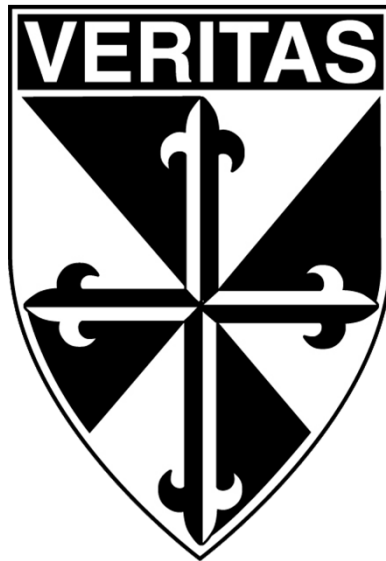


St. Mary's Dominican High School

# Course Description Booklet

*2025-2026 School Year*



## St. Mary's Dominican High School Course Description Booklet for 2025 – 2026

Dear Students and Parents/Guardians,

This packet contains information on all courses available for next school year. Please review the prerequisites and other requirements when selecting courses for next year. A more complete explanation will be given, and questions will be answered at the scheduling assemblies during homeroom. We encourage you to review this document together as you plan your schedule for next year. In each department section, the required courses are listed in grade order (starting with 8<sup>th</sup> grade courses) before the elective courses. Additional detailed information regarding courses and placement may be found in the Student/Parent Handbook. *Please note: Certain courses listed in this booklet have additional fees associated with them. Additional fees are billed through the Blackbaud Tuition Management account according to the tuition payment schedule. Questions regarding additional fees should be directed to Mrs. April Myers, [amyers@stmdhs.org](mailto:amyers@stmdhs.org).* Course supply lists and specific information regarding purchasing textbooks will be shared in June via PlusPortals. Please note that the cost of textbooks could fluctuate.

Parents, we are asking you to take an active role in your daughter's course selection. You and your daughter know what it takes for her to receive a certain grade and the effort that is needed. We encourage a healthy balance of challenging courses and extracurricular activities. Just because an older sibling, relative, or friend did well in a particular course does not guarantee that it is the best fit for your daughter. We want our students to be successful, and we recognize that success looks different for each student. Please work with your daughter and her counselor to ensure she is not overloading herself.

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## St. Mary's Dominican High School Program of Studies

St. Mary's Dominican High School offers a five-year program of studies. Per the St. Mary's Dominican High School Student/Parent Handbook, "...Dominican provides an atmosphere for intellectual growth and promotes learning as a life-long process. The school endorses a curriculum which stresses exposure to various disciplines, encourages academic excellence, and prepares the student to develop leadership roles in a global society," (23).

The five-year program of studies includes the courses required by TOPS (Taylor Opportunity Program for Students) and is designed with the students' best interests in mind. Certain prerequisites are in place for some courses for the express purpose of ensuring that students are prepared for the workload, pacing, and expectations of those courses. Students who transfer to Dominican after eighth grade may have a different Program of Studies to ensure they meet all requirements for both TOPS and a Dominican diploma.

All students are encouraged to work closely with their counselors when deciding which classes they should take the following year.

### Eighth Grade:

Required	Courses Offered
Religion	Revelation of Jesus Christ in Scripture
English	English 8 and Literature 8 <i>or</i> English I <i>or</i> English I Honors
Mathematics	Pre-Algebra <i>or</i> Algebra I <i>or</i> Algebra I Honors
Science	Environmental Science <i>or</i> Physical Science <i>or</i> Physical Science Honors
Foreign Language	French I <i>or</i> French I Honors <i>or</i> Latin I <i>or</i> Latin I Honors <i>or</i> Spanish I <i>or</i> Spanish I Honors
Social Studies	World Geography
Physical Education	Physical Education 8

### Freshman Year:

Required	Courses Offered
Religion	Christology/The Paschal Mystery
English	English I <i>or</i> English I Honors <i>or</i> English II <i>or</i> English II Honors
Mathematics	Algebra I <i>or</i> Algebra I Honors <i>or</i> Geometry <i>or</i> Geometry Honors
Science	Physical Science <i>or</i> Physical Science Honors <i>or</i> Biology I <i>or</i> Biology I Honors
Foreign Language	French I <i>or</i> French I Honors <i>or</i> French II <i>or</i> French II Honors <i>or</i> Latin I <i>or</i> Latin I Honors <i>or</i> Latin II <i>or</i> Latin II Honors <i>or</i> Spanish I <i>or</i> Spanish I Honors <i>or</i> Spanish II <i>or</i> Spanish II Honors
Fine Arts Elective	Fine Arts Survey <i>or</i> Art I
Health & PE	Health & PE 9

**Sophomore Year:**

Required	Courses Offered
Religion	Ecclesiology/The Sacraments
English	English II <i>or</i> English II Honors <i>or</i> English III <i>or</i> English III Honors <i>or</i> English III AP
Mathematics	Geometry <i>or</i> Geometry Honors <i>or</i> Algebra II <i>or</i> Algebra II Honors
Science	Biology I <i>or</i> Biology I Honors <i>or</i> Chemistry I <i>or</i> Chemistry I Honors
Social Studies	World History, World History Honors, <i>or</i> World History AP
Foreign Language	Varies, depending on the course(s) taken previously
Health & PE	Health & PE 10

**Junior Year:**

Required	Courses Offered
Religion	Personal Morality/Social Morality
English	English III <i>or</i> English III Honors <i>or</i> English III AP <i>or</i> English IV <i>or</i> English IV Honors <i>or</i> English IV AP
Mathematics	Algebra II <i>or</i> Algebra II Honors <i>or</i> Advanced Math <i>or</i> Advanced Math Honors
Science	Chemistry I <i>or</i> Chemistry I Honors <i>or</i> *Science Elective <i>or</i> Elective
Social Studies	US History, US History Honors/Dual Enrollment, <i>or</i> US History AP
Elective	
Health & PE	Health & PE 11

**Senior Year:**

Required	Courses Offered
Religion	Catholic Vocations/Sacred Scripture
English	English IV, English IV Honors, <i>or</i> English IV AP <i>or</i> English V <i>or</i> English V Honors
Mathematics	Advanced Math <i>or</i> Advanced Math Honors <i>or</i> Calculus, Calculus Honors, Calculus AP, <i>or</i> Advanced Math II (Dual Enrollment)
Science	*Science Elective <i>or</i> Elective
Social Studies	Civics, Civics Honors, <i>or</i> US Government AP
Elective	
Health & PE	Health & PE 12

\*Students who have completed Chemistry I as sophomores must take a science elective either Junior or Senior year. Members of the classes of 2028, 2027, and 2026 who take Chemistry I as juniors must take a science elective Senior year.

## Placement

For incoming eighth and ninth graders, Dominican uses the student's High School Placement Test scores, elementary school grades, and elementary standardized test scores to determine placement in math, English, science, and when applicable, foreign language classes. Transfer students, including incoming ninth graders, must meet Dominican's requirements for honors and/or AP placement in courses.

### Honors and AP Eligibility and Expectations

To move from a non-honors course into an honors course, a student must have all A's on her final report card in that subject. To remain in an honors course, a student must have nothing lower than a B on her final report card in that subject. To move from an honors course to an AP course, a student must have nothing lower than a B on her final report card in that subject. It is strongly recommended that students requesting an AP course have all or mostly A's. If a student has all or mostly B's, she can qualify for the course, but the course may be substantially more challenging for her. ***A student who earns a C or lower in an AP course may be moved to a non-honors course for the following year in that subject.*** Students are not allowed to move from a non-honors course to an AP class. Certain AP courses do require a writing sample to determine further eligibility. Students considering honors and/or AP courses should speak with their counselors, current teachers, current honors/AP teachers, and classmates who have taken or who are taking the course to gain better understanding of the rigor, pacing, and expectations of the course. ***All honors and/or AP classes require a teacher recommendation, meaning the student's current teacher must sign off on an honors/AP course request.***

Students enrolled in AP courses are expected to be more independent. These college courses cover more material, teachers delve into the content more deeply, and students are expected to demonstrate more critical thinking and analysis. Self-motivation is necessary, as students will complete a substantial amount of reading and writing outside of class. Additionally, they are expected to be able to manage their time effectively, keeping up with the schedule and pacing of each AP class, in addition to their other classes. Students are expected to be mature and to be able to handle mature content, both in their reading and in their class discussions.

### New Ninth Graders and Transfer Students

Students who enter Dominican as new ninth graders or as transfer students may have a different Program of Studies to ensure they meet all requirements for both TOPS and a Dominican diploma. These students should work very closely with their counselors when choosing their classes for the following school year. The Academic Assistant Principal, the Admissions Director, and the Scheduling Director, along with other administrators, work closely together to review the high school Carnegie credits students have earned at their previous schools and use this information to determine which courses are necessary for individual students. Questions regarding a new ninth grader or transfer student's initial placement should be directed to the Academic Assistant Principal or to the Admissions Director.

## Dual Enrollment and Advanced Placement General Information

\*Certain Dual Enrollment and Advanced Placement courses are available to sophomores, juniors, and seniors.

### I. Dual Enrollment Classes

#### A. Why Take DE classes?

1. College class following the curriculum set by a college professor
2. Dual Enrollment classes can make a student a competitive applicant
3. Gives a student the opportunity to earn college credit

#### B. DE and College

1. Not all colleges will accept the transfer credit for DE classes or for that class specifically
2. It is important that students check the individual college's website for the requirements.
3. Students who take DE classes will receive a grade that goes on their college transcripts.
4. It is important to note that if a student taking a DE course earns a C, she will begin college with a 2.0 GPA – that C will count.
5. Other colleges will see that a student took a DE course, so she is expected to send her transcript from LSU to the school she plans to attend.

### II. Advanced Placement Classes

#### A. Why take AP?

1. AP classes make the student a competitive applicant; colleges know these classes are challenging.
  - A. The AP curriculum is a standardized curriculum that is offered nationally and internationally.
2. AP gives students the opportunity to earn college credit.
3. AP gives students the experience of a college class and better prepares them for college.

#### B. How many AP Classes should a student take?

1. This will vary from student to student.
2. It depends heavily on whether the student can handle the coursework of multiple courses.

#### C. AP and College

1. Taking AP classes can affect a student's acceptance and scholarship offers from colleges because it makes her a more competitive applicant.
2. Like DE classes, this will vary from college to college.
3. When taking an AP course, the student's performance on the final exam is key.
  - A. Knowing a student took an AP course, the college expects to see her scores.
  - B. Many upper tier colleges will only accept a score of a 4 or a 5, but some colleges may accept a score of a 3. It depends on the college.
  - C. Check the credit policies section of a college's website to determine which AP tests and credits are accepted.

#### D. AP Test details

1. Each test is approximately \$98.
2. The test length varies, and students could two tests in one day – one in the morning and one in the afternoon.
3. Foreign language AP tests include both speaking and listening components.

### III. Feedback from various college admissions offices:

#### A. Loyola New Orleans

##### 1. DE

- a. Credit acceptance is not a guarantee. Some colleges do not offer college credit for courses that were not taught by a professor on the college campus.
- b. Loyola will work directly with the registrar and academic advising to evaluate DE credits.

##### 2. AP

- a. Most colleges have a standard chart of courses and credit offered readily available on the school website.
- b. Require mostly scores of 4-5 for credit

#### B. Tulane

##### 1. DE

- a. College algebra is not offered at Tulane and not considered for transferable credit.

