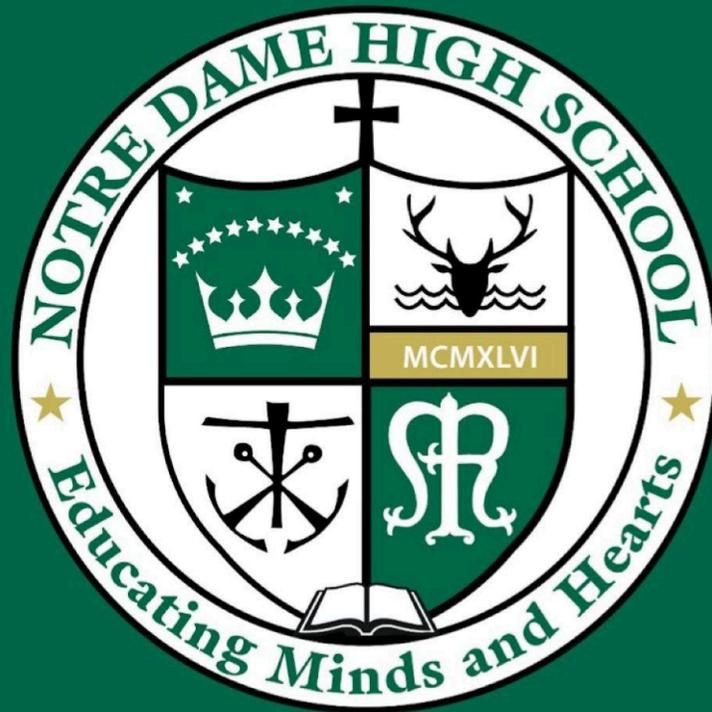


# Notre Dame High School



## Course Catalog 2026-27

CHARACTER • COMPASSION • CONFIDENCE

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## OUR MISSION

To inspire academic excellence, nurture personal growth and foster integrity and compassion in students of diverse talents, backgrounds, and beliefs through our Catholic Holy Cross tradition.



## OUR VISION

To be a transformative leader in educating the minds and hearts of students by maximizing innovation, tradition, and the strength of our community to empower every Notre Dame student to realize their full potential.

## OUR CORE VALUES

### INNOVATION

We embrace innovative teaching practices and support diverse learning styles to help students become flexible, independent, 21st century thinkers.

### TRADITION

Notre Dame High School remains anchored in the Holy Cross mission to educate the minds and hearts of young men and women.

### TRANSFORMATION

We help develop each Notre Dame Student into a person of character, compassion, and confidence who is college- and life-ready.

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## OUR PHILOSOPHY

Notre Dame High School is a Catholic independent secondary school admitting students of any race, nationality or religion to all the rights, privileges, programs and activities generally made available at the School. Its primary purpose is to assist the parents and guardians of its students in the education of their sons and daughters by providing a college preparatory curriculum. Notre Dame is founded upon the Catholic philosophy in the Holy Cross tradition which offers the student a greater appreciation of their personal worth and dignity as a creature of a loving God and of the equality of all human life. A Notre Dame education offers a holistic approach which develops integrity, independence, leadership, and values. Notre Dame High School further fosters an environment where students, administration, faculty, and parents or guardians work together toward faith development, moral self-discipline, and academic excellence.

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# ACADEMIC GUIDELINES

## Class of 2027, Class of 2028, Class of 2029, and Class of 2030

The *minimum* course requirements to be eligible to receive a diploma from ND are:

Religious Studies	4 credits
English	4 credits
Social Studies	3 credits
Math	4 credits
Science	3 credits
Modern & Classical Languages	2 credits
Fine Arts	0.5 credit
Personal Finance and Life Skills	0.5 credit
Experiential Learning	2 credits
Electives	2.5 credits

*TOTAL CREDITS REQUIRED FOR GRADUATION ARE 25.50*

**Course Levels:** All courses are college preparatory. Levels are assigned to courses based on content, level of difficulty of texts, the nature and difficulty of assignments and projects, as well as the pace of instruction. Students are placed in Levels based on past academic record and the results of the admissions test.

Level \* - Enrichment: courses not included in overall weighted average

Level 1 - College Preparatory: courses emphasize study skills within the content area

Level 2 - Accelerated College Preparatory: courses are challenging to the average student

Level 3 - Honors: courses are Honors Level

Level 4 - Advanced Placement Courses, International Baccalaureate, Early College Experience Courses

**Placement Tests:** All incoming freshmen and transfer students must complete placement tests in English, Modern and Classical Languages, and Mathematics to ensure appropriate course level placement. These may also be required in other areas at the discretion of Notre Dame's administration.

This process allows students to be placed in the class best suited to their current skills and content understanding. Students who demonstrate strong achievement in their assigned level may qualify for placement in a higher level in subsequent years. This does not apply to mathematics or modern and classical languages, where subsequent courses build on previous knowledge.

**Honor Roll:** Course Levels do not affect Honor Roll status. All courses are treated equally and considered in calculations for the marking period average.

**Overall Weighted Average:** All final grades received in courses designated as Level 1 through 4 will be used to determine the overall weighted average. A course designated as belonging to the Level \* category, although important and necessary to the curriculum, will not be included. Transfer students' grades will be converted into our grading system and used to determine their overall weighted average.

## ACADEMIC POLICIES

**Academic Probation:** A student who continues to demonstrate a lack of academic achievement may be placed on Academic Probation with specific terms for continued enrollment.

**Course Changes:** All course changes are made through the School Counseling Office. Courses that are dropped after seven teaching days will have a WP (Withdrawal Pass) or WF (Withdrawal Fail) recorded on the report card and permanent record.

**Course Failures:** If a student receives a final average below 60% at the end of the course, it must be made up in an approved summer school. Any student who loses three credits because of failure, or who does not make up a course or credit in an approved summer school, or who fails a required course in summer school, typically must withdraw from Notre Dame High School.

**Academic Course Load:** All students are required to take a minimum of six credits per year. In all cases, four (4) of the courses must be from Levels 1 through 4 and the remaining may be from any of the five Levels. In exceptional cases, the Vice President for Academic Affairs or Vice President for Student Success may adjust these regulations after serious consideration.

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# ACADEMIC OFFERINGS

## Freshmen

- Foundations of Hope or Moreau Honors Foundations of Hope
- English I or Moreau Honors English I
- Algebra I or Honors Algebra I or Honors Algebra 2
- World Cultures or Moreau Honors World Cultures
- Modern and Classical Language or Developmental Reading
- Conceptual Physics or Honors Conceptual Physics
- Fine Art

## Sophomores

- Hebrew Scriptures or Moreau Honors Hebrew Scriptures
- English 2 or Moreau Honors English 2
- Algebra 2 or Honors Algebra 2
- Chemistry or Honors Chemistry
- Modern and Classical Language
- Fine Art or Life Skills

## Juniors

- Christian Morality and Christian Doctrine
- American Literature or Honors American Literature or AP Language and Composition
- U.S. History or Honors U.S. History or AP U.S. History
- Geometry or Honors Geometry and Honors Trigonometry
- Biology or Honors Biology or Biology L4
- Modern and Classical Language and/or an Elective

## Seniors

- Global Issues, Psychology and Religion, Comparative Religions or Peer Counseling
- World Literature or Honors World Literature and English Elective or AP English Literature and Composition
- Mathematics Course
- U.S. Government or Honors U.S. Government and Modern US History or Honors Modern U.S. History or AP U.S. Government & Politics
- + 3.5 credits of elective

**Academic Center:** The Notre Dame High School Academic Center provides students with documented learning disabilities services during regularly scheduled sessions, which meet during the students' study periods. The academic support services are designed to help students become confident, independent learners with a solid foundation of skills required to achieve educational success.

**National College Athletic Association Requirements:** In order to participate in Division I or II athletics, students must meet the initial-eligibility rules. Please check with a school counselor or the website [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) for the specific requirements. Courses with NCAA listed next to their Level are all considered core courses. If you have any questions concerning the NCAA requirements, please see your school counselor for more details.

**Advanced Placement Courses:** Presently, Notre Dame offers the following Advanced Placement courses: Calculus AB, English Composition and Literature, Government & Politics, Italian, Spanish, and U.S. History. Additional AP courses are also available in the Virtual High School. The Advanced Placement examinations are offered in May by the College Board. Students who do well on these exams may receive college credit from the college they eventually attend. Students enrolled in AP courses must take the AP exam.

**University of Connecticut Early College Experience:** UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn UConn college credits that provide both an academic and a financial head start on a college degree. ECE teachers, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity, and critical thinking – all pivotal for success in college. Notre Dame offers ECE courses in Engineering, English, Modern Classical Language and Science. To support rigorous learning, University of Connecticut library resources are also available to students. ECE students must successfully complete the course with a grade of C or better to receive university credit. University credits are usually transferable to other universities. Students are charged a fee per credit by the University of Connecticut. For additional information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).

**The International Baccalaureate Diploma Program:** A two-year program starting in the junior year. Students apply and are interviewed to gain admission to the program in their sophomore year. Admitted students take six courses in the junior and senior year in all areas of human knowledge which are externally assessed with exams created by the IB organization and internally assessed with in-class work, samples of which are then moderated by the organization. These assessments taken together produce a final IB exam grade which is on a scale of 1 to 7 with a 4 being considered a passing score. In addition to the six courses, most of which are two-years in length, students also take the Theory of Knowledge course. TOK is a course where students are asked to consider, discuss, and write about the interdisciplinary nature of knowledge, to consider the strengths and limitations of how we know, and to see how each of the disciplines they take in IB work in the real world. IB students also write a 4,000-word Extended Essay over the two-year period on a topic of their choice. This essay is an exposure to serious academic writing, advised by an IB teacher of the student's choosing, that is designed to sharpen critical thinking, research, and writing skills. Finally, students in the IB participate in activities through the Creativity, Action, and Service requirement that enrich their lives outside of the classroom, require that they reflect and write about their experiences, and that can serve to focus areas of future life interests. Students who complete all IB requirements and pass their examinations earn the IB Diploma, considered a gold standard in pre-university education.

**Virtual High School:** Notre Dame High School students are able to take online courses through our partnership with the Virtual High School (VHS). This provides students with the opportunity to take standards-based, student centered, online courses that expand their educational opportunities and help develop 21st century skills. There are presently more than 200 courses offered, and they are designed and delivered to promote a high quality collaborative learning environment in which student exchange and interaction is a valued component of the instructional process. Courses matriculated through the Virtual High School will be posted on the student's transcript. These courses will be included in the student's GPA and will be added to the credits required for graduation. Students need an overall 88 average and permission from their school counselor in order to matriculate VHS courses. There is an additional cost for taking a Virtual High course. For additional information, please visit [www.govhs.org](http://www.govhs.org).

**Project Lead the Way (PLTW):** Notre Dame High School proudly partners with Project Lead the Way (PLTW), a nationally recognized nonprofit organization dedicated to delivering high-quality STEM education. Through this partnership, Notre Dame's engineering courses align with PLTW's rigorous, industry-informed curriculum, offering students a hands-on learning experience that emphasizes creativity, problem-solving, and collaboration. Students may enroll in courses such as Introduction to Engineering Design (IED), Principles of Engineering (POE), Digital Electronics (DE), Civil Engineering and Architecture (CEA), Aerospace Engineering (AE), and the Capstone course, building a strong foundation for future studies and careers in engineering and related fields. IED, POE, DE, and CEA

are part of the dual-enrollment program offered in partnership with the University of New Haven. Engineering students must successfully complete the course with a final grade of 80 or higher and earn a passing score on the End-of-Course Assessment to be eligible to receive university credit. The University of New Haven charges a \$200 fee per course to receive college credit. An official transcript may be requested and forwarded to the student's college of choice. Additional information is available on the [University of New Haven website](#). In addition to the University of New Haven, PLTW partners with a number of nationally recognized institutions that offer dual enrollment or college credit opportunities, including Purdue University, Rochester Institute of Technology, Wentworth Institute of Technology, Worcester Polytechnic Institute, and Embry-Riddle Aeronautical University. For additional information, visit the [PLTW student opportunities website](#).

**Seminar Courses:** Seminar courses at Notre Dame High School are semester-long, inquiry-driven classes designed for students who are eager to engage deeply with ideas, texts, and questions. Taught in small class settings, seminars emphasize sustained research, thoughtful discussion, and close examination of specific topics rather than broad content coverage. Students learn through guided reading, structured dialogue, and independent research, developing the ability to analyze complex material, articulate ideas clearly, and listen respectfully to multiple perspectives. Assessment in seminar courses prioritizes intellectual engagement and skill development through class participation, analytical and reflective writing, and formal presentations.

By focusing on depth over breadth, seminar courses challenge students to think critically, ask meaningful questions, and build an in-depth understanding of particular areas of knowledge—preparing them for advanced academic work while fostering curiosity, confidence, and intellectual independence.

