, Economics and Political Science) is fundamental in the preparation of students as both citizens and leaders. Students develop a respect for, and an appreciation of, cultural, ethnic and religious diversity, as well as a grasp of major institutions and modern nations in a complex and changing world. Our goal is to prepare students for their future studies as well as to develop a life-long interest in the social studies.

**Middle School Social Studies Program**

**Grade 6 Course 0416 World Geography**
World Geography is divided into two components: physical and cultural geography. Physical geography emphasizes the study of the earth, map skills and climate types. Our study of cultural geography focuses on behavior patterns in Europe, Africa, and South America. As we progress through each unit, we discuss the issue of water. Many countries of the world, particularly Africa and South America, suffer from lack of physical or clean water. This is contributed to by both their physical and cultural geographies. The end of the year also covers European exploration. In addition, basic reading, writing and outlining skills are reinforced throughout the year.

**Grade 7 Course 0417 U.S. History: Colonial Period to Reconstruction**
In this course students will study American History from the Colonial Period through Reconstruction. By learning the motives for the American Revolution, the compromises of the Constitution, expansion into the western territories, and finally the devastating years of the Civil War and Reconstruction, students will gain an understanding of 17th and 18th century America. Through a variety of exercises students will improve skills in critical thinking, reading and writing. Because many issues that faced the Founding Fathers are relevant today, currents events are discussed as well.

**Grade 8 Course 0408 20th Century American History (First semester) Civics (Second semester)**
The course begins with the study of WWII, with special emphasis on the Holocaust and Japanese Internment camps in our own country. This is followed by a brief overview of modern day genocides. Our second major unit is Civil Rights. Students examine American ideology following the Civil War and focus on the Civil Rights Movement as it applies to African Americans, Women, Latinos, and Asians in America. Additionally, students participate in an oral history project. Students conduct independent research and interviews which culminate in a paper and oral presentation.

In the second semester, students study citizenship within the structure of the United States government. The course focuses on the democratic heritage of America and explains how the democratic institutions function in response to the will of the people, relating political action to the experiences of everyday life. A highlight of this class is the student’s participation in the Constitution Works program where students role play as U.S. Senators, researching, debating and finally voting on a proposed new bill. This program advances analytical and communication skills. Current events are incorporated throughout the curriculum where appropriate.

Throughout the year, students participate in National History Day. In small groups, or as individuals, students independently research a topic and create a project of their choosing. This student led research based project enables students to tap into their inherent curiosity and thirst for knowledge, while building research skills to be applied throughout all curriculums.
High School Social Studies Program

Grade 9 Course 4091 World Cultures
1 credit
As an introductory course to Social Studies, the World Cultures course lays the foundation for knowledge of both ancient and western civilizations, in addition to the development of critical thinking and writing skills. Students are introduced to a holistic cultural appreciation of both western and non western civilizations as they focus on the study of these societies (Mesopotamia, Egypt, India and China) and the heritage of ancient Greece, Ancient Rome, and the Middle Ages. Throughout the year students will focus on the use of and interpretation of primary sources as they practice their writing skills in the development of thesis driven essays. There is an ongoing emphasis, when opportune, for students to establish connections between the past and present through the integration of global current events and geography. Students will gain an appreciation of the past so that they can appreciate the complexities of today’s world.

Grade 10 Course 4101 American Government: Institutions and Issues
1 credit
In the American Government course, students examine the historic background from which our government evolved. They gain a working knowledge of the U.S. Constitution, civil rights and the three major branches of government. Our study of the executive branch includes student participation in The Constitution Works (role play). Students develop an appreciation of citizenship and its responsibilities at all levels of government (local, state, and national) as well as an understanding of our pluralistic society through a study of ethnic, gender and minority issues. During the last quarter, the course focuses on the issue of immigration, citizenship, and the challenges ahead for U.S. public policy. Throughout the curriculum emphasis is placed on the development of essay writing, research and oral presentation skills. National and foreign policy current events are also integrated through the school year so that students have a working knowledge of American politics.