##### 2. AP

- a. Prefers a student exhaust her AP options before moving to DE.

#### C. LSU

##### 1. DE

- a. Encourages DE since it is offered through LSU and there is some familiarity and trust with the courses
- b. Course credit automatically transfers without having to take an exam.

##### 2. Both AP and DE

- a. LSU considers both courses extremely valuable for students in gaining college-level experience and managing more rigorous expectations to prepare them.
- b. Both courses are used in admissions and scholarship review.

#### D. Vanderbilt

##### 1. Both AP and DE

- a. Vanderbilt considers both courses as challenging.

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## Course Offerings

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**English Department:**

English 8	English III/English III Honors/	Creative Writing (½ unit)
Literature 8	English III AP	Publications – Newspaper (I & II)
English I/English I Honors	English IV/English IV Honors/	Publications – Yearbook (I & II)
English II/English II Honors	English IV AP	Women Writers (½ unit)
	English V/English V Honors CL/	
	English V Honors British Lit.	

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**Fine Arts/Music Department:**

Beginning Band I/Beg. Band II	Beginning Choir I/Beg. Choir II	Fine Arts Survey
Intermediate Band I/Int. Band II	Intermediate Choir I/Int. Choir II	Digital Graphic Arts (½ unit)
Advanced Band I	Advanced Choir I	Art I/Art II/Art II Honors
(all Band courses ½ unit)	(all Choir courses ½ unit)	Art III/AP Art III

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**Foreign Language Department:**

French I/French I Honors	Latin I/Latin I Honors	Spanish I/Spanish I Honors
French II/French II Honors	Latin II/Latin II Honors	Spanish II/Spanish II Honors
French III/French III Honors	Latin III Honors	Spanish III/Spanish III Honors
French IV AP	Latin IV AP	Spanish IV AP

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**Math/Technology Department:**

Pre-Algebra	Adv. Math/Adv. Math Honors	Computer Science/CompSci Honors
Algebra I/Algebra I Honors	Adv. Math-II Dual Enrollment	Engineering Dual Enrollment/
Geometry/ Geometry Honors	Calculus/Calculus Honors/	Engineering Honors Dual Enroll.
Algebra II/Algebra II Honors	AP Calculus-AB	

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**Science Department:**

Environmental Science (8 <sup>th</sup> )	Chemistry I/Chemistry I Honors	Biology II/Biology II Honors
Physical Science/Phys. Sci. Honors	Earth Science	AP Chemistry II
Biology I/Biology I Honors	Anatomy/Anatomy Honors	Physics/AP Physics

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**Social Studies Department:**

World Geography (8 <sup>th</sup> )	US History/ US History Honors Dual	Law Studies (½ unit)
World History/World Hist. Honors/	Enrollment/AP US History	Psychology (½ unit)
AP World History: Modern	Civics/Civics Honors/	AP Psychology
	AP U.S. Government	World Geography (elective)



## English Department Courses

### English 8

**Grade Level:** 8  
**Credit:** 0 Units  
**Prerequisite:** Appropriate score on the High School Placement Test  
**Textbook:** School-owned  
**Workbook:** Student-purchased  
**Note:** English 8 is taken in conjunction with Literature 8

The English 8 course is designed for students who are beginning the English program in preparation for high school level classes. This course consists of an introduction to the writing program and an intense study of grammar and usage needed to become competent writers and speakers. Each quarter, students will produce work across multiple writing styles, culminating in an introduction to the research paper and writing process. Students will also learn the necessary technology skills needed to successfully complete these writing assessments. Students enroll in this course in conjunction with the Literature 8 course.

### Literature 8

**Grade Level:** 8  
**Credit:** 0 Units  
**Prerequisite:** Appropriate score on the High School Placement Test  
**Textbook:** School-owned  
**Workbook/Novels:** Student-purchased  
**Note:** Literature 8 is taken in conjunction with English 8

The Literature 8 course is designed for students entering the English program in preparation for high school level courses. This course helps students become more proficient readers by acquainting them with the conventions of the major literary genres. Upon completion, students will have an in-depth understanding of each genre that will help them improve their reading comprehension skills. Students will develop skills using context clues to determine the meaning of unfamiliar words, comparing and contrasting, predicting consequences, reading informational materials, and distinguishing between fact and opinion. In addition to the vocabulary learned with each reading selection, students begin work with vocabulary study. Students enrolled in Literature 8 also receive an introduction to computer skills and standardized test preparation. Students enroll in this course in conjunction with the English 8 course.

### English I

**Grade Level:** 8 and 9  
**Credit:** 1 Unit  
**Prerequisite:** Incoming students must earn an appropriate score on the High School Placement Test; returning 9<sup>th</sup> graders must have successfully completed English 8 and Literature 8.  
**Textbook:** School-owned  
**Workbooks/Novels:** Student-purchased

The English I course is designed for students who are beginning the high school English program and consists of an introduction to the composition program, as well as an introduction to the study of literary genres. In addition, students study vocabulary and apply mechanics, usage, and grammatical conventions needed to become competent writers and speakers. Students enrolled in English I will also receive an introduction to the research paper and process and to the technology skills involved in the writing process. Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. It is also designed to support the curriculum in the classroom through practice questions.

### English I Honors

**Grade Level:** 8 and incoming 9

**Credit:** 1 Unit

**Prerequisite:** Appropriate score on the High School Placement Test; returning 9<sup>th</sup> graders must have completed English 8 and Literature 8 (nothing lower than an A in any quarter on the final report card in BOTH courses); appropriate score on the English competency test.

**Textbook:** School-owned

**Workbooks/Novels:** Student-purchased

The English I Honors course is designed to develop the critical thinking skills of the advanced student through intense guided discussion, reading, and writing activities. This Honors course progresses at a faster, more independent, and more challenging pace than English I. Students must be willing to put forth extra time and studying for this course.

The curriculum includes a survey of genre with emphasis on literary movements, literary terms, historical background, and cultural perspectives. Students in English I Honors read more works than students in English I, including more advanced novels, and they are expected to work independently with teacher guidance but not necessarily direct teacher instruction. Students participate in analytical discussions about the literature without the teacher first reviewing what was read. Students enrolled in this course are also introduced to literary selections recommended for Advanced Placement. These selections will prepare students who elect to pursue Advanced Placement courses in English III and IV.

The comprehensive writing program emphasizes effective essay writing. The curriculum provides instruction and practice in all phases of the writing process, addressing the narrative, persuasive, comparison, and research modes, as well as reinforcement in grammar, usage, and mechanics. The English I Honors course expects students to readily comprehend grammatical elements and have a clear understanding of the basics of writing an essay. Emphasis is placed on writing voice and style. Additionally, English I Honors assessments require more critical analysis and essay writing than the English I course.

The vocabulary development program is designed to improve verbal and written communication skills, to increase the comprehension of literary works, and to improve vocabulary and reading comprehension skills assessed on standardized and college admission tests. English I Honors students study three additional vocabulary units than the English I students. English I Honors students are expected to write more complex and grammatically correct sentences utilizing those vocabulary words on assignments and assessments.

Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. It is also designed to support the curriculum in the classroom through practice questions. Honors and AP students are required to complete more SARA questions than students enrolled in non-honors or non-AP English courses.

### English II

**Grade Level:** 9 and 10

**Credit:** 1 Unit

**Prerequisite:** Successful completion of English I or English I Honors

**Textbook:** School-owned

**Workbooks/Novels:** Student-purchased

The English II course is designed to develop and refine the critical thinking skills of the student through guided discussion, reading, and writing activities. The curriculum includes a survey of World Literature with emphasis on literary movements, literary terms, historical background, and cultural perspectives. The comprehensive writing program emphasizes effective essay writing and guides students from paragraph to essay writing. The curriculum provides instruction and practice in all phases of the writing process, addressing the narrative, descriptive, expository, and research modes, as well as reinforcement in grammar, usage, and mechanics. The vocabulary development program is designed to improve verbal and written communication skills, to increase the comprehension of literary works, and to improve vocabulary and reading comprehension skills assessed on standardized and college admission tests. Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. It is also designed to support the curriculum in the classroom through practice questions.

### English II Honors

**Grade Level:** 9 and 10

**Credit:** 1 Unit

**Prerequisite:** English I Honors (nothing lower than a B in any quarter on the final report card) or English I (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required.

**Textbook:** School-owned

**Workbooks/Novels:** Student-purchased

The English II Honors course is designed to develop and refine the critical thinking skills of the advanced student through intense guided discussion, reading, and writing activities. This Honors course progresses at a faster, more independent, and more challenging pace than English II. Students must be willing to put forth extra time and effort studying for this class.

The curriculum includes a survey of World Literature with emphasis on literary movements, literary terms, historical background, and cultural perspectives. Students in English II Honors read more works than students in English II, including more advanced novels, and they are expected to work independently with teacher guidance but not necessarily direct teacher instruction. Students participate in analytical discussions about the literature without the teacher first reviewing what was read. Additionally, students often read a piece of literature independently while a second piece of literature is read in the classroom. Students are responsible for assignments simultaneously for both independent and in-class units. Students enrolled in this course are also exposed to literary selections recommended for Advanced Placement. These selections will prepare students who elect to pursue Advanced Placement courses in English III and IV.

The comprehensive writing program emphasizes effective essay writing. The curriculum provides instruction and practice in all phases of the writing process, addressing the narrative, descriptive, expository, and research modes, as well as reinforcement in grammar, usage, and mechanics. The English II Honors course expects students to write without a major review of grammar and formal essay structure. Emphasis is placed on writing voice and style because an honors student is expected to know the grammar and mechanic basics. Additionally, English II Honors assessments require more critical analysis and essay writing than the English II course.

The vocabulary development program is designed to improve verbal and written communication skills, to increase the comprehension of literary works, and to improve vocabulary and reading comprehension skills assessed on standardized and college admission tests. English II Honors students study three additional vocabulary units than the English II students. English II Honors students are expected to write more complex and grammatically correct sentences utilizing those vocabulary words on assignments and assessments.

Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. It is also designed to support the curriculum in the classroom through practice questions. Honors and AP students are required to complete more SARA questions than students enrolled in non-honors or non-AP English courses.

### English III

**Grade Level:** 10 and 11

**Credit:** 1 Unit

**Prerequisite:** Successful completion of English II or English II Honors

**Textbook:** School-owned

**Novels:** Student-purchased

**Online Vocabulary Account:** Student-purchased

The English III course is designed for students who are in the third phase of Dominican's integrated English program and consists of a survey of American literature with emphasis on literary movements, literary terms, cultural perspectives, and analytical reading. The comprehensive writing program emphasizes writing effective essays and guides the students through various types of essay writing. The curriculum includes instruction and practice in all phases of the writing process. The curriculum addresses various modes of writing including in-depth practice on the foundation of the essay; the comparison essay; the research process, focusing on proving an argument; and timed literary analyses. The writing program also provides systematic grammar instruction pertinent to the students' needs. Sadlier *Vocabulary Workshop* Online Edition, an online vocabulary development program, is designed to improve verbal and written communication skills, to increase the comprehension of literary works, and to improve vocabulary skills assessed on standardized and college admission tests. Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. It is also designed to support

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the curriculum in the classroom through practice questions.

### **English III Honors**

**Grade Level:** 10 and 11

**Credit:** 1 Unit

**Prerequisites:** English II Honors (nothing lower than a B in any quarter on the final report card) or English II (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required.