**PLEASE NOTE: THE SCHOOL RESERVES THE RIGHT TO MAKE ANY CHANGES IN COURSE OFFERINGS AND CLASS SCHEDULES THAT IT DEEMS NECESSARY.**

## **INTERNATIONAL BACCALAUREATE PROGRAM**

The International Baccalaureate Program was started in Geneva, Switzerland in 1968 as a way to allow families that relocated frequently for business from country to country to have a common curriculum that could be offered at the schools where they enrolled their children. Soon, the strength of the program made it attractive to all different types of schools, including private and Catholic schools, there is a strong interface between the IB and Notre Dame's commitment to educate our students in the Holy Cross Tradition, with the Character to Lead, the Compassion to Serve, and the Confidence to Excel. Its focus on offering a two-year, rigorous but intellectually engaging pre-university curriculum has blossomed into an organization that services over 1.4 million students in almost 5,000 schools in 150 countries. The IB has become the gold standard for education worldwide. For our school, the IB will be the program where our most hard-working and intellectually curious students will want to be. With a focus on developing strength in all subject areas, the program seeks to foster creative, critical thinkers who can think globally and act locally to make their world a better place. The program also creates a resilience that serves students well in college and beyond and produces strong writing, research, and presentation skills that serve students well regardless of career choice. An IB Diploma will greatly enhance an ND graduates' credentials for college admission both nationally and abroad. The IB Diploma serves as proof of a strong work ethic and a desire to understand beyond the surface. The sum of the IB experience is that IB graduates will not only be better prepared for college, but they will also be able and willing to engage in a world with growing challenges that require critical thinking, compassion, and an understanding of cultural differences.

## Requirements of the IB Program

The International Baccalaureate is a two-year program starting in the junior year. Students apply and are interviewed to gain admission to the program in their sophomore year. Admitted students take six courses in the junior and senior year in all areas of human knowledge which are externally assessed with exams created by the IB organization and internally assessed with in-class work, samples of which are then moderated by the organization. These assessments taken together produce a final IB exam grade which is on a scale of 1 to 7 with a 4 being considered a passing score. In addition to the six courses, most of which are two-years in length, students also take the Theory of Knowledge course. TOK is a course where students are asked to consider, discuss, and write about the interdisciplinary nature of knowledge, to consider the strengths and limitations of how we know, and to see how each of the disciplines they take in IB work in the real world. IB students also write a 4,000-word Extended Essay over the two-year period on a topic of their choice. This essay is an exposure to serious academic writing, advised by an IB teacher of the student's choosing, that is designed to sharpen critical thinking, research, and writing skills. Finally, students in the IB participate in activities through the Creativity, Action, and Service requirement that enrich their lives outside of the classroom, require that they reflect and write about their experiences, and that can serve to focus areas of future life interests. Students who complete all IB requirements and pass their examinations earn the IB Diploma, considered a gold standard in pre university education.

## The Flexibility of the IB Program

The IB allows students to select some coursework to more closely parallel their interests and preparation for university study. Students can opt to take courses in the 6th subject area that extend their interest. Science focused students can take Biology HL and Physics SL as their sixth subject. Language-oriented students can take Spanish and Latin or Italian as their sixth subject. Social-Science oriented students can opt to take History HL and Psychology SL as their sixth subject. Furthermore, students can write their Extended Essay in any area, thereby giving them the ability to further deepen their interests.

<b>IB Science &amp; Math track</b>	<b>IB Languages track</b>	<b>IB Social Sciences track</b>	<b>IB Arts track</b>
English	English	English	English
Spanish/Latin	Spanish	Spanish	Spanish
History	History	History	Psychology
Biology	Biology	Biology	Biology
Maths	Maths	Maths	Maths
Physics	Italian	Psychology	Music
Design Technology	Latin		Visual Art

## Distinction between Higher Level (HL) and Standard Level (SL) Courses

Courses in the IB are designated as either higher level (HL) or standard level (SL). Theory of Knowledge is the only IB course that does not receive either designation, being considered a "Core Requirement". HL courses involve students learning for at least 240 hours over a two-year period, whereas SL courses carry a reduced requirement of 150. Generally, SL courses are still taught over a two-year period (such as in SL Spanish and Math) to provide students with sufficient background and practice to deepen their understanding and learning. Some courses, such as Psychology or SL Science courses need only be one-year courses. IB examinations do hold HL subjects as areas of specialization and therefore are treated more stringently in terms of the need for these exams to be passed.

## **Earning the IB Diploma**

To earn the IB Diploma, a student must pass their exams (24 points on their six exams out of a possible 42 is the threshold for passing, although there are some exceptions such as receiving less than a passing grade on two HL subjects), submit an Extended Essay to IB that receives a passing grade, complete the internal requirements for the TOK course, and submit their CAS portfolio with evidence of participation and reflection. The three Core Requirements are graded on a matrix that can earn students an additional 3 points depending on the quality of work submitted. IB notifies students in July after graduation as to whether they received the Diploma. Those students who do not receive the IB Diploma will still receive their Notre Dame Diploma if they fulfill all the requirements, and can also receive college credit for exams passed. Colleges and Universities have particular policies on awarding college credit for IB courses passed, but all see participation as a strong indicator of strong college preparation.

## **IB Courses Offered at Notre Dame**

The IB divides courses into six groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and The Arts. Students must take at least one course from each group. In place of a course from the Arts, a student can select a course from another group except mathematics. TOK is considered a Core Requirement and is not placed in any of these groups.

## **Studies in Language and Literature**

### **IB English: Language and Literature (HL) I**

IB English: Language and Literature (HL) I is the first year of a two-year course that introduces the critical study and interpretation of written and spoken texts. This first year focuses on creating a learner portfolio, which is a place for a student to explore and reflect upon literary and non-literary texts. Students will also prepare for their individual oral assessment, in which they examine the ways in which the global issue of their choice is presented through the content and form of one of the works and one of the texts that they have studied. The individual oral is based on the exploration the student has carried out in the learner portfolio. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB English: Language and Literature (HL) II**

IB English: Language and Literature (HL) 2 is a continuation of IB English: Language and Literature (HL) I. This second year continues the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary text types. Students prepare for paper 1 and Paper 2 which are May assessments. Students also complete a literary essay. Students leave the program with a profound understanding of how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. They are able to think critically about texts, as well as respond to, produce, or perform them, leading to an understanding of how language sustains or challenges ways of thinking and being. *Requirements for placement: Two-year course. Must be enrolled as an International Baccalaureate student.*

## **IB Language Acquisition**

### **IB Italian (SL) I Credit, Level 3/4**

IB Italian is a two-year language course conducted in the target language which builds upon the reading, writing, speaking and listening skills developed in previous levels. The goals of this course are to build proficiency in speaking and reading and to prepare students for the internal and external assessments conducted in the second year of study.

This course promotes intercultural understanding and respect among global-minded citizens who feel committed to create a better and more peaceful world. The standard level track introduces students to the 10 attributes of the IB Learner Profile, the five prescribed themes covered throughout the two-years. Students will prepare for IB external assessments for May of Senior Year. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB Latin (SL) I/2**

IB Latin SL (standard level) is a two-year language course focused on applying the grammatical skills acquired in previous courses to reading a broad range of unadapted Latin literature. The standard level track has a core set of texts that are explored in depth, which are supplemented with readings taken from the many different genres, eras, and regions for which Latin was a mode of expression. Detailed discussion of the nuances of the language are balanced with examinations of the various social, cultural, and historical questions that arise from the study of the ancient world, as preparation for both the formal internal and external assessments that are administered in the 2nd year of study. Focus is also given to the connections between the classics and other areas of study, as well as the metacognitive considerations that are raised in the TOK (Theory of Knowledge) course. Students will prepare for IB external assessments for May of senior year. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB Spanish (SL) I/2**

IB Spanish SL (standard level) is a two-year language course conducted in the target language which extensively builds upon the reading, writing, speaking and listening skills developed in previous levels. This course promotes intercultural understanding and respect among Global-minded citizens who feel committed to create a better and more peaceful world. The standard level track introduces students to the 10 attributes of the IB Learner Profile, the five prescribed themes covered throughout the two-years, and internal as well as external exam review that is conducted in the 2nd year of study. Students will prepare for IB external assessments for May of senior year. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB Spanish (HL) I/2**

IB Spanish HL (higher level) is a two-year language course conducted in the target language which extensively builds upon the reading, writing, speaking and listening skills developed in previous levels. This course continues promoting intercultural understanding and respect among Global-minded citizens who feel committed to create a better and more peaceful world. This higher level track engages students' critical receptive skills, engaging them to create oral presentations with fluency and accuracy to prepare for individual oral assessments and respond to written texts in the five prescribed themes covered throughout the two-years. Students at this level articulate in a strong command of the target language and field questions to SL students to practice listening comprehension and oral communication. Internal and external exam review is conducted to prepare for assessments for the IB Diploma. Students will prepare for IB external assessments for May of senior year. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB ab initio Spanish or Italian (SL) I/I**

The ab initio (Latin for "from the beginning") is a two-year course for students with no prior experience of a second language, or for those students with very limited previous experience. Students develop the ability to communicate in Spanish or Italian through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The Spanish and Italian

ab initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Students will prepare for IB external assessments for May of senior year. *Requirements for placement: Must be enrolled as an IB student.*

## **IB Individuals and Societies**

### **IB History of the Americas (HL) I**

The emphasis of the course is on specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analyzing a range of source material and considering diverse perspectives. The goal of the course is to develop historical thinkers based on key concepts such as change, causation and significance. United States History will be a primary focus with comparative cases from other countries in the region. Main topics will include: US Civil War: causes, course and effects (1840–1877), Emergence of the Americas in global affairs (1880–1929), and The Great Depression and the Americas (mid 1920s–1939). Students will also be required to complete a historical investigation into a topic of their choice. *Requirements for placement: Must be enrolled as an IB student.*

### **IB History of the Americas (HL) 2**

This course is a continuation of IB History of the Americas (HL) I and continues to develop high level historical thinking skills such as comprehension, critical thinking, analyzing, and evaluating evidence. The goal of the course is to develop an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. World History will be a primary focus with comparative cases from countries around the world. Main topics will include: Causes and effects of 20th century wars, The Cold War: Superpower tensions and rivalries (20th century), and The struggles for rights and freedoms in the mid-20th century. Students will prepare for IB external assessments for May of senior year. *Requirements for placement: Must be enrolled as an IB student.*

### **IB Psychology (SL)**

IB Psychology teaches students to develop an understanding of how psychological knowledge is generated, developed, and applied and will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The course teaches students to develop and apply an understanding of the biological, cognitive, and sociocultural factors affecting mental processes and behavior and to understand diverse methods of inquiry and the importance of ethical practice in psychological research. Students will complete an experiment component of the Internal Assessment and prepare for the IB External Assessment given in May. *Requirements for placement: Must be enrolled as an IB student.*

## **IB Sciences**

### **IB Biology (HL) I**

IB Biology (HL) is a two-year course that teaches students to become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science” knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavor. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. IB Biology I concentrates

on overarching concepts that connect all aspects of Biology, Microscopy, Cells, and Cell Processes, Cellular Respiration and Photosynthesis, an introduction to Molecular Biology, and DNA and Mendelian Genetics. Students will begin the practical interdisciplinary Group 4 project component of the Internal Assessment.

*Requirements for placement: Must be enrolled as an IB student.*

### **IB Biology (HL) 2**

IB Biology (HL) 2 is a continuation of IB Biology I in which students continue to explore the way science and scientists work in the 21st century and develop the skills to work independently on their own design and collaboratively to mirror the way in which scientific research is conducted in the wider community. IB Biology 2 concentrates on Genetic Technology, Evolution, Plant Structure and Function, Human Body Systems, and Ecology. Students will complete the Group 4 project component of the Internal Assessment, short-term and long-term experiments and investigations, and prepare for IB external assessments for May of senior year. *Requirements for placement: Must be enrolled as an IB student.*

### **IB Design Technology (SL/HL) I**

Design Technology is the study of how the development of new technologies has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live. Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing students to redefine and manage the generation of further thought through prototyping, experimentation, and adaptation. Students learn key skills in conceptual modeling, graphic modeling using CAD, basic circuitry and soldering, and the use of power tools. Additionally, students learn how to do material selection and analysis, basic computer programming, and hone their presentation skills. Students will begin the Internal Assessment component, which is called the Design Project. This component exposes them to research and writing in the field of engineering and design and is continued in the IB Design Technology Year 2 course. Students who are interested in an engineering pathway and the International Baccalaureate program can take this two-year long course. *Requirements for placement: Two-year course. Must be enrolled as an International Baccalaureate student and completed one foundation engineering course (Introduction to Engineering Design and/or Principles of Engineering) or permission of engineering teacher.*

### **IB Design Technology (SL/HL) 2**

This course is a continuation of IB Design Technology Year I and is focused on the continued immersion in the Design Cycle, and the development of the necessary hard and soft skills required to complete the Design Project, which allows a wide range of contexts to be explored through the varying material disciplines of design technology, including product design, fashion design/textiles, electronic product design, and robotics. Students produce a purposeful research question and the rationale for it. Students then carry out an analysis of a design opportunity, conceptual designs, development of detailed design plan for the manufacture of a prototype and evaluate the success of the prototype against design specifications. Finally, students prepare for their external assessments taken in May of their senior year. *Requirements for placement: Successful completion of IB Design Technology Year I and continued participation in the International Baccalaureate program.*

## **IB Physics (SL)**

The goal of the IB Physics course is to help students better understand and explain physical phenomena in the natural world and give them the ability to apply this knowledge to solve real-world problems. This course will develop a deep understanding of physics concepts using algebra and trigonometry. Topics of study include measurements and uncertainties; mechanics; engineering physics; thermal physics; waves; electricity and magnetism; circular motion and gravitation; atomic, nuclear, and particle physics; and energy production. Students will learn material through discussion, quantitative studies, and hands-on activities and labs and prepare for IB internal and external assessments. *Requirements for placement: Must be enrolled as an IB student and have taken IB Biology HL I*