Grade 10 Course 4191 Advanced Placement U.S. Government and Politics
1 credit
This year-long elective analyzes the nature of the American political system, its development over the past 200 years, and how well it works today. It examines in detail the principle processes and institutions of the federal government, as well as some of the policies that are established and how they are implemented. The following topics are covered: constitutional underpinnings of the government; political beliefs and behavior of the electorate; political parties, interest groups and mass media; institutions of the government; public policy and civil rights and liberties.
Writing assignments are an integral part of the course. Charts and graphs are used to develop analytical skills. This course runs the full year and is the equivalent of a one-semester three-credit college course. Students are required to take the Advanced Placement United States Government and Politics exam in May.

Prerequisites for AP U.S. Government and Politics: Test average of A- in World Cultures, Superior reading and writing skills, Recommendation of the World Cultures teacher
Grade 11: Each student is required to study United States History. This course is offered on two levels, the college preparatory level and Advanced Placement.

Grade 11 Course 4111 United States History 1 credit
This survey course covers political, social and economic themes in recent American history from the Gilded Age to present day. Students focus on the development of the United States as a major industrialized nation and its transformation into a leading force in the world throughout the 20th century. Through primary source readings, class discussion and debate, role play and oral presentations, students develop critical reading and writing skills. In particular, emphasis is placed on the development of essay writing and analysis of major historical events throughout this course. Integration of current events and its relationship to recent history is included where appropriate.

Grade 11 Course 4121 Advanced Placement United States History 1 credit
AP U.S. History is a two-semester college-level survey course which examines historical developments from pre-Columbian North America to the present day. The course focuses on the development of historical thinking skills including chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative. The course is divided into ten historical periods, while there is an emphasis across all periods on themes such as identity, peopling, America in the world, and politics and power. Students use historical facts and evidence to achieve deeper conceptual understandings of major developments in U.S. history. Thesis-driven essays, analysis of primary source documents, and interpretation of historical opinion, within the framework of a college seminar approach, prepare the student for the AP exam and the SAT subject test in U.S. History. All students will take the Advanced Placement United States History exam in May.

Prerequisites for AP United States History: Previous academic achievement in Social Studies (Test Average of B+ AP Government; Test Average of A- in American Government), Successful completion of the Grade 10 American Government or AP American Government course is strongly recommended, Test average of A- in World Cultures for those who have not completed an American Government course, Recommendation of previous Social Studies teacher, Superior reading and writing skills.

Grade 12 Course 4201 Advanced Placement Comparative Government and Politics 1 credit
The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.
Comparison assists both in identifying problems and in analyzing policy making. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course covers six specific countries and their governments: Great Britain, Russia, China, Mexico, Nigeria and Iran. By using these six core countries, the course can move the discussion of concepts from abstract definition to concrete example. This course is geared toward students who who have a global interest as well as the ability to handle the rigors and demands of a college level course. Students will take the Advanced Placement Comparative Politics and Government examination in May.

Prerequisite for AP Comparative Government and Politics: Distinguished performance in U.S. History (Test Average of B+ in AP U.S. History or Test Average of A- in U.S. History), Successful completion of an American Government course, Excellent reading, writing, and critical thinking skills, Recommendation of previous Social Studies teacher.
Grade 12 Course 4211
Global Studies: Human and Environmental Rights in a Modern World

Global Studies: Human and Environmental Rights in a Modern World, is a year long course designed to challenge students to view global issues and challenges from an informed and insightful perspective. Students will analyze a variety of modern issues in the global community, as well as gain a historical perspective of these issues. Global Studies covers areas of study ranging from the issue of rights of women and girls, global refugees and water rights, to in-depth analyses of modern conflicts in Africa, Asia and the Middle East. Research and analysis of current events are an integral part of the course. Literature is used when appropriate to a topic.

Grade 12 Course 4221 Macroeconomics and Contemporary World Issues

Macroeconomics and Contemporary World Issues is a year long course which will introduce students to the fundamental principles of economics: economic systems, scarcity, supply and demand, business organizations, and market structures. With the mastery of these principles, the students will focus on economic systems as a whole. Topics include economic performance measures, inflation, unemployment, banking, and fiscal and monetary policies, as well as the role of multinational organizations. Applying their theoretical knowledge, the students will also examine and analyze current global economic issues, and through critical research evaluate challenges facing poor and developing countries. This course will prepare students for the realities of 21st century life.
TECHNOLOGY

Computer Technology and Information Skills
Technology is integrated throughout the middle school and high school curriculum and is driven by academic and research projects within the scope and context of courses.