**Textbook:** School-owned

**Novels:** Student-purchased

**Online Vocabulary Account:** Student-purchased

The English III Honors course is designed to develop and refine the critical thinking skills of the advanced student through intense guided discussion, reading, and writing activities. This Honors course progresses at a faster, more independent, and more challenging pace than English III.

The curriculum includes a survey of American Literature with emphasis on literary movements, literary terms, historical background, and cultural perspectives. Students in English III Honors read and analyze additional novels that the English III course does not. Honors students read more complex texts independently with teacher guidance but not direct teacher instruction. Students participate in analytical discussions about the literature without the teacher first reviewing what was read. Additionally, students often read a piece of literature independently while a second piece of literature is read in the classroom. Students enrolled in this course are also exposed to literary selections recommended for advanced readers to prepare them for upper-level English courses.

The comprehensive writing program emphasizes effective essay writing. The curriculum provides instruction and practice in all phases of the writing process as well as reinforcement in grammar, usage, and mechanics. The English III Honors course expects students to write without a major review of grammar and formal essay structure. Emphasis is placed on writing voice and style because an honors student is expected to know the grammar and mechanic basics. Additionally, English III Honors assessments require more critical analysis and essay writing than English III.

Sadlier *Vocabulary Workshop* Online Edition, an online vocabulary development program, is designed to improve verbal and written communication skills, to increase the comprehension of literary works, and to improve vocabulary and reading comprehension skills assessed on standardized and college admission tests. English III Honors students study three additional vocabulary units than English III students. English III Honors students are expected to write more complex and grammatically correct sentences utilizing those vocabulary words on assignments and assessments.

Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. It is also designed to support the curriculum in the classroom through practice questions. Honors and AP students are required to complete more SARA questions than students enrolled in non-honors or non-AP English courses.

### **English III AP**

**Grade Level:** 10 and 11

**Credit:** 1 Unit

**Prerequisites:** English II Honors (nothing lower than a B in any quarter on the final report card); writing sample; standardized test scores; teacher recommendation required.

**Textbook:** School-owned

**Novels:** Student-purchased

**Online Vocabulary Account:** Student-purchased

**Added AP Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

The English III Advanced Placement class is designed for the advanced writer and reader who wishes to combine the American Literature curriculum covered in English III Honors with what is equivalent to the Composition I course taken in most colleges and universities. In order to study material that will appear on the AP exam, students will be assigned more mature literature to analyze.

A student wishing to enroll in this course should be able to read and write independently in a self-directed seminar environment. Reading and writing skills should be advanced enough to by-pass the rigorous English III writing course. Additionally, students will use *Membean*, an online vocabulary program. Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. It is also designed to support the curriculum in the classroom through practice questions. Honors and AP students

are required to complete more SARA questions than students enrolled in non-honors or non-AP English courses.

This is a college-level course, so students will be reading and discussing college-level material in the context of a Catholic high school environment. As the AP English Literature course description states: “AP students are not expected or asked to subscribe to any one specific set of cultural or political values but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.” Students are expected to be open to reading, analyzing, and discussing diverse pieces of literature, even if they disagree with some of the ideas presented, or if the texts use language or represent cultural values different from their own. Unwillingness to do so will negatively affect the student’s performance in the course.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades, student standardized test scores, writing sample, and teacher recommendation.

Students placed in English III AP will not have the option of dropping the course after the June deadline. Advanced Placement courses, like honors courses, merit additional quality points toward the student’s GPA. Students are required to take the Advanced Placement English Language and Composition Examination offered by College Board and may receive college credit depending on the score received and the university’s policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents/guardians have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

### **English IV**

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of English III, English III Honors, or English III AP

**Textbook:** School-owned

**Novels:** Student-purchased

**Online Vocabulary Account:** Student-purchased

The English IV course is a survey of British literature through the modern period. Also included in the curriculum are extensive practice in writing and work in vocabulary building skills. ACT test review is integrated into the writing and vocabulary components of this class. Students will use also use *Sadlier Vocabulary Workshop* Online Edition, an online vocabulary program. Working in a primarily collaborative manner, students will explore their individual responses to and understandings of literature and writing. Knowledge will be shared in a discussion-oriented setting in order to create a community of learners. Emphasis will be placed on varied types of writing such as expository compositions, creative endeavors, and an argumentative research paper. Mechanics will be taught in the context of the students' own work, and cumulative evaluation will stress revision together with reflection. In addition, students at this level will receive preparation for college composition courses and be afforded the opportunity to "test out" of the basic college writing class.

### **English IV Honors**

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** English III Honors (nothing lower than a B in any quarter on the final report card) or English III (nothing lower than an A in any quarter on the final report card); prior honors/AP level recommended; teacher recommendation required.

**Textbook:** School-owned

**Novels:** Student-purchased

**Online Vocabulary Account:** Student-purchased

The English IV Honors course is a survey of British literature from Anglo-Saxon to modern times with an emphasis on the interpretation and analysis of fiction and of nonfiction works. Writing experiences include literary analysis, argumentative writing, and research writing. Students will continue advanced vocabulary study as ACT preparation, completing rigorous weekly training and individualized assessments. Students will use *Membean*, an online vocabulary program.

The English IV Honors course moves at a faster pace than the English IV course, explores topics in greater depth, and focuses on improving critical thinking skills. Students must have the ability to read and analyze fiction and nonfiction that is more challenging in terms of theme, diction, and structure. There is a significant difference between the text

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*Course description continues on next page.*



complexity in the IV honors course compared to the IV regular course. Students need to be able to read the complex texts outside of class and understand more in depth what they have read with teacher guidance but not the direct teacher instruction that occurs in a regular course. Students must read critically and independently. Students need to be able to participate in analysis discussions about the literature without the teacher first reviewing what was read. Additionally, students often read a piece of literature independently while a second piece of literature is read in the classroom. Students are responsible for assignments simultaneously for both independent and in-class units.

Students must have a strong knowledge of grammar rules and formal essay structure. An honors course expects students to write without a major review of grammar and formal essay structure. More emphasis is placed on writing voice and style because an honors student is expected to know the grammar and mechanics basics. Additionally, English IV Honors assessments require more critical analysis and essay writing than the English IV course. For seniors enrolled in the course, it is structured as preparation for the required university courses; for juniors the course is also intended to be a preparation for the English V Honors Contemporary Literature course. For all students, major emphasis will be placed on acquiring the skills needed on the university level.

### **English IV AP**

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisites:** English III Honors (nothing lower than a B in any quarter on the final report card) or English III AP (nothing lower than a B in any quarter on the final report card); writing sample; standardized test scores; teacher recommendation required.

**Textbook:** School-owned

**Novels:** Student-purchased

**Online Vocabulary Account:** Student-purchased

**Added AP Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

The English IV Advanced Placement course is designed for the advanced writer and reader who wishes to study works of literature in depth and learn the advanced writing skills involved in literary analysis of all genres; this is equivalent to the Composition II course taken in most colleges and universities. This course is conducted as a seminar with emphasis on self-directed learning. In order to study material that will appear on the AP exam, students will be assigned more mature literature to analyze.

A student wishing to enroll in this class should possess advanced reading and writing skills and be able to write and read independently within a self-directed environment. Students placed in English IV AP must take English V Honors, with a focus on British Literature, the following year.

This is a college-level course, so students will be reading and discussing college-level material in the context of a Catholic high school environment. As the AP English Literature course description states: “AP students are not expected or asked to subscribe to any one specific set of cultural or political values but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.” Students are expected to be open to reading, analyzing, and discussing diverse pieces of literature, even if they disagree with some of the ideas presented, or if the texts use language or represent cultural values different from their own. Unwillingness to do so will negatively affect the student’s performance in the course.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades, student standardized test scores, writing sample, and teacher recommendation. Students placed in English IV AP will not have the option of dropping the course after the June deadline. Advanced Placement courses merit additional quality points toward the student’s GPA.

Students are required to take the Advanced Placement English Literature and Composition Examination offered by College Board and may receive college credit depending on the score received and the university’s policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents/guardians have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

**English V**

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of English IV  
**Textbook:** School-owned  
**Novels:** Student-purchased  
**Online Vocabulary Account:** Student-purchased

The English V course is designed for students who are completing the final stage of the integrated language arts curriculum and consists of a review of the expository essay form, literary analysis, and argumentative writing. The course also provides a complete review of literary genres with readings taken from classics as well as modern world literature. Students will continue work with vocabulary study, review all mechanics and usage rules, and implement the research skills emphasized in the English curriculum. Major emphasis will be placed on acquiring the skills needed on the university level through standardized test preparation, honing writing skills, and emphasis on practical critical and analytical thinking skills. Students will also use *Membean*, an online vocabulary program.

**English V Honors, Contemporary Literature (CL)**

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisites:** Successful completion of English IV Honors (nothing lower than a B in any quarter on the final report card) or English IV (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required.  
**Textbook:** School-owned  
**Novels:** Student-purchased  
**Online Vocabulary Account:** Student-purchased

The English V Honors CL course is designed for advanced students who are completing the final stage of the integrated language arts honors curriculum. This course focuses on modern and postmodern literature with emphasis on the historical and cultural contexts of the twentieth century. Students analyze and interpret works of fiction and nonfiction, including novels, short stories, poetry, and essays. Honors students read more complex texts independently with teacher guidance but not direct teacher instruction. Students participate in analytical discussions about the literature without prior teacher review. Students often read more than one literary work at a time. Additionally, English V Honors assessments require more critical analysis and essay writing than the English V course.

Writing instruction consists of intensive literary analysis and argumentative writing through a process-based approach. Most major writing assignments require research, and instruction emphasizes evaluating, utilizing, and synthesizing scholarly sources to support ideas. This course expects students to write without a major review of grammar and formal essay structure. Instruction emphasizes refining voice and style. Students are expected to know the basics of grammar and mechanics.

Students continue advanced vocabulary study through the *Membean* online program, review mechanics and usage rules, and prepare oral presentations to improve verbal and written communication skills. Emphasis is placed on the skills needed on the university level through standardized test preparation and improving critical and analytical thinking skills.

**English V Honors, British Literature (BL)**

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of English IV AP; teacher recommendation required.  
**Textbook:** School-owned  
**Novels:** Student-purchased  
**Online Vocabulary Account:** Student-purchased

The English V Honors BL course is designed for seniors who are completing the final stage of the integrated language arts curriculum after enrollment in the English IV AP course. Writing instruction consists of intensive literary analysis and argumentative writing with and without a research component. Reading instruction focuses on British Literature with an emphasis on the interpretation and analysis of fiction and of nonfiction works. Students continue advanced vocabulary study, completing rigorous weekly training and individualized assessments.

The English V Honors British Literature course moves at a faster pace than the English V course and explores

topics in greater depth. Students must have the ability to read and analyze fiction and nonfiction that is more challenging in terms of theme, diction, and structure. There is a significant difference between the text complexity in the V honors course compared to the V regular course. Students need to be able to read the complex texts outside of class and understand more in depth what they have read with teacher guidance but not the direct teacher instruction that occurs in a regular course. Students must read critically and independently. Students need to be able to participate in analysis discussions about the literature without the teacher first reviewing what was read. Additionally, students often read a piece of literature independently while a second piece of literature is read in the classroom. Students are responsible for assignments simultaneously for both independent and in-class units.