## **IB Mathematics**

### **IB Maths: Analysis and Approaches (SL/HL) I**

IB Mathematics: Analysis and Approaches recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. This course serves to accommodate the range of needs, interests and abilities of students, and to fulfill the requirements of various university and career aspirations. This course will enable students to develop mathematical knowledge, concepts and principles, and logical, critical and creative thinking. Students employ and refine their powers of abstraction and generalization. IB Mathematics: Analysis and Approaches concentrates on foundational topics including functions, sequences and series, coordinate geometry, and introduction to statistics. The IB internal assessment in Maths is an individual Exploration. This is a piece of written work that involves investigating an area of mathematics allowing students to develop independence in mathematical learning. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB Maths: Analysis and Approaches (SL/HL) 2**

IB Maths: Analysis and Approaches 2 is a continuation of IB Maths: Analysis I with a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between different topic areas. Students are encouraged to continue to develop their mathematical knowledge and thinking, and their mathematical growth in other learning environments. IB Mathematics: Analysis and Approaches 2 concentrates on trigonometry, probability, and calculus topics. Students will prepare for IB external assessments for May of senior year. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

## **IB Arts**

### **IB Music (SL/HL) I**

IB Music (SL/HL) I is the first year of a two-year course in which students will build their musical understanding of theory, form, dynamics, and rhythm, as well as learning how these different concepts interact and relate in a musical context. Students will learn about elements of music from many diverse cultures and explore differences and similarities of the stylistic aspects of these cultures. These elements will be discussed broadly as well as specific to the student's instrument of expertise. The IB concepts of musical contexts and area of inquiry will also be introduced, as well as the roles of researcher, creator, and performer in the IB context. By the end of year one the students

should have completed the “Exploring Music in Context” portfolio for internal assessment. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB Music (SL/HL) 2                      1 Credit Level\***

IB Music (SL/HL) II is a continuation of IB Music I, with deeper exploration of the concepts introduced in IB Music I. Students will explore selecting music for different contexts, and how to make and justify musical decisions, as well as gain confidence in the essential processes of music making. Students will also focus on connecting theoretical studies to practical work and gain a deeper understanding of the music they engage with. Students will also explore music making in the 21st century by engaging with various forms of music technology. Much of the work in this class will be geared towards completing the “Experimenting with Music” and “Presenting Music” portfolios. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB Visual Art (SL) I**

IB Visual Art for the Diploma Programme (SL) is the first year of a two-year course in which students will build skills in drawing, painting, sculpting and critiquing art forms. The goal is to provide them with a variety of art experiences that prepare them for 2nd year assessments. Students will experiment with media and techniques, analyze, compare, and write about artworks from different cultures and time periods, document their individual interests and media explorations, critique and reflect on their own work, skillfully present those works, and ultimately allow these activities to direct their visual art journey. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB Visual Art (SL) II**

IB Visual Art for the Diploma Programme (SL) 2 is a continuation of IB Visual Art I. The goal in the second year is to build on and refine art and writing skills learned in year 1 of the course. Students will prepare for the three assessed portions of the course, which include The Comparative Study, The Process Portfolio and The Exhibit. Students will be coached and provided with individual assistance in completing and submitting these final components to IB examiners. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

## **IB Core Requirements**

### **Creativity, Activity, and Service (CAS)**

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who enjoy and find significance in a range of CAS experiences and purposefully reflect upon their experiences. Students identify goals, develop strategies and determine further actions for personal growth, and explore new possibilities, embrace new challenges and adapt to new roles. Students actively participate in planned, sustained and collaborative CAS projects and understand they are members of local and global communities with responsibilities towards each other and the environment.

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service. A CAS experience must: fit within one or more of the CAS strands; be based on a personal interest, skill, talent or opportunity for growth; provide opportunities to develop the attributes of the IB learner Profile; not be used or included in the student's DP course requirements.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed. CAS students have guidance at the school level through a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator/adviser. Typically, students' service experiences involve the following stages: 1) Investigation, preparation and action that meets an identified need; 2) Reflection on significant experiences throughout to inform problem-solving and choices; 3) Demonstration allowing for sharing of what has taken place.  
*Requirements for placement: Must be enrolled as an IB student.*

### **IB Theory of Knowledge/Religion Seminar (TOK) 1**

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge, and to become aware of their own perspectives and those of the various groups whose knowledge they share. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. Students in year 1 of TOK will complete their Exhibition component of the internal assessment. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **IB Theory of Knowledge/Religion Seminar (TOK) 2**

IB TOK 2 is a continuation of IB TOK 1 and continues to develop critical thinking and inquiry skills. As a core requirement of the IB Program, students continue to explore how knowledge is connected across disciplines and how their own perspectives shape that knowledge. Students in year 2 of TOK write their TOK essay which is submitted for evaluation. Students will also prepare for IB external assessments in their other courses for May of senior year. *Requirements for placement: Two-year course. Must be enrolled as an IB student.*

### **The Extended Essay**

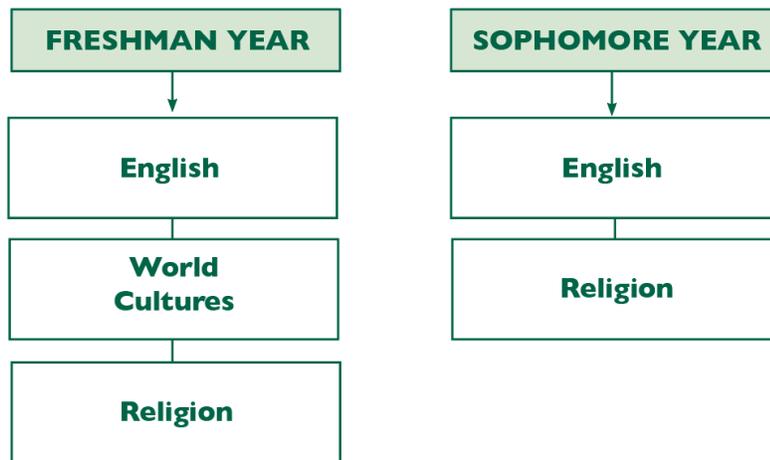
The extended essay is an in-depth study of a focused topic of some 4,000 words, chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay. *Requirements for placement: Must be enrolled as an IB student.*

# Signature Programs and the Arts

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## MOREAU HONORS PROGRAM

The Moreau Honors Program is a two-year program for freshmen and sophomores. This is an interdisciplinary program with an emphasis on reading, critical thinking, analytical writing and presentation skills.



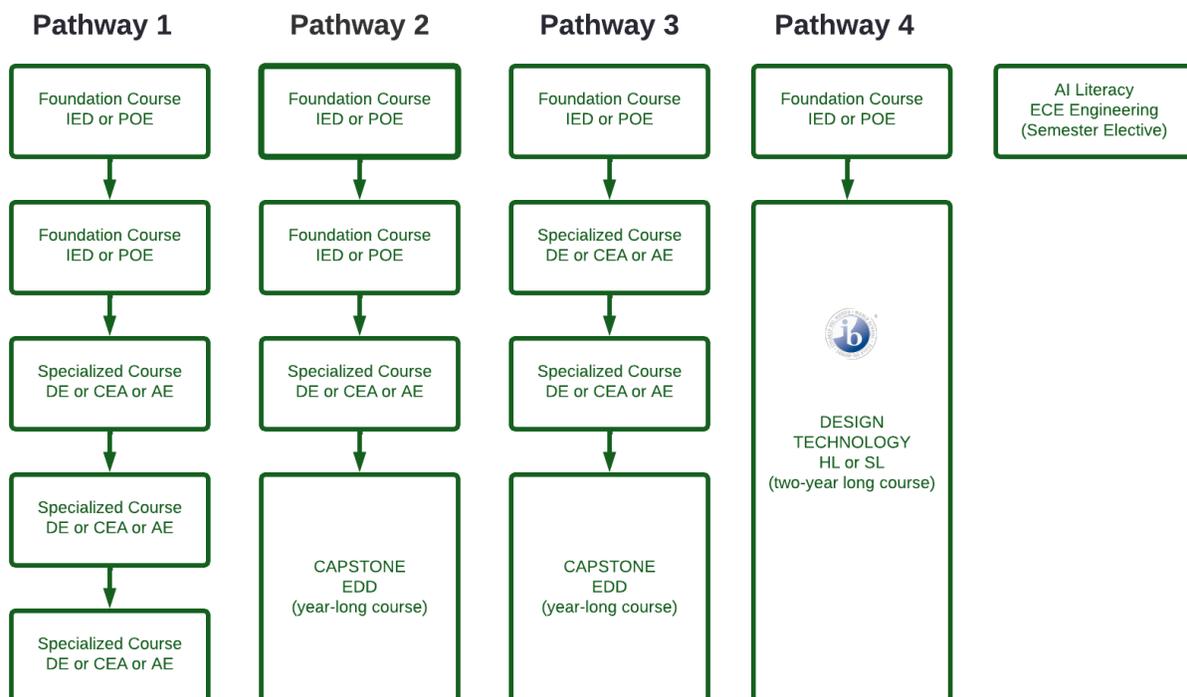
# ENGINEERING PROGRAM

The engineering signature program is designed to give students a background in the various fields of engineering while teaching them 21st century skills, such as creative problem-solving, working collaboratively, and presenting ideas to groups. All students begin by taking one or both of the foundation courses, Introduction to Engineering Design (IED) or Principles of Engineering (POE), which teaches students the fundamentals of the engineering design process as they learn programs such as Computer Assisted Design (CAD). These foundational skills serve students to then take the specialized courses: Digital Electronics (DE), Civil Engineering and Architecture (CEA), and Aerospace Engineering (AE). Students who desire to undertake the Certificate in Engineering have four distinct pathways that can be followed. Pathway 1: Students take both foundation courses and three specialized courses. Pathway 2: Students take both foundation courses, one specialized course and the capstone course. Pathway 3: Students take one foundation course, two specialized courses and the capstone course. Pathway 4: Students take one foundational course and then pursue the Design Technology IB two-year course during their junior and senior years.

These courses are aligned with Project Lead the Way (PLTW), a nationally recognized K-12 organization. Students who pass end-of-course assessments are eligible for college credit at many colleges and universities including Purdue, Syracuse, Embry Riddle, Rochester Institute of Technology (RIT), and University of New Haven. Most importantly, students who are trained to think and do as engineers leave ND with critical skills that will serve them well when they get to college regardless of career path. An engineering e-portfolio is also kept by students to showcase and document their projects and to potentially be used in the college application process.

Additionally, AI Literacy is offered as a semester-long ECE course to address this emerging technology

The certificate in Engineering involves the completion of 2.5 credits of engineering courses demonstrated in one of the four pathways illustrated below or approval of the engineering teacher.



\*\*Students must take at least one foundation course before taking any specialized course.

## **FOUNDATION ENGINEERING COURSES**

### **Introduction to Engineering Design (IED) – #D13A**                      **0.5 Credit**      **Level 3**

This project-based course equips students with key professional skills such as technical writing and drawing, public speaking, conflict resolution, and task management. Engineering disciplines and career options are explored to understand the current job market in engineering fields. Students focus on the engineering design process, applying math, science, and engineering principles to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using computer aided design (CAD), including 3D modeling which is emphasized in this course. An engineering portfolio is also kept by students to showcase and document their projects and to potentially be used in the college application process. *Requirements for placement: A minimum grade of 75 in Algebra I and Conceptual Physics or permission of engineering teacher.*

### **Principles of Engineering (POE) – #D13B**                      **0.5 Credit**      **Level 3**

This project-based course equips students with key professional skills such as technical writing and drawing, public speaking, conflict resolution, and task management. This course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The focus of this course is on having students take a hands-on approach in learning these mechanical and electrical engineering skills by building and programming robots. An engineering portfolio is also kept by students to showcase and document their projects and to potentially be used in the college application process. *Requirements for placement: A minimum grade of 75 in Algebra I and Conceptual Physics or permission of engineering teacher.*

## **SPECIALIZED ENGINEERING COURSES**

### **Digital Electronics (DE) – #D23A**                      **0.5 Credit**      **Level 4**

The focus of the Digital Electronics course is on understanding and implementing circuit design skills. Students learn the digital circuit design process to create circuits and present solutions that can improve people's lives. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. While implementing these designs, students will continually hone their professional skills, creative abilities, and understanding of the circuit design process. *Requirements for placement: A minimum grade of 80 in IED and/or POE or permission of engineering teacher.*

### **Civil Engineering and Architecture (CEA) – #D33A**                      **0.5 Credit**      **Level 4**

The civil engineering and architecture course includes an introduction to many of the skills involved in building design and construction including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation and management, energy efficiency, and careers in the design and construction industry. Students will learn the fundamentals of REVIT Architecture, a commercial building information (BIM) software to create designs for commercial and residential structures. The course also explores identifying needs in the local community and ways in which to improve housing and commercial building efficiency through improvements to both sustainable design and structural systems. *Requirements for placement: A minimum grade of 80 in IED and/or POE or permission of engineering teacher.*

**Aerospace Engineering (AE) – #D32B****0.5 Credit      Level 4**

Aerospace engineering introduces students to the skills necessary for atmospheric and space flight. As students explore the physics of flight, they bring the concepts to life by designing an airfoil, propulsion system, and rockets. Students will learn the principles of aerodynamics by designing, building, and analyzing the efficiency of their glider design using Aery, a software used in the preliminary design phase of aircraft. Students will also learn how to fly cross country using Fly to Learn powered by X-Plane software and explore robot systems through projects such as remotely operated vehicles. *Requirements for placement: A minimum grade of 80 in IED and/or POE or permission of engineering teacher.*

**Honors Capstone: Engineering Design & Development (EDD) – #D43A/B****1 Credit      Level 4**

The capstone course brings together the skills and working knowledge students acquire in their foundational and specialized engineering courses to work on a real-world project which they need to bring to completion by the end of the school year. Students identify a need and then choose from various categories such as Aerospace and Aviation, Energy and Environment, and Health and Nutrition, to create the solution. The first semester culminates in a presentation to a panel of industry professionals and peers, where the student's innovation and funding proposal are reviewed and where recommendations for improvement are made. In the second semester students build and test their prototype and develop all necessary user manuals. Students also present their final product to a panel and produce a presentation and report reviewing the entire project. *Requirements for placement: One-year course. A minimum grade of 80 in the following courses: Both foundation courses and two specialized courses or one foundation course and three specialized courses or permission of engineering teacher.*

**ECE AI Literacy – #D001A****0.5 Credit      Level 4**

Introduction to generative artificial intelligence (AI) as a practical tool for learning, creativity, and problem-solving in academic and professional contexts. Students work hands-on with modern AI systems, developing skills in prompt engineering, critical evaluation of AI outputs, and maintaining human judgment in AI-assisted workflows. The course focuses on accessibility and personalization to help students build AI workflows that support their learning and personal development through interactive labs, case studies, and reflection. Encourages sustainable AI use habits and covers ethical considerations, including privacy, bias, transparency, and truthfulness. Emphasizes responsible AI use for personal growth and societal benefit. The course is an ECE approved course that could result in two college credits earned for it. *Prerequisite: Enrollment is open to 11th and 12th-grade students.*

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# SPORTS, EXERCISE, AND HEALTH SCIENCE PROGRAM

The Certificate in Sports, Exercise and Health Science involves students following an alignment of core and Sports, Exercise, and Health Science courses. Students will gain both classroom and clinical experience in sports and athletic training while having the opportunity to explore Essential Elements of Exercise Physiology, Coaching, and Strength & Conditioning.