Information Literacy Skills Curriculum for Middle School

Grade 6 Course 0310 6, 7, & 8 Grade Information Skills
Students are introduced to the library portals, software applications and the technology available to them at Notre Dame. These include the applications in our Google suite including drive, gmail, slides, drawing, sites, and calendar. Students are given an introduction to the research process through library and database orientations, the proper citation format of multiple types of resources, and the introduction of primary and secondary sources. Presentation software and Web 2.0 tools are introduced, as are lessons on Digital Citizenship and Notre Dame’s Acceptable Use Policy. Each grade level class continues to build upon the skills introduced in the prior year. Every class provides students with hands-on opportunities to fully understand and utilize each tool and application and digital portfolios are created to capture student projects. Class time is also used for collaboration with various classroom teachers on research projects throughout the year.

High School Computer Technology Program

Grades 10,11,12 Course 0510 Computer Programming .5 credit
This is a one semester course introducing students to computer programming and computer science. This is a project-based and hands on utilizing interactive programmed graphics and animation. Students will create programs using the 3D environment program ALICE. Students will write programs using Java. This course is a prerequisite for AP Computer Science.

Grades 10,11,12 Course 5138 Robotics and Coding .5 credit
This is a one semester course in which students integrate the fundamentals of programming with concepts from physics and mathematics to create project designs and solve engineering problems. Students will work in small teams to design, construct and program robots to perform a variety of tasks.

Course 3500 AP Computer Science Principles * 1 credit
AP Computer Science Principles is an online course offered through the Online School for Girls. This is a college level course that focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives. The curriculum is built around fundamentals of computing including problem solving, working with data, understanding the Internet, cybersecurity, and programming. A student must have a strong work ethic and ability to work well independently as well as in a group.

The computational thinking practices contemplated include: Connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. The big ideas that are woven in the curriculum are: creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact. A personal computer is a requirement for this class. Students will take the Advanced Placement Computer Science Principles exam in May.
The World Language Department of the Academy of Notre Dame offers its students an extended and uninterrupted sequence of study in French or Spanish for middle school students and French, Latin, Mandarin or Spanish for high school students. Students are required to study at least three consecutive years of the same language in High School. In French and Spanish, our primary goal is the development of a working proficiency that will enable students to use the languages for communication beyond the classroom walls. In Latin, students encounter a language that is very much alive, and although conversational fluency is not a goal of Latin study, students hone their language skills through writing prose and verse. Grammar usage and the study of cultures are integral parts of the curriculum. New to the World Language curriculum in 2016-2017 is the addition of Mandarin 1 to the High School course offerings. Mandarin and Latin will also be included in the sixth grade Introduction to Language course. The opportunity to study a second World Language as an elective is available to any student beginning in the sophomore year.

**Middle School World Language Program**

**Grade 6 Course 0206 Introduction to Languages**
This course introduces the sound system, basic vocabulary and grammatical structures of the French, Latin, Mandarin and Spanish languages through an aural-oral approach. Students will also be introduced to cultural aspects of the target cultures. Students will spend one quarter studying each language and culture and at the conclusion of the course, students will be able to select the language they wish to study in Grades 7 and 8.

For the 2016-2017 school year, students in Grades 7 and 8 may select to study either French or Spanish. By the end of Grade 8, students will have completed the first level of the language. As we expand the course offerings in the World Language Department, we will add additional languages to the Middle School World Language program.

**Grade 7 Course 0207 French: Level 1A**
This course begins the development of the four language skills (listening, speaking, reading, and writing) through study of grammatical structures and vocabulary. It is designed to help students develop linguistic proficiency and cultural sensitivity by interweaving language and culture.

**Grade 7 Course 0227 Spanish: Level 1A**
Beginning students are introduced to the four skills of listening, speaking, reading and writing with a primary focus on communication. The course is designed to help students develop linguistic proficiency and cultural sensitivity by interweaving language and culture.