Students must have a strong knowledge of grammar rules and formal essay structure. An honors course expects students to write without a major review of grammar and formal essay structure. More emphasis is placed on writing voice and style because an honors student is expected to know the basics of grammar and mechanics. Additionally, English V Honors assessments require more critical analysis and essay writing than the English V course. Students will continue to use *Membean*, an online vocabulary program. Major emphasis is placed on the skills needed on the university level through improving critical and analytical thinking skills.

### English Department Electives:

#### Creative Writing

**Grade Level:** 11 and 12  
**Credit:** ½ Unit  
**Prerequisite:** Completion of English III  
**Textbook:** N/A

Students enrolled in Creative Writing delve into writing poetry and prose with an emphasis on form and content. Students share their work with other members of the class as well as exchange feedback with them. This seminar style class is great preparation for college writing courses because of its focus on workshopping and peer review in addition to teacher-guided exercises and activities. Students are expected to produce an 8-12 page short story and a poetry project.

#### Publications I (Newspaper)

**Grade Level:** 11 and 12  
**Credit:** 1 Unit  
**Prerequisite:** Writing Sample  
**Textbook:** School-owned

The Publications I (Newspaper) is a course designed to teach the essentials of reporting and web page layout and to implement this knowledge in production of the school's online newspaper, *The Star*. Students will learn webpage design and layout for an electronic publication. Also, the course will explore various aspects of trends in journalism, journalistic ethics, and areas of concern in contemporary journalism.

All members of the Publications I (Newspaper) class are reporters for the school's online newspaper, *The Star*, and are expected to write for each update. Photographers and artists will also be given positions on *The Star* staff; in some cases, Publications I (Newspaper) students will be eligible for positions as editors. Course requirements include meeting deadlines, which may require students to work on *The Star* before and/or after school.

#### Publications II (Newspaper)

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisite:** Publications I (Newspaper)  
**Textbook:** School-owned

The Publications II (Newspaper) course includes the continuation of the writing activities begun in Publications I (Newspaper). Members of the Publications II (Newspaper) class have the opportunity to become editors of the school's online newspaper, *The Star*, and coordinate each issue by guiding student contributors in deadlines, layout, and editing. These students are responsible for the layout and design of the website. Course requirements include meeting deadlines, which may require students to work on *The Star* before and/or after school.



**Publications I (Yearbook)**

**Grade Level:** 11 and 12  
**Credit:** 1 Unit  
**Prerequisite:** Writing Sample  
**Textbook:** N/A

The Publications I (Yearbook) course introduces students to the fundamentals of journalistic procedures as they apply to yearbook production. This includes photography, writing, design, graphics, advertising, finance, public relations, ethics, and legal knowledge. Students will use both Adobe Photoshop and Walsworth Online Design to create their layouts. Students enrolled in this course will directly contribute to the yearbook, *Regina Rosarii*. Course work will include attendance at school events, both after school and on weekends.

**Publications II (Yearbook)**

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisite:** Publications I (Yearbook)  
**Textbook:** N/A

The Publications II (Yearbook) course includes the continuation of yearbook journalistic study begun in Publications I (Yearbook). Members of the Publications II (Yearbook) class have the opportunity to become the editors of the school yearbook, *Regina Rosarii*, and plan the layout and design for the book. These members are responsible for ensuring that thematic design elements transcend all sections of the yearbook. Members will also take part in reviewing Publications I (Yearbook) materials and assisting Publications I (Yearbook) students in accomplishing assigned tasks. Course work will include attendance at school events, both after school and on weekends.

**Women Writers**

**Grade Level:** 11 and 12  
**Credit:** ½ Unit  
**Prerequisite:** Completion of English III  
**Novels:** Student-purchased

Students in this course will examine female authors from the 18th through the 21st centuries with a focus on 20th century literature. Students will read several short pieces of fiction, non-fiction, and poetry, as well as two longer pieces, all written by women of various backgrounds, cultures, and eras in history. The literature surveys a variety of historical and contemporary issues related to women. Students will be encouraged to examine and refute these views as well as to form opinions as a response to the literature studied. As a junior/senior elective, students will encounter some mature content in certain literary works.

## Fine Arts Department Courses

### \*Notes about specialized supply expenses for courses in the Fine Arts Department:

**Art I, Art II, Art II Honors, Art III, Art III AP – Studio Art:** The specialized supply expense for these courses covers the cost of all classroom materials.

**All Band courses:** The specialized supply expense for all Band courses includes band uniform rental, instrument rental, festival costs, marching shoes, gloves, theory books and music. Band classes may be taken after school or in place of a student's study/free period.

**Beginning Choir I:** The specialized supply expense for Beginning Choir I includes performance attire, music rental, performance supplies, and festival costs. Additional costs may be associated with students who participate in optional events. Choir classes are not available after school; choir will only be available in place of a student's free period or study period.

**Beginning Choir II, Intermediate Choir I and II, and Advanced Choir I:** The specialized supply expense for these choir courses includes music rental, classroom supplies, and festival costs. Additional costs may be associated with students who participate in optional events. Choir classes are not available after school; choir will only be available in place of a student's free period or study period.

### Fine Arts Survey

**Grade Level:** 9  
**Credit:** 1 Unit  
**Prerequisite:** None  
**Textbook:** N/A

The Fine Arts Survey course introduces students to the building blocks of art through a historical survey of Fine Arts. The course explores Elements and Principles artists have used throughout history to express their views of the world. Class time will focus on developing students' technical skills, historical and cultural knowledge, and critical thinking skills. This is an entry-level art course, designed for those with little to no artistic experience or knowledge.

### Art I

**Grade Level:** 9, 10, 11 and 12  
**Credit:** 1 Unit  
**Prerequisite:** None  
**Textbook:** N/A  
**Specialized Supply Expense:** \$150

Would you like to be creative? Do you want to develop or explore drawing and painting skills? Come and explore the world of art in this technical-based class. Learn observational art skills. Students experience the mediums of pencil, charcoal, pastel, watercolor, and acrylics. Students learn to look at art by studying the Elements and Principles of Art. Prior experience is not required but suggested. This is a beginning-level art course, designed for those with some artistic experience.

### Art II

**Grade Level:** 11 and 12  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of Art I  
**Textbook:** N/A  
**Specialized Supply Expense:** \$150

Students continue to explore the visual arts more concentratedly by exploring intermediate media techniques. Students will work in many mediums through instructor-driven projects, including printmaking. The course aims to develop the student's observation painting and drawing skills, learn new methods and techniques, and create thoughtful and creative works. The elements and principles are emphasized within each project. Assessments include preliminary work, projects, and quarterly journal assignments.

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### Art II Honors

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Art I (all A's), portfolio, and sketchbook review; teacher recommendation required

**Textbook:** N/A

**Specialized Supply Expense:** \$175

The Art II Honors class is a preparatory class for developing an AP Art & Design portfolio. Students will demonstrate a mastery of content, composition, and execution of 2D design and drawing skills. Projects will focus on conceptual and compositional (formal) creative investigations of contemporary art practices. Students must commit significant time and effort inside and outside of class to develop their formal design skills and technical abilities. All works created in class must be original. Copying imagery off the internet is prohibited. Assessments include sketchbook activities, homework assignments, large original projects, and quarterly thematic journal assignments.

Students interested in registering for Art II Honors should submit a qualifying portfolio of five works and present and past journals to their art teacher for a teacher recommendation. Students' technical ability and work ethic will be assessed.

### Art III

**Grade Level:** 12

**Credit:** 1 Unit

**Prerequisite:** Successful Completion of Art I and Art II

**Textbook:** N/A

**Specialized Supply Expense:** \$150

Students continue to hone their skills through projects that explore thematic topics and advanced technical applications of art. Students develop their unique style and use all media, including sculpture. Students work on instructor-driven projects and student choices. Since this is an upper-level course, a high degree of commitment and development of skills is expected. Through this course, you will expand your creative and critical thinking skills. Assessments include preliminary work, projects, and quarterly journal assignments.

### Art III AP – Studio Art

**Grade Level:** 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Art II Honors (nothing lower than an A in any quarter on the final report card); portfolio/ sketchbook review; teacher recommendation required

**Textbook:** N/A

**Specialized Supply Expense:** \$175

**Added AP Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

Students work independently on a body of artwork guided by personally developed investigative, artistic inquiry. AP Art & Design does NOT take a traditional test; instead, students work on TWO portfolios throughout the year.

- Portfolio One: Sustained Investigation: FIFTEEN images that document the student's artistic inquiry
  - Written & Visual evidence of experimentation, practice, and revision
  - Written & Visual evidence that an artistic inquiry led to the sustained investigation
  - Synthesis of Materials, ideas, and processes
  - Demonstration of 2-Dimensional, 3-Dimensional, OR Drawing skills
- Portfolio TWO: FIVE Selected Works that demonstrate:
  - Artistic Skill
  - Visual documentation of the synthesis of ideas, materials, and processes
  - Written evidence of the synthesis of ideas, materials, and processes

Students submit digital portfolios graded by art professors and advanced teachers. Students must commit a significant amount of time and effort, both inside and outside of class, to further develop their formal design skills and technical abilities while engaging in sustained artistic inquiry. Students interested in registering for Art III AP must have a teacher recommendation from their Art II Honors instructor.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades,

student standardized test scores, and teacher recommendation. Students placed in Art III AP – Studio Art will not have the option of dropping the course after the June deadline.

Students are required to take the Advanced Placement Studio Art Examination (submit portfolio) offered by College Board and may receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level materials, which are often more expensive than materials for the non-honors classes.

Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents/guardians have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

### **Beginning Band I**

**Grade Level:** 8, 9, 10, 11, and 12

**Credit:** ½ Unit

**Prerequisite:** None

**Textbook:** N/A

**Specialized Supply Expense:** \$210\*

Beginning Band I is offered to all students joining the St. Mary's Dominican High School band for the first year. To join, students in this course may have previous or no experience. Students must meet with the director in May to either select an instrument or play their instrument. The course consists of instrumental technique, music reading, beginning level of solo and/or small ensemble, theory, and sight-reading. Students participate in concerts, parades, ball games and festivals. Students have the option to audition for the district honor band.

### **Beginning Band II**

**Grade Level:** 9, 10, 11, and 12

**Credit:** ½ Unit

**Prerequisite:** Successful completion of Beginning Band I

**Textbook:** N/A

**Specialized Supply Expense:** \$210\*

Beginning Band II is offered to students who have successfully completed Beginning Band I. The course consists of the continuation of instrumental technique, music repertoire at the beginning level with solo and/or small ensemble, theory, and sight-reading. Students participate in concerts, parades, ball games and festivals. Students have the option to audition for the district and state honor bands.

### **Intermediate Band I**

**Grade Level:** 10, 11, and 12

**Credit:** ½ Unit

**Prerequisite:** Successful completion of Beginning Band I, II

**Textbook:** N/A

**Specialized Supply Expense:** \$210\*

Intermediate Band I is offered to students who have achieved a higher level of music performance and who are proficient on their instruments. The course consists of ear-training, music repertoire at an intermediate level with solo and/or small ensemble, theory, and sight-reading. Students participate in concerts, parades, ball games and festivals. Students are requested to audition for the district and state honor bands.