## COURSE PROGRESSION:

Grade 10,11 or 12	Sports Medicine 101
Grade 10, 11 or 12	Essentials of Strength & Conditioning, Principles of Coaching
Grade 11 or 12	Intro to Exercise Physiology, Fundamentals of Athletic Training I

### Sports Medicine 101 – #SM12

**0.5 Credit      Level 2**

This one-semester introductory course will establish decision-making, critical thinking, and problem-solving in the various fields of sports medicine. Understanding our bodies and how to treat them in certain scenarios is the main goal. This course explores many aspects of sports medicine including athletic training, physical therapy, and exercise physiology. This course also offers a combination of classroom and clinical experiences. *Requirements for placement: Grade 10, 11 or 12*

**Essentials of Strength & Conditioning – #SM13****0.5 Credit****Level 2**

This one-semester course builds upon the knowledge of anatomy learned in Sports Medicine 101 and introduces students to the creativity of program design. Giving students the tools and resources needed to be physically fit and healthy for a lifetime is the main goal. The course explores exercises relative to flexibility, resistance bands, free weights, plyometrics, and aerobic fitness. The course will be a combination of classroom and laboratory experiences. *Requirements for placement: Completed Sports Medicine 101*

**Principles of Coaching – #SM14****0.5 Credit****Level 2**

This one-semester course will focus on leadership, communication, collaboration, and global awareness in the field of athletics. Learning how to communicate effectively with others and become a better leader are the main goals. Students explore principles related to motivation, management, practice planning and strategy, and physical training. This course will be a combination of classroom and laboratory experiences. *Requirements for placement: Completed Sports Medicine 101*

**Intro to Exercise Physiology – #SM15****0.5 Credit****Level 2**

This one-semester course builds upon the knowledge of anatomy and physiology, critical thinking, and problem-solving skills developed in prior Sports, Exercise, and Health Science classes. Understanding the body, its responses to exercise, and how we can adapt to them are the main goals of this course. The course will explore topics such as respiratory and cardiovascular responses to exercise, energy production, metabolism, and body composition. This course will be a combination of a classroom and laboratory setting. *Requirements for placement: Completed Sports Medicine 101*

**Fundamentals of Athletic Training – #SM22A/B****1 Credit****Level 2**

This course builds upon the knowledge of anatomy and physiology, decision-making, and problem solving developed in prior Sports, Exercise, and Health Science classes. An in-depth knowledge of our bodies and how to prevent and treat injuries are the main goals. The course will explore topics including immediate care, treatment, rehabilitation, and clinical evaluation and diagnosis of injuries. In the course, students will be required to complete clinical observational hours, where they will work with student-athletes to practice the skills they have learned. *Requirements for placement: One-year course. Completed Sports Medicine 101 with a minimum grade of 85 average or above; signature of Sports, Exercise, and Health Science teacher.*

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# **BUSINESS MANAGEMENT AND ENTREPRENEURSHIP PROGRAM**

The Business Management and Entrepreneurship program is a multi-year management & entrepreneurship pathway, grades 10–12, that builds from foundational business literacy to advanced, team-based capstone experiences and a formal program distinction. This comprehensive business curriculum covering management, entrepreneurship, finance, accounting, economics, marketing, operations, business law & ethics, global business, and applied IT/AI is an experiential, real-world learning model. The program also includes student-run enterprises, pitch competitions, global trading simulations, internships, mentorships, and guest alumni speakers from industry and higher education

The capstone senior experience centered on business plan development and a Global Trading Simulation, emphasize strategy, ethics, profitability, and entrepreneurial decision-making. Credentialing and enrichment opportunities through industry-recognized certifications (e.g., entrepreneurship, project management, digital marketing, leadership) that strengthen college and career readiness are available to students in the program.

Strong alignment with higher education pathways, including the International Baccalaureate Program, the College Board Advanced Placement Program, and UConn Early College Experience (ECE) offer students the opportunity to take highly challenging courses that can earn them college credit.



### **Introduction to Business – #U01A**

**0.5 Credits    Level 2**

Introduction to Business provides students with a foundational understanding of how businesses operate within local, national, and global contexts. Through the study of core business concepts, including entrepreneurship, management, finance, marketing, economics, operations, and ethics, students explore how organizations create value, make decisions, and serve stakeholders.

Emphasizing real-world application, students analyze local and global businesses, develop mission and vision statements, examine ethical dilemmas, and explore how profit, innovation, and social responsibility intersect. The course builds essential skills in critical thinking, communication, collaboration, and financial literacy while fostering an entrepreneurial mindset grounded in Notre Dame High School's mission of integrity, leadership, and service to the common good.

### **Entrepreneurship & Innovation – #U04A**

**0.5 Credits    Level 2**

Entrepreneurship & Innovation challenges students to think creatively, strategically, and ethically as they explore how new ideas are transformed into viable business ventures. Students examine the entrepreneurial process from idea generation to implementation, including opportunity recognition, value creation, funding strategies, market analysis, and innovation ecosystems.

The course emphasizes experiential learning through pitch development, case studies, design-thinking activities, and collaborative projects that mirror real-world entrepreneurial environments. Students refine leadership, adaptability, and risk-assessment skills while learning how innovation can address economic, social, and global challenges.

Grounded in ethical entrepreneurship and responsible leadership, this course prepares students for advanced capstone experiences within the Signature Program and equips them with transferable skills applicable to business, engineering, technology, and social-impact pathways.

### **Personal Finance and Life Skills - #U20A**

**0.5 Credits    Level 2**

Personal Finance and Life Skills is a one-semester, skills-based course for sophomores at Notre Dame High School that develops financial literacy, career readiness, and responsible decision-making and leadership skills essential for successful adult life. The course emphasizes practical application, ethical judgment, and personal responsibility within real-world situations. Students learn through simulations, case studies, short direct instruction, budgeting/investing labs, discussion, and project-based application

Students will study foundational financial concepts including earning income, interpreting pay stubs, understanding employee benefits, budgeting, saving, investing, taxes, credit, insurance, and financial risk. In addition, students will develop essential life skills such as writing a résumé, evaluating job opportunities, understanding workplace responsibilities, managing personal obligations, and making informed choices related to independence and long-term planning.

### **Applied Artificial Intelligence for College & Career Readiness - U25A 0.5 Credit    Level 2**

This semester-long certification course designed for seniors in their last semester at Notre Dame introduces students to applied artificial intelligence through a business and academic lens. The course emphasizes responsible AI use in academic and professional contexts, including research support, written communication, productivity, data interpretation, and business problem-solving. Instruction is delivered through a guided online curriculum with in-class facilitation, discussion, and applied practice. There are many providers of this on-line platform allowing for

specific focus. The teacher serves as a coach and ethical guide, supporting reflection, accountability, and real-world application. Assessment is portfolio-based, culminating in a Capstone AI Portfolio that demonstrates ethical, informed, and purposeful AI use. Portfolio artifacts may include academic or business-focused applications, annotated examples of AI-supported work, reflections on bias and limitations, and a personal AI use policy for college and career settings.

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## FINE ARTS PROGRAM

The Notre Dame Fine Arts Department provides students with opportunities to develop their individual artistic talents and skills within a collaborative working environment that fosters respect and encourages students to work to their highest potential. We strive to instill a lifelong appreciation for the Arts.

### ART ELECTIVES

#### **Art I – #A10A**

**0.5 Credit      Level \***

An entry level course that helps students learn basic art skills. Students will be able to create artworks in a variety of media while learning about the Elements of Art and Principles of Design. Projects are based on a semester theme of symbolism in art.

#### **Art II – #A20A**

**0.5 Credit      Level \***

Students will build on basic art skills learned in Art I (drawing, painting and sculpture). The goal is to improve art abilities while creating still life, landscape, portrait, and 3-D works. Content will include familiarization of art styles and periods.

*Requirements for placement: Completion of Art 1.*

#### **Art III – #A32A**

**0.5 Credit      Level \***

Students will draw on previous experience while building their repertoire of art skills. Students will be able to build a portfolio to photograph and submit with their college admissions materials. Projects are individualized to meet the needs and interests of the student. Media and techniques can be traditional or digital.

*Requirements for placement: Completion of Art 2.*

#### **Art IV – #A42A**

**0.5 Credit      Level \***

This advanced course focuses on solving college-level problems in Art. Students will be able to create artworks that are sophisticated and student centered, while working on an elite level. Content can be realistic or abstract. Expression and communication of creative ideas in a variety of media is stressed.

*Requirements for placement: Completion of Art 3.*

**World Art – #A50A****0.5 Credit      Level\***

This is a hands-on course that explores Art History, world cultures and religions, and their connections to Art. Students will be able to imagine, research, plan, and create artworks from various countries and time periods. Projects can include Asian scroll painting, Aboriginal dot painting, Mexican mask-making and other interesting forms. *Requirements for placement: Completion of Art I or Junior or senior status.*

## **PERFORMANCE-BASED MUSIC ELECTIVES**

*(Performance-based courses with mandatory concerts serving as assessments)*

**Concert Chorus – #C10A/B****I Credit      Level\***

The primary purposes of this course are the development of student musicianship and vocal technique, as well as the study and performance of a variety of musical styles through the medium of choral ensemble. The chorus will perform at two concerts a year, a Christmas concert and a spring pops concert. In addition, the chorus performs at all school liturgies, as well as additional performance opportunities throughout the year. This is a full year course, but semesters are negotiable pending approval from the music department. *Requirements for placement: Signature of the music teacher.*

**Drumline – #B34A****0.5 Credit      Level\***

Percussion students in grades 9-12 will work on drumline cadences, as well as additional percussion instruments. Students will have many performance opportunities throughout the year, including athletic and admissions events. Students will also have the opportunity to perform with the school concert. This is a full year course, but semesters are negotiable pending approval from the music department. *Requirements for placement: Signature of the music teacher.*

**Concert Band – #B30A/B****I Credit      Level \***

Students will perform advanced concert band repertoire of the highest quality. The band will perform at two concerts a year, a Christmas concert and a spring pops concert. In addition, the band will provide pep band music at sporting events and pep rallies, as well as additional performance opportunities throughout the year. This is a full year course, but semesters are negotiable pending approval from the music department. *Requirements for placement: Signature of the music teacher.*

## **GENERAL MUSIC ELECTIVES**

*(Nonperformance-based courses utilizing in-class projects for assessments)*

**Music Appreciation – #B00A****0.5 Credit      Level \***

This course will introduce students to the fundamentals of music theory and music history. Course content will span a wide range of time periods and musical styles. Topics will include the music industry, the role of technology in music production, songwriting, and lyrical analysis. Students will hone their creativity and critical thinking skills and gain a deeper understanding of music.

**Fine Arts Internship – #B90A****0.5 or 1.0 Credit****Level \***

This internship is intended to provide motivated students the opportunity to sample the field of music education. In this role, students will learn crucial skills like organization, time management, and working independently. Responsibilities will include maintaining an orderly music library, caring for the rehearsal space, and ensuring that student musicians are prepared to succeed in rehearsals. Students in this role will collaborate with the Music faculty on long-term projects as needed. *Requirements: Sophomore, Junior, or Senior status; previous participation in at least one semester of Music coursework; signature of Music Director.*

**An Introduction to Harmony (Music Theory) Seminar - B50A****0.5 Credit****Level \***

This course examines what exactly makes music tick through the lens of the pop, jazz, and R and B genres. Students will learn how to read musical notation as well as build scales and chords. Students will also study voice leading and composition, and will learn how to write parts for a small band (keys/guitar, bass and drums). *If a student does not have experience reading music, and would like to eventually participate in the IB Music Class, this class is a requirement prior to their junior year.*

# ENGLISH DEPARTMENT

The mission of the Notre Dame English Department is to prepare students for the demands of college reading and writing, nurture an ease of expression, and a love for the written word. Through the literary selections, students learn empathy and reach a deeper understanding of the universal human experience through diverse voices, time periods, and cultures.