**Grade 8 Course 0208 French: Level 1B**
This course is offered to those students who have successfully completed French: Level 1A. It continues the development of the four language skills and includes a study of grammar structures and expanded vocabulary.

**Grade 8 Course 0228 Spanish: Level 1B**
This course is offered to the students who have successfully completed Level 1A. This course continues the development of the four skills, expanding vocabulary and grammar. Pertinent aspects of Hispanic culture
High School World Language Program

High School French Program

**Grades 9, 10, 11 Course 2071 French I**
1 credit
This course begins the development of the four language skills (listening, speaking, reading, and writing) through study of grammatical structures and vocabulary. It is designed to help students develop linguistic proficiency and cultural sensitivity by interweaving language and culture. There is additional emphasis on reading, writing and French culture.

**Grades 9, 10, 11, 12 Course 2081 French II**
1 credit
This course continues the development of the four language skills through further study of grammatical structures and vocabulary. It is designed to help students develop linguistic proficiency and cultural sensitivity by interweaving language and culture. There is additional emphasis on reading, writing and French culture. Spontaneous oral work is an integral part of this course.

*Prerequisite for French II: Successful completion of the French I program.*

**Grades 9, 10, 11, 12 Course 2082 French II Honors**
1 credit
In addition to covering the French II material at an accelerated pace and in more depth, students in French II Honors complete two additional chapters in the text and four additional short stories and/or poems. In preparation for the National French Contest given in the spring they also learn the imperfect tense, as well as additional vocabulary and expressions. Spontaneous oral work and extensive writing are integral components of this course.

*Prerequisites for French II Honors: Recommendation by the French I teacher, Minimum test average of A (93%) in French I, Minimum score of 85% on the qualifying exam.*

Please Note: A student in French I needs to maintain a test average of A throughout the second semester in order to stay registered for French II Honors the following year.

**Grades 10, 11, 12 Course 2111 French III**
1 credit
This course gives students the opportunity to continue the development of the four language skills (listening, speaking, reading and writing) by using the vocabulary and the basic structures learned. It immerses the student in authentic cultural contexts and language designed to develop and expand effective communication in French. It provides extensive reading opportunities, varied writing practice, continuing thematic vocabulary and language development, and a wide range of communication activities.

*Prerequisite for French III: Successful completion of French II.*

**Grades 10, 11, 12 Course 2101 French III Honors**
1 credit
In this course emphasis is placed on speaking and writing skills through discussion (oral and written) of current topics and selected readings. Course material is presented at a challenging pace. Students are expected to complete independent work including supplementary readings, oral recordings, and three research projects.

*Prerequisites for French III Honors: Recommendation by the French II Honors teacher, Minimum test average of B (83%) in French II Honors.*

*A student in French II may enter French III Honors with recommendation by the French Department faculty, a minimum test grade average of A or 93% and completion of a significant amount of supplementary work.*
**Grades 11, 12 Course 2121 French IV**  
1 credit  
A systematic review and refinement of grammatical structures learned during previous years is included in this course. Emphasis is placed on the speaking and writing skills through discussion (oral and written) of current topics and selected readings. The pace of the advanced course is accelerated with additional opportunities for independent research on the culture and current life in the Francophone world.  
*Prerequisite for French IV: Successful completion of French III.*

**Grades 11, 12 Course 2131 French IV Honors**  
1 credit  
Emphasis in this course is placed on the speaking and writing skills through discussion (oral and written) of current topics and selected readings as well as through the refinement of previously learned grammatical structures. In addition to mastering the basic French IV course material, students are expected to complete independent work including supplementary readings (*Le Petit Prince*), oral recordings, vocabulary acquisition, an extensive research project and frequent compositions.  
*Prerequisites for French IV Honors: Recommendation by the French III Honors teacher, Minimum test average of B (83%) in French III Honors.*  
*A student in French III may enter French IV Honors with recommendation by the French Department faculty, a minimum test grade average of A or 93% every quarter and completion of a significant amount of supplementary work.*