### **Intermediate Band II**

**Grade Level:** 11, 12

**Credit:** ½ Unit

**Prerequisite:** Successful completion of Beginning Band I, II, and Intermediate Band I

**Textbook:** N/A

**Specialized Supply Expense:** \$210\*

Intermediate Band II is offered to students who have achieved a higher level of music performance and who are proficient on their instruments. The course consists of ear-training, music repertoire at an intermediate level with solo and small ensemble, theory, and sight-reading. Students participate in concerts, parades, ball games and festivals. Students are requested to audition for the district and state honor bands.

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**Advanced Band I**

**Grade Level:** 12  
**Credit:** ½ Unit  
**Prerequisite:** Successful completion of Beginning Band I, II, and Intermediate Band I, II  
**Textbook:** N/A  
**Specialized Supply Expense:** \$210\*

Advanced Band I is offered to students who have successfully completed all four levels of band. The course consists of advanced ear-training, sight-reading, theory, solo and small ensemble, music writing and music repertoire at a higher level. Students participate in concerts, parades, ball games and festivals. Students are requested to audition for the district and state honor bands.

**Beginning Choir I**

**Grade Level:** 8, 9, 10, 11, and 12  
**Credit:** ½ Unit  
**Prerequisite:** None  
**Textbook:** N/A  
**Specialized Supply Expense:** \$275\*

Beginning Choir I is offered to all students joining St. Mary's Dominican High School choir for the first year. Previous experience is not required. Beginning Choir I is a performance-based elective offered to all students who are interested in learning vocal technique, choral music and moveable "do" based sight-singing. Students participate in the annual Christmas and Spring Concerts.

**Beginning Choir II**

**Grade Level:** 9, 10, 11, and 12  
**Credit:** ½ Unit  
**Prerequisite:** Successful completion of Beginning Choir I  
**Textbook:** N/A  
**Specialized Supply Expense:** \$210\*

Beginning Choir II is offered to students who have successfully completed Beginning Choir I. Students are expected to match accurately and perform increasingly difficult repertoire. Study of vocal technique and sight-singing continues. Students participate in the L.M.E.A. Large Ensemble Festival and the annual Christmas and Spring Concerts.

**Intermediate Choir I**

**Grade Level:** 10, 11, and 12  
**Credit:** ½ Unit  
**Prerequisite:** Successful completion of Beginning Choir I, II  
**Textbook:** N/A  
**Specialized Supply Expense:** \$210\*

Intermediate Choir I is offered to students who have achieved a high level of proficiency in vocal technique and sight-singing. Students perform challenging choral repertoire and participate in the L.M.E.A. Large Ensemble Festival and the annual Christmas and Spring Concerts.

**Intermediate Choir II**

**Grade Level:** 11, 12  
**Credit:** ½ Unit  
**Prerequisite:** Successful completion of Beginning Choir I, II, and Intermediate Choir I  
**Textbook:** N/A  
**Specialized Supply Expense:** \$210\*

Intermediate Choir II is offered to students who have achieved a high level of proficiency in vocal technique and sight-singing. Students perform challenging choral repertoire and may choose to participate in the L.M.E.A. Solo and Small Ensemble Festival. All students participate in the L.M.E.A. Large Ensemble Festival and the annual Christmas and Spring Concerts.

### **Advanced Choir I**

**Grade Level:** 11, 12

**Credit:** ½ Unit

**Prerequisite:** Successful completion of Beginning Choir I, II, and Intermediate Choir I, II

**Textbook:** N/A

**Specialized Supply Expense:** \$210\*

Advanced Choir I is offered to students who have achieved a high level of proficiency in vocal technique, sight-singing and solo performance. Students perform challenging choral repertoire and may choose to participate in the L.M.E.A. Solo and Small Ensemble Festival. All students participate in the L.M.E.A. Large Ensemble Festival and the annual Christmas and Spring Concerts.

### **Digital Graphic Arts**

**Grade Level:** 11 and 12

**Credit:** ½ Unit

**Prerequisite:** None

**Textbooks:** N/A

The Digital Graphics course offers hands-on training in the use of computer software to create digital graphics. It also develops familiarity with the computer graphics tools necessary to create individual design projects. Students will use Adobe Illustrator and Photoshop to learn advanced techniques covering a diverse range of artistic processes. These processes include retouching photos, type manipulation, professional color and contrast correction, and page layout. The emphasis of the class is on individual creativity, mastery of computer design skills, and the creation of individual projects. In lieu of exams, students will complete projects that demonstrate their mastery of skills learned in class.

## Foreign Language Department Courses

### Notes:

1. Two consecutive years of the same Foreign Language must be taken to fulfill graduation requirements. Students requesting HONORS placement in any foreign language level II or above must be enrolled in that language during the present school year.
2. Dominican eighth graders who are not enrolled in a foreign language course during their 8<sup>th</sup> grade year may not enroll in honors foreign language courses at the introductory level. Possible exceptions exist for those students who were enrolled in immersion programs in elementary school or who are native speakers of that language. Students in these cases should reach out to their counselors for more information.
3. Students are not eligible for placement in French I Honors, Latin I Honors, or Spanish I Honors during their senior year.
4. Students who are enrolled in French honors courses, Latin honors courses, and Spanish honors courses are required to take the National French Exam, National Latin Exam, or the National Spanish Exam, respectively. St. Mary's Dominican High School covers the cost of these exams.

### French I

**Grade Level:** 8, 9, 10\*, 11\*, 12

**Credit:** 1 Unit

**Prerequisite:** For incoming 8<sup>th</sup> and 9<sup>th</sup> graders, an appropriate score on the High School Placement Test

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

French I emphasizes all the areas of language learning: speaking, understanding, reading, and writing. This course emphasizes student communication skills. Every student is actively involved, working with true-to-life contexts, and learning what is both practical and useful. Students will be exploring francophone culture throughout the francophone world. Assessments include homework, quizzes, tests, and projects. \*Students requesting French I or French I Honors for sophomore or junior year must enroll in French II or French II Honors the following year.

### French I Honors

**Grade Level:** 8, 9, 10\*, 11\*

**Credit:** 1 Unit

**Prerequisite:** For incoming 8<sup>th</sup> and 9<sup>th</sup> graders, an appropriate score on the High School Placement Test.  
For current DHS students taking another foreign language course: Latin/Spanish Honors (nothing lower than a B on the final report card in the current year) or Latin/Spanish (nothing lower than an A in any quarter on the final report card in the current year) – prior honors level recommended.  
For current DHS 8<sup>th</sup> graders who are not enrolled in a foreign language: students who have prior knowledge of French must earn an appropriate score on the French competency test taken during the spring semester of their 8<sup>th</sup> grade year at DHS.  
 Teacher recommendation required for all students.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

**Honors Requirement:** National French Exam

French I Honors includes all the elements of French I but with a greater degree of understanding and more complex expectations than French I. Honors typically moves at a faster pace. French I Honors students are required to take Le Grand Concours (National French Exam) in the Spring. *\*Students requesting French I or French I Honors for sophomore or junior year must enroll in French II or French II Honors the following year.*



## French II

**Grade Level:** 9, 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of French I or French I Honors; incoming 9<sup>th</sup> graders must also earn a successful score on the French competency test, given during the spring semester at DHS.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

French II continues the four basic components of foreign language learning: understanding, reading, writing, and speaking. French II begins to move into more complex grammatical structures than French I, allowing for more complex and nuanced communication. Students will be exploring French culture throughout the regions of France. Assessments include homework, quizzes, tests, and projects.

## French II Honors

**Grade Level:** 9, 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of French I Honors (nothing lower than a B in any quarter on the final report card) or French I (nothing lower than an A in any quarter on the final report card); teacher recommendation required; incoming 9<sup>th</sup> graders must also earn a successful score on the French competency test, given during the spring semester of their eighth-grade year at DHS.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

**Honors Requirement:** National French Exam

French II Honors includes all the elements of French II but with a greater degree of understanding and more complex expectations than French II. Honors typically moves at a faster pace. French II Honors students are required to take Le Grand Concours (National French Exam) in the Spring.

Students who excelled in French I or French I Honors may choose French II Honors in which a more demanding level of participation is expected.

## French III

**Grade Level:** 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of French II (recommended: nothing lower than a C in any quarter on the final report card) or French II Honors (recommended: nothing lower than a C in any quarter on the final report card).

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

French III stresses understanding and speaking the language while advancing with authentic materials that are more complex (such as poetry, short stories, films, etc.) Assessments include homework, quizzes, tests, and projects, but the advanced nature of the third year of a language allows for more projects and presentations than in previous years.

## French III Honors

**Grade Level:** 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of French II Honors (nothing lower than a B in any quarter on the final report card) or French II (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

**Honors Requirement:** National French Exam

French III Honors is treated as a precursor to French IV AP, though students are not required to continue on to French IV AP. Students should expect that more of the class is conducted in French and that they should be willing to communicate in French as much as possible. French III Honors includes many of the same elements as French III but with greater depth, speed, and higher expectations. Students in French III Honors can expect some lessons to be similar to

*Course description continues on next page.*

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lessons taught in French IV AP though with an understanding that students are not yet in French IV AP. French III Honors students are required to take Le Grand Concours (National French Exam) in the Spring.

Students who excelled in French II or French II Honors may choose French III Honors in which a more demanding level of participation is expected.

### **French IV AP**

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of French III Honors (nothing lower than a B in any quarter on the final report card) or French III (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

**AP Requirement:** Le Grand Concours, AP French Language Exam

**Added Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

The French IV Advanced Placement course is designed to continue the acquisition of productive language skills, listening comprehension, oral production, reading, and writing. The objective of the class is to promote knowledge and understanding of the French-speaking world through the study of its language, geography, civilization, culture, and literature. The course will be conducted entirely in French, as is mandated by College Board.

A student wishing to enroll in this course must be able to work independently in a self-directed environment. Students must be willing to devote considerable time to homework and study.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades, student standardized test scores, and teacher recommendation. Students placed in French IV AP will not have the option of dropping the course after the June deadline.

Students are required to take the Advanced Placement French Language Examination offered by College Board and may receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents/guardians have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

### **Latin I**

**Grade Level:** 8, 9, 10\*, 11\*, 12

**Credit:** 1 Unit

**Prerequisite:** For incoming 8<sup>th</sup> and 9<sup>th</sup> graders, an appropriate score on the High School Placement Test

**Textbook:** School-owned

Students in Latin I pursue a thorough understanding of Latin grammatical structures in the context of reading Latin texts. Readings center on the daily life, history, and mythology of ancient Rome. Knowledge of Roman culture, history, and art is enhanced through individual and group projects, audio-visual resources, and special assignments.

\*Students requesting Latin I for sophomore or junior year must enroll in Latin II or Latin II Honors the following year.

**Latin I Honors****Grade Level:** 8, 9, 10\*, 11\***Credit:** 1 Unit

**Prerequisite:** For incoming 8<sup>th</sup> and 9<sup>th</sup> graders, an appropriate score on the High School Placement Test.  
For current DHS students taking another foreign language course: French/Spanish Honors (nothing lower than a B on the final report card in the current year) or French/Spanish (nothing lower than an A in any quarter on the final report card in the current year) – prior honors level recommended.  
For current DHS 8<sup>th</sup> graders who are not enrolled in a foreign language: students who have prior knowledge of Latin must earn an appropriate score on the Latin competency test taken during the spring semester of their 8<sup>th</sup> grade year at DHS.  
 Teacher recommendation required for all students.