English is taken each year. Every student will demonstrate their ability to write by constructing a five paragraph essay by the end of the first semester of English I. Notre Dame High School also offers a Developmental Reading and Writing Course to which Level I English students are recommended by their counselors. In an effort to prepare students for college entrance exams, practice SAT/ACT tests are administered. Grammar and writing skills are taught and/or reinforced at all levels, as are vocabulary and critical reading skills for both fiction and nonfiction selections. Academic papers and projects are assigned to further our students' acquisition of the necessary research, presentation, and technology skills. Novels and nonfiction selections, which students must examine critically using print and online resources, are assigned in class.

## **Moreau Honors English I – #E13A/B**

**I Credit**

**Level 3**

**NCAA**

This Honors English course is one component of the interdisciplinary Moreau Honors Program that integrates the English, World Cultures, and Faith Formation courses through long-term projects, and class interaction. The course emphasizes thinking and synthesizing, critical reading, journal writing, research methods, and collaboration. In addition to the required writing units, outside reading, and research paper, this course surveys the elements of tragedy and entails extensive reading and independent thinking. The purpose of this course is to provide an accelerated and enriched course for students of superior ability and achievement. *Requirements for placement: Previous record; signature of school counselor*

## **English I – #E12A/B**

**I Credit**

**Level 2**

**NCAA**

Students are taught the fundamentals of writing with a concentration on the structure of paragraphs and essays. The necessity of proper citation and the structure of an MLA formatted research paper are taught. During the second semester, students are taught the skills needed to further develop their writing through the practice of prewriting, composing rough drafts, and the construction of a thesis statement. Fiction and nonfiction reading selections are assigned. Constructing a research paper is a course requirement. *Requirements for placement: Freshman status.*

## **Reading and Writing Strategies – #E01A/B**

**I Credit**

**Level 1**

The Reading and Writing Strategies course is designed for students in English I Level 2 who need to strengthen their skills in reading and writing. Improving reading and writing skills is a primary purpose of the course and skills such as comprehending critical thinking and synthesizing are developed. Additionally, the teacher will support students' work in content areas. *Requirements for placement: Freshman status; Previous record; signature of school counselor.*

**Moreau Honors English 2 – #E23A/B****1 Credit****Level 3****NCAA**

This course provides accelerated study for students of superior ability and achievement. English 2 Honors builds on the cross-curricular program of Moreau Honors English I in that ethical issues and themes from the sophomore Faith Formation course are traced throughout the literature read in English. Students develop critical thinking, reading, and writing skills through assignments that require them to make independent connections across time periods, literary genres, and academic disciplines. Students are required to prepare and present oral reports and recitations from memory, as well as develop audio/visual presentations. An academic research paper and journal writing are requirements of this course. *Requirements for placement: Minimum grade of 85 in English I Honors; minimum grade of 90 in English I LV2 and successful completion of writing assessment; signature of current English teacher.*

**English 2 – #E22A/B****1 Credit****Level 2****NCAA**

This course introduces students to a range of authors, genres, and writing modes with an emphasis on close reading and literary analysis. Students learn to recognize and interpret literary devices and rhetorical techniques in both literary and nonfiction texts. Writing instruction includes literary analysis essays, creative writing, and one formal research paper of four to six pages. Vocabulary and grammar are reinforced through weekly practice and assessments. Students also complete regular journal writing and an independent reading unit that culminates in a project. Throughout the course, students strengthen critical thinking, reading proficiency, and written expression through engagement with complex texts and academic writing. *Requirements for placement: Sophomore status.*

**Junior English First Semester Courses**

*Juniors are required to take two semesters of English. Advanced Placement Language is a two-semester class which fulfills this requirement. American Literature Level 3 and 2 are one semester classes. Students in these classes must take a second English class and can select one course from the English electives.*

**AP English Language & Composition – #E34A/B****1 Credit****Level 4****NCAA**

This is a college-level course offered to prepare students for the Advanced Placement Language and Composition Examination, which is offered in May. Students enrolled in this course are required to take the Advanced Placement Exam. This course requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite sources and text to support their arguments. Students taking this course must be prepared to read and analyze text to examine its rhetorical elements, literary techniques, and stylistic devices and write about how those elements impact texts. This course is intended for the student who is capable and willing to manage a substantial amount of writing including academic papers, journals, and projects are requirements of this course. *Requirements for placement: Minimum grade of 90 in English 2 Honors, minimum grade of 95 in English 2 LV2; minimum grade of 90 overall average; signature of current English teacher.*

**Honors American Literature – #E33A****0.5 Credit****Level 3****NCAA**

This rigorous one-semester course is designed for students who have demonstrated strong ability in English 2. The course involves an in-depth study of American literature through close reading, critical interpretation, and advanced writing assignments. Honors students complete analytical essays, creative writing, journals, and project-based assessments that require higher-level reasoning and synthesis of ideas. Students analyze how American texts reflect cultural values, historical moments, and societal issues, and they are expected to participate actively in discussion and independent analysis. The course emphasizes the development of strong analytical thinking, articulate written expression, and the ability to connect literature to broader historical and contemporary contexts.

*Requirements for placement: Minimum grade of 85 in English 2 Honors; minimum grade of 90 in English 2 LV2; signature of current English teacher.*

**American Literature – #E32A**

**0.5 Credit**

**Level 2**

**NCAA**

This is a one-semester, in-depth study of selected works of American literature. Students explore major literary themes through focused units that emphasize close reading and analysis. Coursework includes journals, literary analysis essays, and creative writing, allowing students to engage deeply with texts and connect them to society and contemporary life. Through discussion, reflection, and writing, students strengthen critical thinking, reading comprehension, and written expression. *Requirements for placement: Junior status*

## **Junior English Second Semester Courses**

*Students registered for Honors American Literature or American Literature must select one of the following courses.*

**Honors American Reflection – #EE4B**

**0.5 Credit**

**Level 3**

**NCAA**

In this class, students will gain the skills necessary to conduct college-level research as they examine important events in American History and the literature surrounding them in order to see how they reflect change in America. Literature in this course will include not only books and short stories, but also news, opinion columns, political speeches, music, political cartoons, short stories, movies, and anecdotes. The choice of event is left to each student, and it will form the basis for a semester-long research project that will culminate in a paper and presentation on the connection between the chosen event and its reflection in American literature. By the end of the course, students will be equipped to conduct the type of research that will be required of them in college classes.

*Requirements for placement: Minimum grade of 85 in English 2 Honors; minimum grade of 90 in English 2 LV2; signature of current English teacher.*

**Honors Literature of Mythology & Folklore – #EE6B**

**0.5 Credit**

**Level 3**

**NCAA**

This is an advanced, one-semester English course emphasizing rigorous analysis of mythological and folkloric traditions from a variety of cultures. Students engage in close reading of complex texts while examining literary elements, archetypes, cultural contexts, and thematic development. Honors students complete frequent analytical writing, including comparative essays, interpretive responses, and reflective journals that require textual evidence and higher-level reasoning. The course also explores how traditional narratives are adapted in modern literature and film, with an emphasis on analyzing how authors craft meaning and develop themes across different versions of a story. Students are expected to demonstrate strong critical thinking, effective written communication, and the ability to synthesize ideas across texts and traditions. *Requirements for Placement: Minimum grade of 85 in English 2 Honors; minimum grade of 90 in English 2 LV2; signature of current English teacher.*

**Literature of Mythology & Folklore – #EE5A**

**0.5 Credit**

**Level 2**

**NCAA**

This is a one-semester English course focused on the close study of mythological and folkloric texts from multiple cultures. Students read and analyze a range of traditional narratives, including myths, folktales, legends, and literary adaptations, while examining elements such as theme, archetype, symbolism, characterization, and narrative structure. The course emphasizes critical reading and academic writing through analytical essays, written responses, and reflective journals. Students also study how oral traditions transition into written literature and how classic stories are reinterpreted in modern texts and film. By the end of the course, students demonstrate proficiency in literary analysis, interpretation, and evidence-based writing. *Requirement for placement: Junior status.*

**African American Literature – #EE8A****0.5 Credit****Level 2****NCAA**

Students will have the opportunity to reach a deeper understanding of how African American literature has changed and shaped both American culture and identity. Students will read a variety of historical texts as well as modern novels. Students will process what they read while continuing to develop their writing and research skills.

*Requirements for placement: Junior status.*

**Senior English First Semester Courses**

*Seniors are required to take two semesters of English. Advanced Placement Literature fulfills this requirement.*

*Honors World Literature Level 3 and World Literature Level 2 are one semester classes. Students in these classes must take a second English class and can select one course from the English Electives.*

**AP / ECE English Literature & Composition – #E44A/B****1 Credit****Level 4****NCAA**

The course is designed to involve students in the analytical study of literature. Students develop a deep appreciation of literary works and a facility for critical response, both oral and written. Students must be capable and willing to manage a substantial amount of reading and writing. Coursework relies heavily on student preparation and presentation of the materials presented. Academic papers, journals, and projects are required. This college level course prepares students for the required Advanced Placement Literature and Composition examination, offered in May, and is a UConn ECE course for college credit. *Requirements for placement: Minimum grade of 85 in English 3 Level 4; minimum grade of 90 in Honors American Literature Level 3; minimum grade of 95 in American Literature Level 2; minimum grade of 90 overall average; signature of current English Teacher.*

**Honors World Literature – #E43A****0.5 Credit****Level 3****NCAA**

This English course is taken during the first semester during which students will write the college essay. Examination of world literature is undertaken through short stories, poems, and longer works. Writing assignments are required and will develop students' critical reading, thinking, and writing skills. An academic essay and journal are requirements of this course. *Requirements for placement: Minimum grade of 85 in American Literature Level 3; minimum grade of 90 in American Literature Level 2; minimum grade of 85 overall average or above; signature of current English Teacher.*

**World Literature – #E82A****0.5 Credit****Level 2****NCAA**

This English course is taken during the first semester during which students will write the college essay. This is a survey course which covers poetry, short stories, and excerpts from longer works of literature in units based on geographical regions. Academic paper and journal are requirements of this course. *Requirements for placement: Senior status.*

**Senior English Second Semester Courses**

*Students registered for Honors World Literature or World Literature must select one of the following courses.*

**Honors American Rhetoric – #EE3A****0.5 Credit****Level 3****NCAA**

This course is devoted to the study of the foundations of speech, verbal and nonverbal messages, and effective listening. It also introduces students to the major areas of human communication, emphasizing public speaking, small group, and interpersonal skills. Students focus on public speaking by preparing and delivering informative, process, and persuasive speeches that mimic real world situations such as delivering a presentation, introducing a speaker,

giving instructions, or persuading a group. Students in the class practice critical thinking and listening skills by evaluating speeches in a variety of contexts. Students will use their recordings to reflect, set personal goals, and make changes in order to deliver speeches in a clear, concise, audience-appropriate manner. *Requirements for placement: Minimum grade of 85 in American Literature Level 3; minimum grade of 90 in American Literature Level 2; signature of current English Teacher.*

**Honors Gothic Literature and Graphic Novel – #EN4A**      **0.5 Credit**      **Level 3**      **NCAA**

In this honors course students will emerge with a heightened appreciation for Gothic Literature, refined writing skills, and an understanding of the genre's enduring influence on literature and popular culture. This course is for students who seek a deeper understanding of Gothic Literature, improved writing, critical thinking, and research skills.

*Requirements for placement: Senior status; minimum grade of 85 in American Literature Level 3; minimum grade of 90 in American Literature Level 2; 85 overall average or above; signature of current English Teacher.*

**Gothic Literature and Graphic Novel – #EN8A**      **0.5 Credit**      **Level 2**      **NCAA**

In this one-semester course, students will explore Gothic elements such as thrilling psychological environments, good versus evil, horror, and other elements of dark fiction. Traditional texts and graphic novels will be employed. Literary analysis essays, projects, and presentations will be assigned. *Requirements for placement: Senior status*

**Literature into Film – #E72A**      **0.5 Credit**      **Level 2**      **NCAA**

This course offers students the opportunity to study literary devices taught in their English classes through the medium of film. In addition to the study of literary terms and essay writing, it is the goal of the course to foster an appreciation of film. Students will be required to write analytical essays throughout the semester. *Requirements for placement: Senior status.*

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## FAITH FORMATION DEPARTMENT

Grounded in the Holy Cross charism and spirit, The Faith Formation Department provides a robust and unique experience that blends together religious studies, liturgical and prayer life, retreat ministry, and service learning. Seeking to engage both the minds and hearts of students in the spirit of Blessed Basil Moreau, we provide an environment in which students develop their faith and understanding of God, in and out of the classroom.

### SERVICE PROGRAM

The Notre Dame High School Community lives the Gospel call to serve through the vision of the founder of the Congregation of Holy Cross, Blessed Basil Anthony Moreau. Moreau's vision is summed up in these words regarding our students:

***We shall always place education side by side with instruction; the mind will not be cultivated at the expense of the heart.***

Therefore, the student, being educated in the tradition of the Congregation of Holy Cross, will find the challenge of growth directed toward both their mind and heart. Christian service is then an integral and necessary part of a Notre Dame education in the Holy Cross tradition.

**The Competence to See and Courage to Act Service Program** is designed around six key components; Engagement and Resilience, Creativity, Documentation, and Reflection. Each of these components can be found in detail on the Service Ministry Google Classroom Page. Teacher guidance, progress, and reflection will all be an important part of our teacher advisory program throughout the academic year.