**Grade 12 Course 2141 French V**  
1 credit  
Students continue the development of the language skills through oral and written discussion of current topics and selected readings. A selection of poems are read and discussed. In addition, the geography and history of France are studied.  
*Prerequisites for French V: Successful completion of the French IV program, Minimum test average of 83% in French IV, Recommendation of the French IV teacher.*

**Grade 12 Course 2151 Advanced Placement French Language and Culture**  
1 credit  
This one-year college level course is intended for those students who wish to develop their proficiency in French. The course will emphasize the development of the student’s abilities to understand spoken French, to read, and to express ideas orally and in writing with reasonable fluency. This course will give students the opportunity to continue the development of the four language skills—listening, speaking, reading, and writing—through a systematic review and expansion of syntactical structures, vocabulary expansion, selected readings, oral exercises, and communicative activities. Upon successful completion of this course, students will be able to function at the intermediate-high level of proficiency in the four language skills. Students will take the Advanced Placement French Language and Culture exam in May.  
*Prerequisites for AP French Language and Culture: Recommendation by the French Department faculty, a minimum test average of A (93%) in French IV Honors and a minimum score of 85% on the qualifying exam are required. The qualifying exam includes both written and oral components. (An eleventh grade student in French III Honors may take the course with recommendation by the French Department faculty, a minimum test grade of A, a minimum score of 85% on the qualifying exam and completion of a significant amount of supplementary work.)*
High School Latin Program

Grades 9, 10, 11  Course 2161  Latin I  1 credit
This course introduces the fundamentals of Latin grammar and the basic structures of the language: five declensions of nouns, the case names and endings; three declensions of the adjectives, case endings and uses with nouns; four conjugations of verbs, use of the six tenses, active and passive voices; and prepositions and their uses in sentences. Aspects of Roman culture, history, art, architecture, and daily life are studied, with slides whenever possible. Stories of Roman mythology are read in Latin as students gain facility in handling Latin sentences.

Grades 9, 10, 11, 12  Course 2171  Latin II  1 credit
This course begins with an intensive review of the vocabulary and grammar taught in Latin I. New vocabulary and new grammatical constructions are introduced. The subjunctive mood is studied in detail because of its consistent use in various types of Latin clauses. Certain aspects of Roman history and important historical and legendary characters are read and discussed with concentration on the Labors of Hercules, Julius Caesar’s Gallic Wars, and Livy’s History of Rome. Excerpts from Ovid will also be read. Oral reports may be assigned on historical or architectural topics, such as the Roman Forum. An attempt is made to establish connections between the people of ancient times to the people of our own time.

High School Mandarin Program

Grade 9, 10, 11, 12 Course 2402  Mandarin Chinese I  1 credit
This course serves as an introduction to Modern Standard Chinese (Mandarin) as a world language for beginners. The main goal for this course is for students to acquire a culturally contextualized working knowledge of and essential skills in introductory Chinese. The course aims at developing four basic skills, reading, writing, listening, and speaking, and at building a solid foundation in preparation for more advanced studies.

High School Spanish Program

Grades 9, 10, 11 Course 2221 Spanish I  1 credit
Beginning students concentrate on acquiring the four skills of listening, speaking, reading and writing. The focus is on communication with an oral/aural approach to learning vocabulary and grammar. Pertinent aspects of Hispanic culture are introduced.

Grades 9, 10, 11, 12 Course 2244 Spanish II  1 credit
In this course the four skills of listening, speaking, reading, and writing continue to be stressed with a primary focus on communication. The course is designed to help students develop linguistic proficiency and cultural sensitivity by interweaving language and culture.

Prerequisite for Spanish II: Successful completion of the Spanish I program
Grades 9, 10, 11, 12 Course 2242 Spanish II Honors 1 credit
In addition to covering the Spanish II material at an accelerated pace and in more depth, students in Spanish II Honors complete one additional chapter in the text and three short readers. In preparation for the National Spanish Exam given in the spring they also learn the present perfect and future tenses, as well as formal commands. Spontaneous oral work and extensive writing are integral components of this course.

Prerequisites for Spanish II Honors: Recommendation by the Spanish I teacher, a minimum test average of A (93%) in Spanish I, Minimum score of 85% on the qualifying exam are required.
*A student in Spanish I needs to maintain a test average of A throughout the second semester in order to stay registered for Spanish II Honors the following year.