**Textbook:** School-owned**Honors Requirement:** National Latin Exam

Students in Latin I pursue a thorough understanding of Latin grammatical structures in the context of reading Latin texts. Readings center on the daily life, history, and mythology of ancient Rome. Knowledge of Roman culture, history, and art is enhanced through individual and group projects, audio-visual resources, and special assignments.

Honors students are expected to achieve a greater mastery of vocabulary, grammar, and syntax and to translate more complex sentences. Additional cultural units are taught in the Honors course due to its accelerated pace.

*\*Students requesting Latin I or Latin I Honors for sophomore or junior year must enroll in Latin II or Latin II Honors the following year.*

**Latin II****Grade Level:** 9, 10, 11, 12**Credit:** 1 Unit**Prerequisite:** Successful completion of Latin I or Latin I Honors**Textbook:** School-owned

Latin II continues the pursuit of understanding Latin grammatical structure through reading Latin texts. Readings continue to include stories of the daily life, history, and mythology of ancient Rome but now also include material from the Middle Ages and Renaissance. Knowledge of Roman culture, history, and art is further enhanced through individual and group projects, audio-visual resources, and special assignments.

**Latin II Honors****Grade Level:** 9, 10, 11, 12**Credit:** 1 Unit

**Prerequisite:** Successful completion of Latin I Honors (nothing lower than a B in any quarter on the final report card) or Latin I (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required

**Textbook:** School-owned**Honors Requirement:** National Latin Exam

Latin II continues the pursuit of understanding Latin grammatical structure through reading Latin texts. Readings continue to include stories of the daily life, history, and mythology of ancient Rome but now also include material from the Middle Ages and Renaissance. Knowledge of Roman culture, history, and art is further enhanced through individual and group projects, audio-visual resources, and special assignments.

Students who excelled in Latin I or Latin I Honors may choose Latin II Honors in which a more demanding level of participation is expected.

Honors students are expected to achieve a greater mastery of vocabulary, grammar, and syntax and to translate more complex sentences. Additional cultural units are taught in the Honors course due to its accelerated pace.

### Latin III Honors

**Grade Level:** 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Latin II Honors (nothing lower than a B in any quarter on the final report card) or Latin II (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation.

**Textbook:** Student-purchased

**Honors Requirement:** National Latin Exam

Advanced Latin classes pursue a range of literary genres produced by Roman writers by beginning with adapted Latin before moving to true ancient texts. Students will experience Roman poetry by reading verses of Vergil's *Aeneid* and enjoying the comic genius of selected epigrams by Martial. Students will also read prose that focuses on the STREAM® initiative by exploring excerpts from the Roman Missal as well as reading modern Latin in the form of an excerpt from the Harry Potter series. Grammar is reviewed as needed. The emphasis of this class is on experiencing and enjoying the Roman literary genius.

Students who excelled in Latin II Honors may choose Latin III Honors in which a more demanding level of participation is expected.

### Latin IV AP

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Latin III Honors (nothing lower than a B in any quarter on the final report card); teacher recommendation

**Textbook:** Student-purchased

**AP Requirement:** National Latin Exam and AP Latin Language Exam

**Added Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

The Latin IV Advanced Placement course is designed to continue the acquisition of productive language skills (translating, reading, analyzing, and interpreting Latin Texts) and an in-depth understanding of the social, political, and historical context of Pliny's letters and Vergil's poems.

A student wishing to enroll in this course must be able to work independently in a self-directed environment. Students must be willing to devote considerable time to homework and study in order to hone sight translation skills.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades, student standardized test scores, and teacher recommendation. Students placed in Latin IV AP will not have the option of dropping the course after the June deadline.

Students are required to take the Advanced Placement Latin Language Examination offered by College Board and may receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents/guardians have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

### Spanish I

**Grade Level:** 8, 9, 10\*, 11\*, 12

**Credit:** 1 Unit

**Prerequisites:** For incoming 8<sup>th</sup> and 9<sup>th</sup> graders, an appropriate score on the High School Placement Test

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

Spanish I emphasizes the four components of language learning: reading, writing, understanding, and speaking. This course emphasizes student communication skills. Every student is actively involved, working with true-to-life contexts, and learning what is both practical and useful. Assessments include daily homework, quizzes, tests, projects, and presentations. \*Students requesting Spanish I or Spanish I Honors for sophomore or junior year must enroll in Spanish II or Spanish II Honors the following year.

### Spanish I Honors

**Grade Level:** 8, 9, 10\*, 11\*

**Credit:** 1 Unit

**Prerequisite:** For incoming 8<sup>th</sup> and 9<sup>th</sup> graders, an appropriate score on the High School Placement Test.  
For current DHS students taking another foreign language course: French/Latin Honors (nothing lower than a B on the final report card in the current year) or French/Latin (nothing lower than an A in any quarter on the final report card in the current year) – prior honors level recommended.  
For current DHS 8<sup>th</sup> graders who are not enrolled in a foreign language: students who have prior knowledge of Spanish must earn an appropriate score on the Spanish competency test taken during the spring semester of their 8<sup>th</sup> grade year at DHS.  
 Teacher recommendation required for all students.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

**Honors Requirement:** National Spanish Exam

Spanish I Honors includes all the elements of Spanish I with a greater degree of difficulty, complexity, and understanding while moving at a quicker pace than Spanish I. Honors students will have additional readings, assignments, and projects. Honors students are expected to work with greater independence than the Spanish I class. Honors students are also expected to understand grammatical details and nuances in their reading, speaking, and writing. Spanish I Honors students take the National Spanish exam in the spring. \*Students requesting Spanish I or Spanish I Honors for sophomore or junior year must enroll in Spanish II or Spanish II Honors the following year.

### Spanish II

**Grade Level:** 9, 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Spanish I or I Honors; incoming 9<sup>th</sup> graders must also earn a successful score on the Spanish competency test, given during the spring semester of their eighth-grade year at DHS.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

Spanish II is designed to continue the students' process of learning to listen, read, speak, and write a second language. Students build on the concepts and grammatical structures gained in Spanish I. Students will provide and obtain information, express feelings, and exchange opinions in the target language. Students will understand and interpret written and spoken Spanish on a variety of topics. Through the study of language and culture, students develop their understanding of global communities and perspectives. The class encourages students to enjoy and enrich their lives through language learning as lifelong learners. Assessments include daily homework, quizzes, tests, projects, and presentations.

### Spanish II Honors

**Grade Level:** 9, 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Spanish I Honors (nothing lower than a B in any quarter on the final report card) or Spanish I (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required; incoming 9<sup>th</sup> graders must also earn a successful score on the Spanish competency test, given during the spring semester in their grade year at DHS.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

**Honors Requirement:** National Spanish Exam

Spanish II Honors develops the same skills of listening, reading, speaking, and writing of Spanish II with an emphasis on perfecting the details of the language. Spanish II Honors students are expected to have greater recall of material from Spanish I and learn material at a quicker pace than Spanish II. Honors students must integrate previous material into new concepts. Students complete independent readings and projects in addition to daily homework, quizzes, tests, projects, and presentations. Spanish II Honors students take the National Spanish exam in the spring.

Students who excelled in Spanish I or Spanish I Honors may choose Spanish II Honors.

### Spanish III

**Grade Level:** 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Spanish I or Spanish I Honors and Spanish II or Spanish II Honors

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

Spanish III is designed to develop good comprehension skills and to encourage the transition from comprehension to conversation. Reading selections emphasize oral proficiency. Typical Spanish crafts and authentic audio-visual materials help students expand their knowledge of the language. Assessments include homework, quizzes, tests, projects, and presentations. Projects are in-depth collaborations among students. There is a greater emphasis on projects than in previous classes.

### Spanish III Honors

**Grade Level:** 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Spanish II Honors (nothing lower than a B in any quarter on the final report card) or Spanish II (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

**Honors Requirement:** National Spanish Exam

Spanish III Honors deepens studies into Spanish and Latin American learning and culture. The class is conducted in Spanish. Students are required to communicate in Spanish by engaging in conversations, presenting researched topics, and expressing their thoughts in Spanish. Students will speak with virtual guest speakers around the world and present information to those speakers. Topics of study range from traditional Spanish literature to current events in the Spanish-speaking world. Students in the honors class are expected to integrate previously learned material into new concepts. Assessments include homework, quizzes, tests, projects, and presentations. Spanish III Honors students take the National Spanish Exam in the spring.

### Spanish IV AP

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Completion of Spanish III Honors (nothing lower than a B in any quarter on the final report card) or Spanish III (nothing lower than an A in any quarter on the final report card); prior honors level recommended; Teacher Recommendation Required.

**Digital Textbook:** Student-purchased

**Dictionary:** Student-purchased

**AP Requirement:** National Spanish Exam, AP Spanish Language Exam

**Added Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

Spanish AP not only prepares students to take the College Board Advanced Placement Exam, but it also immerses students into the language and culture. The teacher uses the target language inside and outside the class and encourages students to do the same. Students work with other students from Hispano-America, and with another AP class in the United States (synchronous and asynchronous) throughout the year. Students conduct interviews in Spanish with others around the world.

This course includes literary texts, and a variety of authentic texts, audios, and audiovisual materials (newspapers, magazine articles, podcasts, etc.) The course also includes authentic films from the Spanish speaking world. Students demonstrate proficiency in interpretive communication in print, audio, interpersonal writing (e-mail and essay), spoken interpersonal communication, and presentational speaking on a variety of issues in the pre-advanced to advanced range. The class explicitly addresses relevant topics such as culture, human rights, ethnicity, and issues of identity, among others. It also includes the six different themes designed by the AP exam: global challenges, science and technology, contemporary life, personal and public identities, family and communities, beauty and aesthetics. Students make comparisons between languages and cultures, and they are encouraged to use the target language in real settings such as in restaurants, museums, movie theaters, etc.

*Course description continues on next page.*

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Students are required to take the Advanced Placement Spanish Language Examination offered by College Board and may receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents/guardians have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

## Health and Physical Education Courses

### Health & PE 8

**Grade Level:** 8  
**Credit:** 0 Units  
**Prerequisite:** N/A

The eighth-grade program is an introductory program in which participation in a broad selection of sports and activities is required with emphasis on developing these components of physical fitness and sport: cardiovascular endurance, flexibility, maintaining lifelong fitness, muscular strength, sportsmanship, and teamwork. Students will learn basic rules, terminology, safety procedures, and equipment usage related to volleyball, basketball, kickball, cabbage ball, floor hockey, Matball, and indoor/outdoor games.

### Health & PE 9

**Grade Level:** 9  
**Credit:** ½ Unit  
**Prerequisite:** N/A

The freshman program is an introduction to a variety of sports and activities that will promote teamwork and a healthy lifestyle while increasing cardiovascular strength, flexibility, and muscular strength. During Health class, the students will learn the need for making positive choices regarding peer pressure and the use and abuse of drugs and alcohol. Throughout the year, students will learn the basics of volleyball, Ping Pong, and Matball. They will learn rules, terminology, and scoring of each game and will compete in organized drills and tournament play emphasizing sportsmanship and fair play. Students will also create an original PE game that they will then teach to their class for a grade.