### **Freshmen**

Freshmen students will complete their service projects within their Teacher Advisory Class. TA Teachers and Senior Peer Counselors will guide the TA group to design their projects in September, and carry out their service projects throughout the school year.

### **Sophomores and Juniors**

Sophomore and Junior students will complete their service requirements individually. Students may also work collaboratively in small groups if they choose to. Students may choose to begin their service projects during the summer months or begin them at the onset of the new school year. Each step will have an assigned due date throughout the first semester. Steps 1-3 will be due during Quarter 1, Steps 4-6 will be due during Quarter 2. All service requirements will be due by the end of the first semester.

### **Seniors**

Senior service will be completed through the Social Studies Department. This will include a service requirement of volunteer work for a political campaign. The candidate will be of the student's choice. Students will complete a Faithful Citizenship Project connecting the political campaign to the Church's teachings. As a Holy Cross community, we are called to inspire each other to ask the tough questions and more importantly take action.

## **FAITH FORMATION COURSES**

The mission of the Faith Formation Department's academic curriculum is proclaiming the Gospel of Jesus by educating both the minds and hearts of students, through the promotion of collaborative teamwork, cultural awareness, creativity, and personal reflection. It is our desire to make God known, loved, and served, as we form students into young people of intellect, compassion, justice, and love. In addition to specific course content, each course will acquaint students with the history and distinctive and timeless spirituality of the Congregation of Holy Cross and the lives of figures such as Blessed Basil Moreau and St. André Bessette, as well the development of the Congregation in the New World. Students will also be invited to engage in Catholic Holy Cross spirituality and examine the central themes of various Holy Cross writings, and gain perspectives on the missionary and educational charisms of Holy Cross.

### **Moreau Honors Foundations of Hope – #R15A/B      1 Credit      Level 3**

This first year two-semester course is designed to introduce students to our Catholic Holy Cross identity, welcome students to participate in the history and the spirituality of the Catholic Church, and acquaint students with the historical person of Jesus Christ. A conceptual understanding of faith, religion, and the mission of the Congregation of Holy Cross is the main goal. A chronological overview of Holy Cross history will examine the central themes of Holy Cross writings and the philosophy of education of Holy Cross. Other major topics covered include the Gospels and their themes, parables, miracles, the historical events of Jesus' life, the Catholic Mass, liturgy, and the seven sacraments. The course is linked with the English I and World Cultures Moreau Honors courses, challenging the

students to integrate what they are learning in each course. Cross-curriculum projects will be a standard feature of the course. *Requirements for placement: Previous record; signature of the school counselor; freshman status.*

### **Foundations of Hope – #R14A/B**

**I Credit**

**Level 2**

This first year two-semester course is designed to introduce students to our Catholic Holy Cross identity, welcome students to participate in the history and the spirituality of the Catholic Church, and acquaint students with the historical person of Jesus Christ, a conceptual understanding of faith, religion, and the mission of the Congregation of Holy Cross is the main goal. A chronological overview of Holy Cross history will examine the central themes of Holy Cross writings and the philosophy of education of Holy Cross. Other major topics covered include the Gospels and their themes, parables, miracles, the historical events of Jesus' life, the Catholic Mass, liturgy, and the seven sacraments. *Requirements for placement: Freshman status.*

### **Moreau Honors Hebrew Scriptures – #R03A/B**

**I Credit**

**Level 3**

Through a thorough examination of the Hebrew Scriptures/ Old Testament, this two-semester course explores God's relationship with the Abrahamic People of Israel and ourselves. The goal of this course is for students to recognize, articulate, and participate in what it means to be "called" as a servant leader through their reading of each book of the Hebrew Scriptures. Students will examine the historical and cultural traditions of Judaism and Islam, leading them to a deeper understanding of Jesus and the Church. Topics include creation, covenant, exodus, suffering, bearing witness, worship, and prophecy. As a component of the sophomore Moreau Honors curriculum, this learning experience blends with the English department for an advanced humanities-based approach to biblical studies. *Requirements for placement: Freshman/sophomore Moreau Honors; sophomore status.*

### **Hebrew Scriptures – #R10A**

**I Credit**

**Level 2**

Through a thorough examination of the Hebrew Scriptures/ Old Testament, this two-semester course explores God's relationship with the Abrahamic People of Israel and ourselves. The goal of this course is for students to recognize, articulate, and participate in what it means to be "called" as a servant leader through their reading of each book of the Hebrew Scriptures. Students will examine the historical and cultural traditions of Judaism and Islam, leading them to a deeper understanding of Jesus and the Church. Topics include creation, covenant, exodus, suffering, bearing witness, worship, and prophecy. *Requirements for placement: Sophomore status.*

### **Church History – #R32A**

**0.5 Credit**

**Level 2**

This one semester course is designed to teach students what Catholics believe and why. The students are encouraged to see the stable, gradual nature of Catholicism. By discussing God's Word found in Scripture, the Church and Christ, and our response to God's Word, the relationship to faith is explored. Emphasis is placed on prayer and intellectual study as a means to strengthen a lifelong Catholic commitment to faith. An historical review of Church doctrines such as the Trinity, Resurrection, grace, teachings concerning Mary, and eternal life are discussed. *Requirements for placement: Junior status.*

### **Christian Morality – #R32B**

**0.5 Credit**

**Level 2**

This one semester course is an examination of Catholic moral principles, values, and the decision making process. The goal of the course is to develop reasoning skills while engaging in critical thought discussions. Topics include analysis of case studies, ethical theories, moral dilemmas and the application of ethics in various fields. The student is encouraged to look within themselves, their life experience, and the society within which they live. The student is asked to study Scripture, the person of Jesus, and Church teaching. Ultimately, the course challenges the student to

pull these many factors together in order to lead a coherent, reflective Christian life of service according to God's plan for us all. *Requirements for placement: Junior status.*

**Peer Counseling – #R52A/B**

**1 Credit      Level 2**

This two semester course prepares its participants in a year- long experience of “Servant Leadership”. The course begins with a required four-day summer retreat/workshop and training. The course stresses training in leadership, counseling, and group skills, all of which are presented as a response to the Gospel, the teaching of the Church, and the mission of the Congregation of Holy Cross. These skills are used in leading small groups, retreats, workshops, and directed service to their peers. The course seeks to take students interested in growth and equip them for lifestyles of leadership through service. *Requirements for placement: Senior status; application process.*

**Global Issues – #R42A**

**0.5 Credit      Level 2      NCAA**

Examining the concept of justice in human culture, this one semester course explores current social issues encountered on the local, national, and global Levels through the lens of Catholic social teaching. The goal of the course is to develop reasoning skills while engaging in critical thought discussions about world events and the Catholic response. Topics such as genocide, environmental stewardship, war, and peace will be covered, as well as human dignity and fundamental rights of every person. Students will use references of papal encyclicals, pastoral letters of the United States Conference of Catholic Bishops, and Themes of Catholic Social Teaching. *Requirements for placement: Senior status.*

**Science and Religion – #R82B**

**0.5 Credit      Level 2**

Often seen as two conflicting dominant forces, the concepts of science and religion are intensely examined in this one semester course. The purpose of this course is for students to investigate the parallel ways that partner in the understanding of scientific reality and the quest for religious truth. Through the development of scientific literacy and discovery of consciousness students will reflect on their existence in both a biological and spiritual sense. Students will begin with an inquiry into two important controversies: the Galileo affair and the theory of evolution. Other topics will include science vs. pseudoscience, modern cosmology and divine creation, quantum mechanics, human freedom and divine action. *Requirements for placement: Senior status.*

**Comparative Religions – #R72A**

**0.5 Credit      Level 2      NCAA**

The course begins with an in-depth historical approach to the Roman Catholic Church's current teaching regarding non-Christian religions. The purpose of this one semester course is to offer students the opportunity to examine non-Christian religious traditions. This course helps the student appreciate the diverse world in which he lives as well as grow in respect for God's work among all people. The course aims to deepen the student's understanding of Catholicism, the dimensions of faith that are common to all humanity, and the elements of individual faith traditions that are unique. *Requirements for placement: Senior status.*

# MATHEMATICS DEPARTMENT

The mission of the Mathematics Department is to reveal to our students the simplicity, the beauty, and the power of mathematics. We assist students in cultivating critical thinking skills and problem-solving strategies. Students develop oral, written, and technological skills through collaborative initiatives.

<b>Student Starts with Algebra I Level 1</b>			
<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
Algebra I Level 1	Algebra 2 Level 1	Geometry Level 1	Discrete Mathematics or Pre-Calculus Level 2
<b>Student Starts with Algebra I Level 2</b>			
<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
Algebra I Level 2	Algebra 2 Level 2	Geometry Level 2	Discrete Mathematics or Pre-Calculus Level 2
<b>Student Starts with Honors Algebra I</b>			
<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
Algebra I Honors Level 3	Algebra 2 Honors Level 3	Geometry Honors Level 3 Trigonometry Honors Level 3	Pre-Calculus Honors or Calculus Level 3 AP Calculus or AP Statistics
<b>Student Starts with Honors Algebra 2</b>			
<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
Algebra 2 Honors Level 3	Geometry Honors Level 3 and Trigonometry Honors Level 3	Pre-Calculus Honors Level 3 or Calculus Level 3 or AP Calculus or AP Statistics	Calculus Honors AP Calculus Calculus 2 at UNH AP Statistics

## Possible Math Progressions

\*Based on a student's final grade in his math class, it is possible to move into different math Levels.

### Honors Algebra I – #M13A/B

1 Credit

Level 3

NCAA

Algebra I is a critical element in secondary mathematics education. Topics introduced in Algebra I provide the foundation students require for future success in high school mathematics and help them strengthen their critical thinking and problem-solving skills. The primary goal of Algebra I is to help students transfer their concrete mathematical knowledge to more abstract algebraic generalizations. Algebra I topics include recognizing and developing patterns using tables, graphs, and equations. In addition, students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will solve problems using equations, graphs, and tables to investigate linear relationships. Technology will be used to introduce and expand upon the areas of study listed above. The use of computers and graphing calculators will be incorporated into each module.

*Requirements for placement: Previous record; signature of school counselor.*

**Algebra I – #M12A/B****I Credit****Level 2****NCAA**

Algebra I is a critical element in secondary mathematics education. Topics introduced in Algebra I provide the foundation students require for future success in high school mathematics and help them strengthen their critical thinking and problem-solving skills. The primary goal of Algebra I is to help students transfer their concrete mathematical knowledge to more abstract algebraic generalizations. Algebra I topics include recognizing and developing patterns using tables, graphs, and equations. In addition, students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will solve problems using equations, graphs, and tables to investigate linear relationships. Technology will be used to introduce and expand upon the areas of study listed above. The use of computers and graphing calculators will be incorporated into each module.

*Requirements for placement: Previous record; signature of school counselor.*

**Algebra I – #M11A/B****I Credit****Level 1****NCAA**

This course is designed for students who need to strengthen their basic math and study skills. All Algebra I topics will be covered. Emphasis will be on solving basic problems. A review of arithmetic will precede each topic in this Algebra course. *Requirements for placement: Previous record; signature of school counselor.*

**Honors Algebra 2 – #M33A/B****I Credit****Level 3****NCAA**

This course is intended for the gifted mathematics student. The primary goal is to expand student understanding of functions and algebraic reasoning. The course explores new topics with relation to linear, quadratic, polynomial, exponential, and logarithmic functions. Pacing will be accelerated throughout the year. *Requirement for placement: Minimum grade of 90 in Algebra I Level 2 and signature of Algebra I teacher or minimum grade of 80 in Algebra I Honors and signature of Algebra I teacher.*

**Algebra 2 – #M32A/B****I Credit****Level 2****NCAA**

This course will review, reinforce, and expand upon the major topics presented in Algebra I. The primary goal is to understand and execute linear, quadratic, polynomial, radical, and rational functions. This course will also include an exploration of more complex functions found in later courses. *Requirements for placement: Completion of Algebra I Level 2.*

**Algebra 2 – #M31A/B****I Credit****Level 1**

This course is designed for students who need to strengthen their algebra and study skills. This course will review, reinforce, and expand upon the major topics presented in Algebra I as well as an exploration of new types of functions such as quadratics and polynomials. Pacing will be comfortable and will reflect student needs. *Requirements for placement: Completion of Algebra I and signature of Algebra I teacher.*

**Honors Geometry – #M23A****0.5 Credit****Level 3****NCAA**

This course is intended as an exploration of plane geometry through the properties, measurement, and relations of lines and angles. Topics included in the course are the study of logic through deductive proof, angle relationships, polygons, right triangles, circles, and parallel line relationships. *Requirements for placement: Minimum grade of 80 in Algebra I Honors and Algebra 2 Honors, or minimum grade of 90 in Algebra I Level 2 and Algebra 2 Level 2 and signature of Algebra 2 teacher or placement exam.*

**Geometry – #M22A/B****I Credit****Level 2****NCAA**

This course examines the properties, measurement, and relation of lines and angles. Intuitive thought and the development of logical thought are emphasized and reinforced. Topics included are deductive proof, angle relationships, parallel lines, right triangles, congruent and similar triangles, circles, area, and volume.