Grades 10, 11, 12 Course 2254 Spanish III 1 credit
This course includes a review of all basic grammar structures. Further development of more difficult structures is completed through oral and written exercises. A significant part of the course is devoted to listening exercises and to spontaneous conversation using the new vocabulary.

Prerequisite for Spanish III: Successful completion of Spanish II.

Grades 10, 11, 12 Course 2261 Spanish III Honors 1 credit
The accelerated pace of this class allows for more extensive and more in depth coverage of grammatical points and for additional reading, speaking and writing. The students in this level complete an additional chapter in the Realidades textbook, and an additional chapter in the Schaum’s textbook. In preparation for the National Spanish Exam, they also learn the conditional and conditional perfect tenses. Tests for this level require more compositions and a deeper understanding of the material. On all evaluations in this course, students are expected to perform with superior accuracy and fluency.

Prerequisites for Spanish III Honors: Recommendation by the Spanish II Honors teacher, Minimum test average of B (83%) in Spanish II Honors.
*A student in Spanish II may enter Spanish III Honors with recommendation by the Spanish Department faculty, a minimum test grade average of A or 93% and completion of a significant amount of supplementary work.

Grades 11, 12 Course 2272 Spanish IV 1 credit
This course is offered to those students who have successfully completed the Spanish III program. Emphasis is placed on the further development of grammatical structures and speaking, reading and writing skills. Students will continue the development of these skills using the textbook’s high-interest topics, such as the world of employment, sports and activities, travel, and society.
Grades 11, 12 Course 2271 Spanish IV Honors 1 credit
Spanish IV Honors, a continuation of the Honors program, is a rigorous course designed to accelerate the student's proficiency and achievement in the skills of listening, speaking, reading, and writing. Emphasis is placed on the speaking and writing skills. Students will review all grammatical concepts presented in Spanish III Honors, and complete their study of advanced structures and their applications. Reading and discussion topics include the culture of Spain and Latin America, as they are presented in the selected readings. Students read advanced works, as well as articles from authentic sources. Students are expected to complete independent projects including many compositions and comprehensive group projects on Hispanic culture and customs. Students also study additional vocabulary in preparation for the National Spanish Exam.

Prerequisites for Spanish IV Honors: Recommendation by the Spanish III Honors teacher, Minimum test average of B (83%) in Spanish III Honors.
*A student in Spanish III may enter Spanish IV Honors with recommendation by the Spanish Department faculty, a minimum test grade average of A or 93% every quarter and completion of a significant amount of supplementary work.

Grade 12 Course 2281 Spanish V 1 credit
The selected readings in this course include essays, letters, poems and short stories. Oral and written reports focusing on the history, geography, culture and current events of Spanish speaking countries are assigned regularly. A review and refinement of grammatical structures learned during previous years is included.

Prerequisites for Spanish V: Successful completion of the Spanish IV program, Minimum test average of 83% in Spanish IV, Recommendation of the Spanish IV teacher.

Grade 12 Course 2301 Advanced Placement Spanish Language and Culture 1 credit
This one-year college level course is intended for those students who wish to develop their proficiency in Spanish. The course will emphasize the development of the student’s abilities to understand spoken Spanish, to read, and to express ideas orally and in writing with reasonable fluency. This course will give students the opportunity to continue the development of the four language skills—listening, speaking, reading, and writing—through a systematic review and expansion of syntactical structures, vocabulary expansion, selected readings, oral exercises, and communicative activities. Upon successful completion of this course, students will be able to function at the intermediate-high level of proficiency in the four language skills. Students will take the Advanced Placement Spanish Language and Culture exam in May.

Prerequisites for AP Spanish Language and Culture: Recommendation by the Spanish Department faculty, Minimum test average of A (93%) in Spanish IV Honors, Minimum score of 85% on the qualifying exam (The qualifying exam includes both written and oral components.)
*A student in Spanish III Honors may take the course with recommendation by the Spanish Department faculty, a minimum test grade of A, a minimum score of 85% on the qualifying exam and completion of a significant amount of supplementary work.