### Health & PE 10

**Grade Level:** 10  
**Credit:** ½ Unit  
**Prerequisite:** N/A

Physical education at the sophomore level places emphasis on the understanding and development of the five components of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Students will learn the components of circuit training and will participate in a variety of circuit training activities that will enhance muscular strength and strengthen cardiovascular fitness. Students will develop their own circuit workout and present it to the class. Students will learn the rules, techniques, and game strategies of cabbage ball, Kickball, and Four Square. They will demonstrate their knowledge through tournament play as well as other assessments. In health class, the student will focus on nutrition as it relates to food content, personal health, and behavior; each student will learn the components of a balanced diet while evaluating her own eating behaviors. The student will also learn body composition tools and calculate her own composition. The student will learn techniques in stress management while also understanding the importance of overall well-being including mental and emotional health.

### Health & PE 11

**Grade Level:** 11  
**Credit:** ½ Unit  
**Prerequisite:** N/A

The junior program is designed to provide students with the necessary knowledge to acquire an active lifestyle and to develop the foundation for a variety of lifetime sports. Students will learn about line dancing, Spikeball, jump rope, and relay races. They will learn various techniques related to each topic, and they will present their own routines to the class throughout the year. Health Education is also a crucial part of Physical Education. The goal of the health curriculum is to provide students with the necessary information to lead a healthy and drug-free lifestyle. The health topics covered are women's health & STIs.



**Health & PE 12**

**Grade Level:** 12  
**Credit:** ½ Unit  
**Prerequisite:** N/A

The senior physical education program places an emphasis on developing and understanding life-long activities. Each activity covered will be available to the students as a recreational sport at the collegiate level. Students will learn the rules, terminology, and scoring of hockey, ultimate frisbee, and badminton and will demonstrate their knowledge and understanding through active play and other assessments. The health portion of senior PE focuses on prenatal care, understanding the symptoms, causes, and early detection of both skin and breast cancer, and the process of becoming an organ donor.



## Math Department Courses

**\*Note:** Students will need to purchase the TI-84 Plus Color Graphing Calculator (C or CE) when they enroll in Algebra I. This calculator may be purchased through DHS at a discounted rate in August. Students will use this calculator in all math classes from Algebra I through Calculus (with the exception of Advanced Math II), as well as many of their college math courses.

### Pre-Algebra

**Grade Level:** 8  
**Credit:** 0 Units  
**Prerequisite:** Appropriate score on the High School Placement Test  
**Textbook:** School-owned

This course is designed to reinforce general mathematics topics that have been learned in elementary school and to prepare students for success in Dominican's math curriculum. The course helps students strengthen their numerical fluency and develop their problem-solving skills as well as an understanding of pre-algebra concepts such as order of operations, variables, expressions, and formulas. Students can expect to study a variety of topics such as operations involving fractions, decimals, and percents, integers, solving multi-step equations and inequalities, and graphing linear equations.

### Algebra I

**Grade Level:** 8, 9  
**Credit:** 1 Unit  
**Prerequisite:** Incoming students must earn an appropriate score on the High School Placement Test; returning 9<sup>th</sup> graders must have successfully completed Pre-Algebra.  
**Textbook:** School-owned

This course is designed to help students develop their critical thinking and problem-solving skills as well as an understanding of Algebra I concepts. It is the foundation upon which students will build a higher level of mathematical understanding, and therefore, stress is placed on accurate and complete skill development with a concrete experience in real-life problem solving. Building on the skills studied in Pre-Algebra, students can expect to study a variety of topics such as simplifying expressions, solving multi-step equations (linear, quadratic, polynomial, radical), solving inequalities, solving systems of equations, and graphing linear equations and inequalities. Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. Students will also use Math XL, an online resource that provides additional practice with step-by-step guided instruction and immediate feedback.

### Algebra I Honors

**Grade Level:** 8, 9  
**Credit:** 1 Unit  
**Prerequisite:** Incoming students must earn an appropriate score on the High School Placement Test; returning 9<sup>th</sup> graders who earned nothing lower than an A on their final report card in Pre-Algebra must earn an appropriate score on the math competency test taken during the spring semester of their 8<sup>th</sup> grade year at DHS.  
**Textbook:** School-owned

This course is designed to help students develop their critical thinking and problem-solving skills as well as an understanding of Algebra I concepts. It is the foundation upon which students will build a higher level of mathematical understanding, and therefore, stress is placed on accurate and complete skill development with a concrete experience in real-life problem solving. Honors students are required to complete more SARA questions than students enrolled in non-honors math courses. Students will also use Math XL, an online resource that provides additional practice with step-by-step guided instruction and immediate feedback.

The Honors course covers the same topics as Algebra I, but at a greater depth and faster pace, and it has a higher expectation for student performance. In addition to the topics covered in Algebra I, this course covers additional topics such as graphs of quadratic functions, simplifying and solving rational functions, and application problems involving rate, time, and distance. In addition, there are more applications and activities involving the graphing calculator. Students must

be willing to put forth extra time and effort studying for this class.

### Geometry

**Grade Level:** 9, 10

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Algebra I or Algebra I Honors; incoming 9<sup>th</sup> graders must also earn a successful score on the math competency test, given during the spring semester at DHS.

**Textbook:** School-owned

This course is designed to help students develop their critical thinking, reasoning, and problem-solving skills as well as an understanding of Geometry concepts. Building on the skills studied in Algebra I, students can expect to study a variety of topics such as theorems involving parallel and perpendicular lines, triangles, quadrilaterals, area, volume, and circles. Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. Students will also use Math XL, an online resource that provides additional practice with step-by-step guided instruction and immediate feedback.

### Geometry Honors

**Grade Level:** 9, 10

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Algebra I Honors (nothing lower than a B in any quarter on the final report card) or Algebra I (nothing lower than an A on the final report card); prior honors level recommended; teacher recommendation required; incoming 9<sup>th</sup> graders must also earn a successful score on the math competency test, given during the spring semester at DHS.

**Note:** Students who took Algebra I at DHS as 8<sup>th</sup> graders and repeated the course as 9<sup>th</sup> graders do not qualify for Geometry Honors

**Textbook:** School-owned

This course is designed to help students develop their critical thinking, reasoning, and problem-solving skills as well as an understanding of Geometry concepts. The Honors course covers the same topics as the Geometry course, but at a greater depth and faster pace, and it has higher expectations for student performance. Students in the Honors course will study proofs extensively, reasoning, and relationships within triangles. Additionally, the Honors course goes more in-depth in the topics of similarity, area, and circles. This course is designed for students who plan to take Algebra II Honors, Advanced Math Honors, and Calculus Honors or AP. Students must be willing to put forth extra time and effort in studying for this class. Honors students are required to complete more SARA questions than students enrolled in non-honors math courses. Students will also use Math XL, an online resource that provides additional practice with step-by-step guided instruction and immediate feedback.

### Algebra II

**Grade Level:** 10, 11

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Geometry or Geometry Honors

**Textbook:** School-owned

This course is designed to help students develop their critical thinking and problem-solving skills as well as an understanding of Algebra concepts. Students will be asked to think critically as they solve real-life application problems and as they use technology to investigate and verify findings. Building on the skills studied in Algebra I, students can expect to study a variety of algebraic topics including equations and graphs of functions such as linear, quadratic, radical, rational, polynomial, exponential, and logarithmic. Each quarter, students complete SARA, an online standardized test program, which provides instruction and material for the questions they will see on standardized tests. Students will also use Math XL, an online resource that provides additional practice with step-by-step guided instruction and immediate feedback.

**Algebra II Honors****Grade Level:** 10, 11**Credit:** 1 Unit**Prerequisite:** Successful completion of Geometry Honors (nothing lower than a B in any quarter on the final report card) or Geometry (nothing lower than an A in any quarter on the final report card) and Algebra I (strongly recommended the student earned nothing lower than a B in any quarter on the final report card) or Algebra I Honors (strongly recommended the student earned nothing lower than a B in any quarter on the final report card); prior honors level recommended; teacher recommendation required.**Note:** Students who took Algebra I at DHS as 8<sup>th</sup> graders and repeated the course as 9<sup>th</sup> graders do not qualify for Algebra II Honors**Textbook:** School-owned

The course is designed to help students develop their critical thinking and problem-solving skills as well as an understanding of Algebra concepts. Students will be asked to think critically as they solve real-life application problems and as they use technology to investigate and verify findings. The Honors course covers the same topics as Algebra II, but at a greater depth and faster pace, and it has a higher expectation for student performance. In addition to the topics covered in Algebra II, this course covers additional topics such as piecewise functions, matrices, and conic sections. This course is designed for students who plan to take Advanced Math Honors and Calculus Honors or AP. Students must be willing to put forth extra time and effort studying for this class. Honors students are required to complete more SARA questions than students enrolled in non-honors math courses. Students will also use Math XL, an online resource that provides additional practice with step-by-step guided instruction and immediate feedback.

**Advanced Mathematics****Grade Level:** 11, 12**Credit:** 1 Unit**Prerequisite:** Successful completion of Algebra II or Algebra II Honors**Textbook:** School-owned

This course encompasses a comprehensive survey of trigonometry and precalculus concepts, such as triangles, trigonometric functions and their graphs, polar coordinates, probability, and sequences and series to prepare students for a higher-level math course. Students will also use Math XL, an online resource that provides additional practice with step-by-step guided instruction and immediate feedback.

**Advanced Mathematics Honors****Grade Level:** 11, 12**Credit:** 1 Unit**Prerequisite:** Successful completion of Algebra II Honors (nothing lower than a B in any quarter on the final report card) or Algebra II (nothing lower than an A in any quarter on the final report card); prior honors level for classes strongly recommended; teacher recommendation required.**Textbook:** School-owned

This course encompasses a comprehensive study of trigonometry (first semester) as well as a presentation of precalculus concepts (second semester) to prepare students for a higher-level math course. The Honors course covers additional topics at a greater depth and faster pace and there are higher expectations for student performance. Students must be willing to put forth extra time and effort studying for this class. This course is designed for students who plan to take Calculus AP.

### Advanced Mathematics II: Functions AND Statistics

**First Semester: Dual Enrollment credit in LSU's Math 1021 - College Algebra (3 credit hours)**

**Second Semester: Dual Enrollment credit in LSU's Math 1029 - Introduction to Contemporary Mathematics (3 credit hours)**

<b>Grade Level:</b>	12
<b>Credit:</b>	1 Unit
<b>Prerequisites:</b>	Successful completion of Advanced Math, Algebra II, Geometry, and Algebra I
<b>LSU Prerequisites:</b>	Students must take the ACT no later than April and earn a minimum composite ACT score of 19, a minimum ACT math score of 19, a minimum ACT English score of 18, and have a minimum high school GPA of 2.50. The LA Board of Regents updates these prerequisites yearly. Students and parents/guardians will be notified of any changes. If students have not taken the ACT, they must have a Pre-ACT score of 18 in English and 19 in Math or a Pre-SAT of 25WL and 500 in Mathematics.
<b>Specialized Expense:</b>	<b>\$340 first semester and \$340 second semester</b> *Students may audit both semesters of this course in lieu of earning dual enrollment credit (\$40 per semester). This cost includes access to MyMathLab, an interactive website that allows students to practice and master the skills presented in the course. The website contains an e-text, course videos, and course notes. (LSU uploads videos and notes). MyMathLab is used for homework, practice, and all assessments for the dual enrollment course. MyMathLab is used in lieu of a physical textbook.