*Requirements for placement: Completion of Algebra I and Algebra 2.*

**Geometry – #M21A/B****I.0 Credit****Level 1**

The principal objective of this course is to introduce the student to the basic concepts of geometry and correlate formal geometric theorems with the student's practical experience with the world around him. Students are introduced to formal logical reasoning. Emphasis is placed on working with diagrams such as parallel lines, right triangles, congruent and similar triangles, and circles, and discovering the relationships involved. Algebraic skills are reviewed and used to solve problems on a regular basis. *Requirements for placement: Completion of Algebra I and Algebra 2; signature of current math teacher.*

**Honors Trigonometry – #M43A****0.5 Credit****Level 3****NCAA**

Basic Trigonometry begins with a review of Algebra I, Geometry, and Algebra II topics. The course continues with the study of trigonometric functions using coordinate geometry and right triangle relationships. Included in the course are Trigonometric Identities, the Law of Sines and the Law of Cosines, applications, and the graphs of the functions. The unit Circle and Radian measure will be introduced. *Requirements for placement: Minimum grade of 80 or above in Algebra 2 Honors or minimum grade of 90 or above in Algebra 2 Level 2 and minimum grade of 90 or above in Geometry Level 2; signature of the Algebra 2 teacher.*

**AP Statistics – #M94A/B****I Credit****Level 4****NCAA**

This course will provide a rigorous introduction to statistics by exploring data and how it is used to picture and describe the world. Students in this course will be prepared to take the Advanced Placement Exam. The main topics covered in the course include data collection, surveys, sampling, measures of central tendency, probability, normal distribution, and statistical inference. *Requirements for placement: Minimum grade of 85 or above in Honors Algebra I, Honors Algebra II, and Geometry Honors/Trig Honors and signature of Geometry Honors/Trig Honors teacher; minimum grade of 90 or above in Algebra I, Level 2, Algebra 2, Level 2 and Geometry, Level 2 and signature of Geometry teacher.*

**Discrete Mathematics – #M53A/B****I Credit****Level 2****NCAA**

This full-year course presents a variety of applications of mathematics to real-world problems. Beginning course content will favor by-hand mathematical computations of all number systems such as whole numbers, decimals, and fractions. More advanced topics include solving percentage markup, discount, and sales tax problems, generating information for a credit card statement, solving nuance problems involving simple interest, compound interest, and ordinary annuities, summarizing a set of quantitative data, calculating descriptive statistics, illustrating a frequency distribution, and finding probabilities based on normal distributions. *Requirements for placement: Completion of Algebra I, Algebra 2, and Geometry.*

**Honors Pre-Calculus – #M63A/B****I Credit****Level 3****NCAA**

This course is intended for gifted mathematics students and builds upon the algebraic foundation of previous courses. It offers students opportunities to develop their skills in problem-solving and deepen their conceptual understanding of functional relationships. It provides a comprehensive overview of the properties of a variety of functions, techniques for graphing functions, and an introduction to trigonometry to prepare students for Calculus. *Requirements for placement: Completion of Geometry Honors and Trigonometry Honors with a minimum grade of 75 or above in each course; signature of Geometry Honors/Trigonometry Honors teacher.*

**Pre-Calculus – #M62A/B****I Credit****Level 2****NCAA**

This course offers students opportunities to develop their skills in problem-solving and deepen their conceptual understanding of functional relationships. It provides a comprehensive review of algebra topics and introduces properties of a variety of functions, techniques for graphing functions, and an introduction to trigonometry to prepare students for Calculus. *Requirements for placement: Completion of Algebra 1, Algebra 2, and Geometry.*

**AP Calculus – #M84A/B****I Credit****Level 4****NCAA**

This is a college-level course which provides students with the analytical skills necessary for advanced work in the sciences and mathematics. Students in this course will be prepared to take the Advanced Placement Exam. This course includes topics in Calculus and analytic geometry such as limits, differentiation, and integration. Applications of topics in physics, engineering, and economics are also studied. *Requirements for placement: Minimum grade of 90 or above in Geometry Honors/Trig Honors and signature of Geometry Honors/Trig Honors teacher.*

**Honors Calculus – #M73A/B****I Credit****Level 3****NCAA**

This is a high school level course in Calculus. It meets the needs of students planning to study advanced mathematics in college. This course includes topics in Calculus and analytic geometry such as limits, differentiation, and integration. Applications of topics in physics, engineering, and economics are also studied. *Requirements for placement: Minimum grade of 85 or above in Geometry Honors/Trig Honors and signature of Geometry Honors/Trig Honors teacher.*

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## **MODERN AND CLASSICAL LANGUAGES DEPARTMENT**

The Department of Modern and Classical Languages educates Notre Dame's students to become communicatively competent and informed global citizens with proficiency in languages and critical insights into the cultures of our target languages. Cultural diversity and language proficiency are essential parts of educating the minds and hearts of our students to become true global citizens.

**Spanish I – #J12A/B****I Credit****Level 2****NCAA**

This beginning course introduces the student to reading, writing, speaking, and understanding the target language. Basic functional vocabulary and fundamental grammatical structures are stressed. Students are also introduced to Spanish/Hispanic culture as it exists in the country where the target language is spoken.

**Spanish 2 – #J22A/B****I Credit****Level 2****NCAA**

This intermediate course reviews the concepts covered in Spanish I and develops further speaking, listening, reading, and writing skills in the target language. More advanced grammatical structures are studied, and a student's vocabulary is enhanced. Cultural units continue to play a major role in these courses. The course is conducted in the target language as much as is feasible. *Requirements for placement: Completion of Spanish I/or Placement Exam.*

**Spanish 2 – #J21A/B****I Credit****Level 1**

This intermediate course reviews the concepts covered in Spanish I and develops further speaking, listening, reading, and writing skills in the target language. More advanced grammatical structures are studied, and a student's vocabulary is enhanced. Cultural units continue to play a major role in these courses. This course is conducted in the target language as much as is feasible. This course does NOT fulfill the requirement for future Spanish study. *Requirements for placement: Completion of Spanish I; signature of the current Spanish Language teacher.*

**Spanish 3 – #J32A/B****I Credit****Level 2****NCAA**

The third year of language study is designed to improve the student's knowledge in all language skills: reading, writing, listening, and speaking. Oral and written communication skills are stressed. The third-year language course is mostly conducted in the target language. Grammar review plays an important role in the course. This course teaches the language skills necessary to function in an environment where the target language is spoken. *Requirements for placement: Completion of Spanish 2 with a minimum grade of 75; signature of the current Spanish Teacher*

**Spanish 3 – #J31A/B****I Credit****Level 1**

This course reviews the basic concepts of Spanish I and Spanish 2. The course will cover some Spanish 3 concepts when prior understanding is clearly established. Cultural understanding is an important part of the curriculum. Part of the course is taught in Spanish when possible. *Requirements for placement: Completion of Spanish 2; signature of the current Spanish 2 teacher.*

**Spanish 4 – #J43A/B****I Credit****Level 3****NCAA**

This course is an advanced course that continues to strengthen students' proficiency in all language skills: speaking, listening, reading, and writing. Building on Spanish III, this course helps students reach a higher level of communication in Spanish. Students will practice conversational skills while discussing a variety of interesting and more complex topics. The class is conducted mostly in Spanish, giving students regular opportunities to build confidence, expand vocabulary, and improve fluency. *Requirements for placement: completion of Spanish 3 with minimum grade of 75 and signature of the current Spanish teacher.*

**AP Spanish 4 – #J45A/B****I Credit****Level 4****NCAA**

This two-semester course is for students who are interested in completing studies comparable in content and difficulty to a full-year course at the college level. The curriculum is flexible, allowing for independent projects, constant written, oral, and aural practice, and an intense, structural review of grammar. It will follow the guidelines established by the College Board for the Advanced Placement test, which students must take in May. *Requirements for placement: Completion of Spanish 3 with a minimum grade of 80; signature of the current Spanish teacher.*

**ECE Spanish 5 – #J55A/B****I Credit****Level 4****NCAA**

This fifth-year language course is conducted entirely in the target language and builds upon the reading, writing, speaking, and listening skills developed in previous levels. This course explores all aspects of culture. Topics include: history, literature, cuisine, music, art, everyday life as well as a variety of other pertinent topics. A review of grammar in context is given. Effective communication leading to proficiency is the main goal. A major work of literature is also reviewed. Spanish 5 is a UConn ECE approved course. *Requirements for placement: Completion of Spanish 4 with a minimum grade of 80; signature of the current Spanish teacher.*

**ELECTIVES****Hispanic Culture - #J62A****0.5 Credit****Level 2**

This one semester course allows students to explore the diverse cultures and peoples of the Spanish-speaking world. We will examine their customs, traditions, values, beliefs and behaviors through a rich selection of materials, including films, documentaries, tv series, music, social media, newspapers, art works, literature, and other sources. Class activities and assignments are designed to help students develop critical thinking on cultural products while improving their skills in Spanish. *Requirements for placement: Completion of Spanish III with a minimum grade of 75.*

**Italian I – #I12A/B****I Credit****Level 2****NCAA**

This beginning course introduces the student to reading, writing, speaking and understanding the target language. Basic functional vocabulary and fundamental grammatical structures are stressed. Students are introduced to Italian culture as it exists in the country of Italy.

**Italian 2 – #I22A/B****I Credit****Level 2****NCAA**

This intermediate course reviews the concepts covered in Italian I and develops further speaking, listening, reading, and writing skills in the target language. More advanced grammatical structures are studied, and a student's vocabulary is enhanced. Cultural units continue to play a major role in these courses. The course is conducted in the target language as much as is feasible. *Requirements for placement: Completion of Italian I/ or Placement Exam.*

**Italian 3 – #I32A/B****I Credit****Level 2****NCAA**

The third year of language study is designed to improve the student's knowledge in all language skills: reading, writing, listening, and speaking. Oral and written communication skills are stressed. The third-year language course is mostly conducted in the target language. Grammar review plays an important role in the course. This course teaches the language skills necessary to function in an environment where the target language is spoken. *Requirements for placement: Completion of Italian 2 with a minimum grade of 75; signature of the Italian Teacher*

**ECE Italian 4 – #I74A/B****I Credit****Level 4****NCAA**

This two-semester course is for students who are interested in completing studies comparable in content and difficulty to a full-year course at the college level. The curriculum is flexible, allowing for independent projects, constant written, oral, and aural practice, and an intense, structural review of grammar. The Italian 4 class is a UConn ECE approved course. *Requirements for placement: Completion of Italian III with a minimum grade of 80; signature of the Italian teacher.*

**Latin I – #L12A/B****I Credit****Level 2****NCAA**

This beginning course introduces the student to the structure of Latin. Emphasis is placed on grammar and syntax. The primary concern is to present the forms, vocabulary, and syntax in an orderly, cumulative fashion so that the student can advance in a systematic and efficient manner. Additional emphasis is placed on the influence of Latin on other languages. To further enrich the student's understanding, presentations on various cultural topics are assigned to students. Students will demonstrate proficiency in technology in their presentations.

**Latin 2 – #L22A/B****I Credit****Level 2****NCAA**

This intermediate course, after some review of first-year material, will continue to introduce the student to the structure of Latin and complete the study of basic Latin grammar. Emphasis is placed on grammar, syntax, and reading. The primary concern is to present the forms, vocabulary, and syntax in an orderly, cumulative fashion so that the student can advance in a systematic and efficient manner. Additional emphasis is placed on the influence of Latin on other languages. *Requirements for placement: Completion of Latin I/ or Placement Exam*

**Honors Advanced Latin Prose – #L53A/B****I Credit****Level 3****NCAA**

This course offers students the opportunity to engage with Latin literature in its original, unadulterated form. The focus of this course is on the history of the Latin language as it develops in prose, beginning with the oldest attestations of Latin, and ending with Neo-Latin as it appears from the Renaissance up to the present (including Harrius Potter et Philosophi Lapis). Selections will therefore not only come from Classical authors like Cicero and Caesar, but will also include selections from earlier (e.g. inscriptions and legal texts) and later (e.g. Jerome, Newton, and Tolkien) periods. In reading and translating these texts, focus will largely be on Latin grammar, syntax, and style, but attention will also be given to the social, cultural, and historical contexts of the various texts we read. Assessment will take the form of quizzes, tests, and student presentations. The course is an ECE approved course that could result in three college credits earned for it. This iteration of the course will be offered every other academic year. *Requirements for placement: Completion of Latin II with at least a minimum grade of 80 average, and the approval of the Latin 2 teacher.*

**Honors Advanced Latin Poetry – #L73A/B****I Credit****Level 3****NCAA**

This course offers students the opportunity to engage with Latin literature in its original, unadulterated form. The focus of this course is on the development of both the form and content of Latin poetry, beginning with its earliest attestations in Ennius, and ending with the varieties of Latin poetry found throughout the Medieval and Renaissance periods. Selections will therefore not only come from Classical authors like Catullus, Ovid and Vergil, but will also include selections from earlier (e.g. Ennius, Plautus, and Terence) and later (e.g. Hiberno-Latin) periods. In reading and translating these texts, focus will largely be on Latin grammar, syntax, and style, but attention will also be given to the social, cultural, and historical contexts of the various texts we read. Assessment will take the form of quizzes, tests, and student presentations. The course is an ECE approved course that could result in 3 college credits earned for it. This iteration of the course will be offered every other academic year. *Requirements for placement: completion of Latin 2 with at least a minimum grade of 80 average, and the approval of the Latin 2 teacher.*

# SCIENCE DEPARTMENT

The mission of the Science Department is to provide each student with the 21st century skills necessary to understand and explain current events, scientific phenomena, and scientific and technological advances using critical thinking and problem solving skills so that they may be an informed global citizen.

## Possible Science Progression\*

Grade 9	Grade 10	Grade 11	Grade 12
Conceptual Physics	Chemistry	Biology	Science Elective
Honors Conceptual Physics	Honors Chemistry	Honors Biology	Science Elective
Honors Conceptual Physics	Honors Chemistry	ECE Biology	Honors Physics
Honors Conceptual Physics	Honors Chemistry	IB Biology 2	IB Biology 2

\*Based on a student's final grade it is possible to move into different pathways.

### Honors Conceptual Physics – #S113A/B

I Credit

Level 3

NCAA

The goals of conceptual physics honors are to give students a common foundation of science skills, and to provide them with the tools necessary to be able to understand, explain, and apply the basic concepts of how objects interact and move in the real world. The course explores how to think like a scientist, how forces interact, the energy within a system, and how different waves act. We will moderately discuss the mathematics involved in addition to the real-world applications of each topic. *Requirements for placement: Previous record, placement into Level 3 Math courses, and signature of school counselor.*

### Conceptual Physics – #S112A/B

I Credit

Level 2

NCAA

The goals of conceptual physics are to give students a common foundation of science skills, and to provide them with the tools necessary to be able to understand, explain, and apply the basic concepts of how objects interact and move in the real world. The course explores how to think like a scientist, how forces interact, the energy within a system, and how different waves act. We briefly touch on the mathematics involved in each of these topics with a heavier focus on the ideas involved in these topics. *Requirements for placement: Placement into Level 2 Math class.*

### Conceptual Physics – #S111A/B

I Credit

Level 1

NCAA

The goals of conceptual physics are to give students a common foundation of science skills, and to provide them with the tools necessary to be able to understand, explain, and apply the basic concepts of how objects interact and move in the real world. The course explores how to think like a scientist, how forces interact, and the energy within a system. This course highly emphasizes the ideas of physics, with a very limited use of mathematics. *Requirements for placement: Placement into Level 1 Math class.*

**Honors Physics – #S73A/B****I Credit****Level 3****NCAA**

Physics is the science which deals with natural laws and processes. In this course, students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like forces & motion, energy, and waves. The course is algebra-based, and relies on the use of geometry and trigonometry. *Requirements for placement: Minimum grade of 80 in Honors Conceptual Physics OR minimum grade of 85 in Conceptual Physics; minimum grade of 80 in Honors Algebra 2 and Honors Geometry OR minimum grade of 85 in Algebra 2 and Geometry; signature of Honors Physics teacher.*

**AP / ECE Physics – #S84A/B****I Credit****Level 4****NCAA**

In this course, students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. The purpose of this course is to enable students to earn credit from the University of Connecticut in the course PHYS 1201Q: General Physics I. Students will also be prepared to take the College Board's AP Physics I exam upon completion of the course. The course is algebra-based, and relies on the use of geometry and trigonometry. *AP Physics L4 is a UConn approved course, as well as an AP course. Requirements for placement: Minimum grade of 85 in Conceptual Physics OR minimum grade of 80 in Honors Conceptual Physics; minimum grade of 80 in Honors Algebra II, Honors Geometry, and Honors Trigonometry; signature of AP Physics L4 teacher*

**Honors Chemistry – #S33A/B****I Credit****Level 3****NCAA**

This Chemistry course is designed to provide students with a foundation in more advanced topics in chemistry. It seeks to provide a strong background in the fundamentals of theory and lab work and provide difficult problem-solving situations to build on 21st century skills. The general topics include, but are not limited to, atomic theory, chemical bonding, chemical reactions, stoichiometry and kinetics. *Requirements for placement: Minimum grade of 85 in Honors Conceptual Physics OR a minimum grade of 90 in Conceptual Physics; concurrent enrollment in or completion of Honors Algebra II; signature of Chemistry teacher.*

**Chemistry – #S32A/B****I Credit****Level 2****NCAA**

This course is designed to introduce students to the fundamentals of chemistry. The main goal of this course is to provide students with problem-solving opportunities that build on critical thinking and literacy skills. The general topics include but are not limited to, atomic theory, chemical bonding, chemical reactions, and stoichiometry. *Requirements for placement: Completion of Conceptual Physics.*

**Chemistry – #S31A/B****I Credit****Level 1****NCAA**

This course introduces students to the basic concepts of chemistry. The goal of the course is to help students apply their understanding of properties of different substances to the real world. Topics include atomic structure, the periodic table, chemical bonding, and chemical reactions. *Requirements for placement: Completion of Conceptual Physics; signature of counselor.*

**Honors Biology – #S23A/B****I Credit****Level 3****NCAA**

This course is designed to develop critical thinking, making observations and formulating ideas about biological phenomena and is for students of above average ability and achievement. The main goal of this course is to build on the skills of biology along with development and ownership of their learning and prepare the students for the intensity of advanced level science courses. The content is the same as Biology Level 2, but with more detail of cellular biology and genetic regulation. In addition, students will increase their lab, critical thinking, and reasoning

skills through inquiry-based learning. *Requirements for placement: Minimum grade of 85 in Honors Chemistry OR a minimum grade of 90 in Chemistry; signature of Honors Biology teacher.*

**Biology – #S22A/B**

**I Credit**

**Level 2**

**NCAA**

This course is designed to acquaint the student with selected topics from the areas of traditional and modern biological science. Students are introduced to theoretical concepts and practical applications of biology. Discussion and laboratory work are the major components of the course. *Requirements for placement: Completion of Chemistry.*

**Biology – #S21A/B**

**I Credit**

**Level I**

**NCAA**

This course is designed to acquaint the student with selected topics from the areas of traditional and modern biological science. Students are introduced to theoretical concepts and practical applications of biology. Discussion and laboratory work are included in the course. *Requirements for placement: Completion of Chemistry; signature of school counselor.*

**ECE Biology – #S24A/B**

**I Credit**

**Level 4**

**NCAA**

This level 4 course is designed to further develop skills such as critical thinking, making observations, and formulating ideas about biological phenomena. The main goal of this course is to further develop student ownership of their learning and time management. This course emphasizes how molecules are incorporated into cellular structures and the role biotechnology serves in science and our current society. The purpose of this course is to enable students to earn four (three class and one lab) credits from the University of Connecticut in the course BIOL 1107: Principles of Biology I and to further develop critical thinking and reasoning skills through inquiry-based learning.

*Biology L4 is a UConn approved course. Requirements for placement: 90 overall average or better; minimum grade of 90 in Honors Chemistry; signature of ECE Biology teacher.*

**Anatomy & Physiology – #S52A/B**

**I Credit**

**Level 2**

**NCAA**

This course is designed to introduce students to the basic patterns of human development and organizational themes. The goal of this course is to present the material through a variety of class presentations, practicals, discussions, and laboratory work to logically interpret the function of body systems. Students will increase their lab and critical thinking, and reasoning skills through inquiry-based learning. This course emphasizes anatomy, physiology, and pathology. *Requirements for placement: Completion of Biology and Chemistry.*

**Infectious Disease – #S16A**

**0.5 Credit**

**Level 2**

This course is designed to introduce students to the field of infectious diseases and how pathogens play a role in our global community both medically and socially. The main goal of this course is to further develop student ownership of learning and time management. The content of this course will cover the history of pathology, epidemiology and outbreak modeling, viral and bacterial pathogenesis, drug development and vaccine design. In addition, students will increase their lab, critical thinking and reasoning skills through inquiry-based learning and presenting their findings to their peers.

*Requirements for placement: Completion of Biology and Chemistry.*

**Forensic Science – #S92A**

**0.5 Credit**

**Level 2**

**NCAA**

This course is designed to introduce students to the variety of disciplines involved in Forensic Science. The goal of the course is to integrate various sciences to solve crimes while making sense of complex problems that invoke logical reasoning, critical thinking, and inductive and deductive reasoning skills. The purpose of this course is to increase students' lab, critical thinking, and reasoning skills through inquiry-based learning and by presenting their

findings to their peers via mock trials. In addition, this course will induce students to use common sense and use comparative analysis to solve complex problems. *Requirements for placement: Completion of Biology and Chemistry.*

### **Science Internship – #S90A**

**0.5 or 1.0 Credit**

**Level\***

This internship is designed to offer students the opportunity to serve as an assistant to science teachers in preparing and teaching laboratories for their courses throughout the year. Responsibilities will include coordinating with science teachers in the areas of lab preparation, cleanup, acting as a teacher’s assistant during labs, and other duties that help the department operate smoothly. Students must be willing to make a commitment to this internship and may be asked to extend their duty time to include community period or after school, as necessary.

*Requirements: Senior status; minimum grade of 80 in Conceptual Physics, Chemistry, and Biology; signature of Science Department Chair.*

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## **SOCIAL STUDIES DEPARTMENT**

The mission of the Social Studies Department is to foster the growth and adaptability of globally aware students and to cultivate an appreciation of the responsibilities of American citizenship within our students. An emphasis is placed on developing analytical and research skills along with other 21st century skills.

### **Moreau Honors World Cultures – #H13A/B**

**I Credit**

**Level 3**

**NCAA**

This course is a thematic approach to world cultures designed to encourage the formation of students’ critical thinking skills needed to make objective judgments about historical and contemporary issues. It presents a global perspective of the forces and movements that have made the past continuous with, and relevant to, the present. A heavy emphasis is placed on activities designed to analyze, interpret, and evaluate the historical and cultural patterns of the world. *Requirements for placement: Previous record; signature of school counselor.*

### **World Cultures – #H12A/B**

**I Credit**

**Level 2**

**NCAA**

This introductory course emphasizes reading, writing, note taking and study skills necessary for academic success. World Cultures is designed to provide students with an understanding of the ancient societies of the world with an emphasis on the culture, geography, and government systems. The course begins with Mesopotamia and extends through the ancient civilization of Rome. *Requirements for placement: Freshman status*

### **AP United States History – #H34A/B**

**I Credit**

**Level 4**

**NCAA**

In a College Board designed and approved curriculum students will learn how to use the AP Historical Thinking Skills and the AP Connecting Themes. Students will work on AP Exam strategies in preparation to take the AP exam for potential college credit. Students will seek to understand the nine periods of United States history from pre-contact America to the modern era. As a Graduation requirement, students will write the Junior Research Paper during this course. *Requirements for placement: Junior status; minimum overall average of 90% in all classes and signature of your second term World Cultures teacher.*

**Honors United States History – #H33A/B****I Credit****Level 3****NCAA**

The Honors Level American History program is designed to help students develop historical thinking skills such as: depth of knowledge, analysis, evaluation, and critical thinking. The goal of the course is to build upon students' understanding of U.S. history and develop an appreciation of why history matters and how it affects us today. The focus of the course's thematic approach will include the study of the United States from the Colonial Period to the 1960s with an emphasis on the social, political, and economic factors that have shaped the nation. As a Graduation requirement, students will write the Junior Research Paper during this course. *Requirements for placement: Junior status: minimum overall average of 85% in all classes and signature of your second term World Cultures teacher.*

**United States History – #H32A/B****I Credit****Level 2****NCAA**

This survey level course is designed to help students develop historical thinking skills such as: analysis, evaluation, critical thinking, logical reasoning, and problem solving. The goal of the course is to build upon students' understanding of U.S. history and develop an appreciation of why history matters and how it affects us today. An emphasis of this course's thematic focus will be on the political, social, economic, geographic, and cultural factors that led to the development of the United States from a colonial territory to a world superpower. As a Graduation requirement, students will write the Junior Research Paper during this course. *Requirements for placement: Junior status.*

**AP United States Government & Politics – #H44A/B****I Credit****Level 4****NCAA**

Students will read, analyze, and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project. The goal of the course is to prepare the students for the Advanced Placement United States Government and Politics examination, which they will be offered to take in May. AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. As part of their senior service project, students are required to work a minimum of ten hours in a municipal, state, or national election campaign. *Requirements for placement: Minimum overall 90 average; senior status and signature of your second term US History Teacher.*

**Honors American Government – #H43A****0.5 Credit****Level 3****NCAA**

The focus of this course is to help to build upon students high level historical thinking skills with a focus on civics and political based discussion, evidence based research, and analyzing fundamental documents. The goal of the course is to develop in students an understanding and appreciation of exercising their political responsibilities as thoughtful and informed citizens, as well as give students an analytical perspective on government and politics in the United States. Emphasis is placed on how systems of government are founded, function, and impact individual, local, state, and national decisions. As part of their senior service project, students are required to work a minimum of ten hours in a municipal, state, or national election campaign. *Requirements for placement: Minimum overall average of 85% in all classes and signature of your second term US History Teacher.*

**American Government – #H42A****0.5 Credit****Level 2****NCAA**

The focus of this survey course is to help to build upon students historical thinking skills with a focus on civics and political based discussion, evidence-based research, and analyzing fundamental documents. The goal of the course is to develop in students an understanding and appreciation of exercising their political responsibilities as thoughtful and informed citizens, as well as give students an analytical perspective on government and politics in the United States.



study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. In addition, this course prepares students to take the Advanced Placement African American Studies exam in May. (Students that take the AP Exam are required to complete an Individual Student Project which counts as 10% of their final AP score.) *Requirements for Placement: Sophomore, Junior, or Senior status; Recommended overall average of 90%; Signature of Social Studies Department member.*

**American Military History – #HH6A**

**0.5 Credit**

**Level 2**

**NCAA**

This course will help students develop historical thinking skills such as analysis, evaluation, critical thinking, logical reasoning, and problem solving. The goal is to help students gain a better understanding of how the U.S. military has helped to shape American history through the strategy and tactics used on the battlefield. It is designed to examine the American military experience from the American Revolution to the Vietnam War. Some key battles that we will be examining will be Yorktown, Gettysburg, Belleau Wood, Normandy, Iwo Jima, Battle of the Bulge, and the Tet Offensive. In addition, we will also examine the technological advances in weapons and the improvements in military organization and operational planning. Finally, we will also look at the diplomatic, social, political, and economic impact that war has had on the United States. *Requirements for placement: Sophomore, junior, or senior status.*