This course is two separate Louisiana State University courses offered at Dominican High School. Advanced Mathematics II: Functions and Statistics is a course for students who have completed Advanced Math and who are interested in pursuing a liberal arts degree in college. This course is designed to help students see connections between the mathematics topics they are studying and the real world. During the first semester, students are enrolled for credit in LSU's Math 1021 course. Topics covered during the first semester include algebraic functions, such as linear, quadratic, radical, rational, exponential, logarithmic, and piecewise. During the second semester, students are enrolled for credit in LSU's Math 1029 course. Topics covered during the second semester include Linear Equations and Inequalities, Linear Programming, Counting Methods and Probability Theory, Statistics, and Paths and Circuits.

Students wanting to enroll in this course must be able to work independently in a self-directed manner. Students must be willing to devote considerable time to homework, both written and reading and study.

Dual enrollment is designed for high school students who demonstrate the maturity and scholastic ability to be successful in college work. Participation in the off-campus Dual Enrollment model allows eligible high school students to remain in their high school setting and take LSU courses for LSU credit. This model is managed through the LSU Cain Center. This dual enrollment course will be facilitated by a DHS teacher who has been certified by LSU to participate in this program. DHS students will not have access to college on-campus student privileges, such as LSU ID cards and library use.

The make-up of this course is completely prescribed by the Instructor of Record at LSU. It is subject to change at any point up to the beginning of the semester.

### Calculus

<b>Grade Level:</b>	12
<b>Credit:</b>	1 Unit
<b>Prerequisite:</b>	Successful completion of Advanced Math I or Advanced Math I Honors
<b>Textbook:</b>	School-owned

Calculus is a course for students who have completed Advanced Math and who are interested in pursuing a business, engineering, or science degree in college. After a review of precalculus topics, students study the topics of functions, limits, continuity, basic derivatives, velocity, related rates, derivative tests for graphing higher order polynomial functions, basic integrals, and finding volumes of solids of revolution using the Disk and Washer Methods.

### Calculus Honors

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of Advanced Math Honors (nothing lower than a B in any quarter on the final report card) or Advanced Math (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required.  
**Textbook:** Student-owned

Students in this course study the same topics as the Calculus course, but at a greater depth and faster pace and there are higher expectations for student performance. Additional topics include slope fields, Rolle's Theorem, the Mean Value Theorem, optimization problems, and Riemann Sums. The material is more challenging, as are the tests. This course is designed to prepare students for a five-hour college Calculus course. Students must be willing to put forth extra time and effort studying for this class.

Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are more expensive than textbooks for the non-honors classes.

### AP Calculus AB

**Grade Level:** 12  
**Credit:** 1 unit  
**Prerequisite:** Advanced Math Honors (nothing lower than a B in any quarter on the final report card; teacher recommendation required).  
**Textbook:** Student-owned  
**AP Requirement:** AP Calculus AB Exam  
**Added Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

Calculus AP is modeled on the Topic Outline for Calculus AB provided by the College Board. This course is concerned with developing the students' understanding of the concepts of Calculus and providing experience with its methods and applications. It will emphasize a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

Students in this course study the same topics as the Calculus Honors course but at a greater depth and faster pace and there are higher expectations for student performance. Additional topics that are covered include numerical integration, inverse trig differentiation and integration, differential equations involving growth and decay, and finding volumes of solids of revolution using the Shell Method. This course is designed for students who plan to go into a STEM field in college. The Calculus AB course is designed to cover the same basic material taught in the first semester of a college calculus course, as well as prepare the students for the AB Calculus exam. Graphing calculators are used extensively in this course. Students must be willing to put forth extra time and effort studying for this class.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades, student standardized test scores, and teacher recommendation. Students placed in AP courses will not have the option of dropping the course after the June deadline. Advanced Placement courses merit additional quality points toward the student's GPA.

Students are required to take the Advanced Placement Calculus AB Examination offered by the College Board and may receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are more expensive than textbooks for the non-honors classes.

## **Technology Electives within the Math Department**

### Computer Science

**Grade Level:** 10, 11, 12  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of Geometry and Algebra I  
**Textbook:** N/A  
**Note:** Students' DHS-approved computer must have a working touch screen and stylus.

*Course description continues on next page.*

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The Computer Science course is a collaborative, project-based course that introduces students to basic technology concepts in software development and information technology and gives students a strong base to support further learning in computer science. Students learn to build their own websites, apps, games, and physical computing devices as they create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. No prior coding experience is required. In lieu of tests, students will complete projects that demonstrate their mastery of skills learned in class. The Computer Science I course will explore the following topics: problem solving and computing, web development, interactive animations and games, the design process, data and society, creating apps with devices, and AI and machine learning.

### **Computer Science Honors**

**Grade Level:** 10, 11, 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Geometry and Algebra I; current honors math class (nothing lower than a B in any quarter on the final report card) or current non-honors math class (nothing lower than an A in any quarter on the final report card); teacher recommendation required.

**Textbook:** N/A

**Note:** Students' DHS-approved computer must have a working touch screen and stylus.

Computer Science I Honors is a collaborative, project-based class that introduces students to the foundational concepts of computer science and programming and challenges them to explore how computing and technology can impact the world. The honors course will be more rigorous, focusing on independently writing code. No prior coding experience is required. In lieu of tests, students will complete projects that demonstrate their mastery of skills learned in class. The Computer Science I Honors course will explore the following topics: digital information; the internet; intro to app design; variables, conditionals, and functions; lists, loops, and traversals; algorithms; parameters, return, and libraries; data; and cybersecurity and global impacts.

### **Introduction to Engineering/Dual Enrollment**

#### **First Semester: Dual Enrollment credit in Xavier University's ENGR 1200 Introduction to Engineering (3 credit hours)**

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Algebra II; Teacher Recommendation

**Xavier Prerequisite:** ACT score of 21 and 3.0 GPA or SAT score of 1060 and 3.0 GPA

**Textbook:** N/A

**Specialized Expense: \$259 for first semester**

**Note:** Students do have the option to audit this class for the first semester. Any student who audits the class does not have to pay an additional fee. \*\*This information is tentative, pending confirmation of our partnership agreement with Xavier University. Should anything change, parents of students signed up for the course will be notified.

This course introduces the student to several engineering disciplines with a concentration on Electrical, Mechanical, Civil, and Naval Architecture. The course starts with very basic circuit analysis and builds on this concept. The course also introduces the concepts of trigonometric functions (when required as the course progresses), but it does not require a pre-existing knowledge of the subject. Topics include fundamentals of computers, electricity, mechanical forces, alternative energy sources, the U.S. patent process, the intersection of architecture and civil engineering (the role of art in engineering), music (its history and ties to engineering), and a non-rigorous overview of Einstein's Theory of Relativity. CNC machining/engraving and 3D printing are also covered in labs. The subject of God and Science is covered especially as it relates to historical advances in science, what early scientists believed, and the detailed elegance of design in nature.



**Introduction to Engineering Honors/Dual Enrollment**  
**First Semester: Dual Enrollment credit in Xavier University's**  
**ENGR 1200 Introduction to Engineering (3 credit hours)**

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Completion of Algebra II; Teacher Recommendation; current honors math class (nothing lower than a B in any quarter on the final report card) or current non-honors math class (nothing lower than an A in any quarter on the final report card)

**Xavier Prerequisite:** ACT score of 21 and 3.0 GPA or SAT score of 1060 and 3.0 GPA

**Textbook:** N/A

**Specialized Expense: \$259 for first semester**

**Note:** Students do have the option to audit this class for the first semester. Any student who audits the class does not have to pay an additional fee. \*\*This information is tentative, pending confirmation of our partnership agreement with Xavier University. Should anything change, parents of students signed up for the course will be notified.

This course introduces the student to several engineering disciplines with a concentration on Electrical, Mechanical, Civil, and Naval Architecture. The course starts with very basic circuit analysis and builds on this concept. The course also introduces the concepts of trigonometric functions (when required as the course progresses), but it does not require a pre-existing knowledge of the subject. Topics include fundamentals of computers, electricity, mechanical forces, alternative energy sources, the U.S. patent process, the intersection of architecture and civil engineering (the role of art in engineering), music (its history and ties to engineering), and a non-rigorous overview of Einstein's Theory of Relativity. CNC machining/engraving and 3D printing are also covered in labs. The subject of God and Science is covered especially as it relates to historical advances in science, what early scientists believed, and the detailed elegance of design in nature. This course covers the same topics in the regular Engineering course but in more depth and at a faster pace. In addition, the Honors course will incorporate extra programming in Excel and MatLab. Engineering theory will be transferred to a program such that the equations will be calculated, displayed (plotted), and analyzed in detail. Furthermore, there will be several assignments requiring class presentations in PowerPoint.

## Religion Department Courses

### Religion 8: The Revelation of Christ in Scripture

**Grade Level:** 8  
**Credit:** 0 Units  
**Prerequisite:** N/A  
**Textbooks:** Student-purchased  
**Bible:** Student-purchased

During the first quarter, students study the history and spirituality of the Order of Preachers (Dominicans) and the history of St. Mary's Dominican High School. This study helps the students recognize the history of both the Order and the high school as a part of their own history. A few weeks are also devoted to Pope Saint John Paul II's teachings, *Theology of the Body*. Through this study, students gain a better understanding of God's loving design for human persons and His plan for the loving relationship between males and females. The main component of the Religion 8 curriculum, the *Revelation of Christ in Scripture*, offers the students an introduction to God's plan of Salvation with a special focus on Divine Revelation, as seen in Sacred Tradition and Sacred Scripture, and the Church's role in protecting the truths of the Faith. The necessity of both reason and faith in God's plan, the gift of the sciences, knowledge of how to read the Bible, and a chance to grow deeper in love with Christ through Scripture and prayer round out the Religion 8 curriculum.

### Religion 9: Christology/The Paschal Mystery

**Grade Level:** 9  
**Credit:** 1 Unit  
**Prerequisite:** N/A  
**Textbooks:** Student-purchased  
**Bible:** Student-purchased

Freshmen study Christology and The Paschal Mystery. Regarding the Christology course, the United States Conference of Catholic Bishops states, "The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who he is, the students will also learn who he calls them to be." Regarding the course on The Paschal Mystery, the USCCB states, "The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails."

### Religion 10: Ecclesiology/The Sacraments

**Grade Level:** 10  
**Credit:** 1 Unit  
**Prerequisite:** N/A  
**Textbooks:** Student-purchased  
**Bible:** Student-purchased

Sophomores study Ecclesiology and the Sacraments. Regarding the Ecclesiology course, the United States Conference of Catholic Bishops states, "The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church." Regarding the Sacraments course, the USCCB states, "The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life." Through *Theology of the Body*, students will gain a better understanding of God's design of the human person and His plan for the loving relationship between males and females.



### **Religion 11: Personal Morality/Social Morality**

**Grade Level:** 11  
**Credit:** 1 Unit  
**Prerequisite:** N/A  
**Textbooks:** Student-purchased  
**Bible:** Student-purchased

Juniors study Personal Morality and Social Morality. Regarding the Personal Morality course, the United States Conference of Catholic Bishops states, “In this course, students will discover an adequate anthropology of who God intended humans to be, how they lost sight of this, and how God meets us through His Son, Jesus Christ, to bring us back to this path. Through the gifts of his teachings, Law, and grace, Jesus challenges us to reflect on our own hearts to discover our need for His help but gives us the promise of hope and new life in Him.” Regarding the Social Morality course, the USCCB states, “The intention of the Social Morality course is to awaken the sensitivity of students to the world that surrounds them. Issues of injustice—Right to Life, Poverty, Racism, Prejudice, Peace, and Society—are prevalent in the world, yet are often disregarded. With Scripture, Catholic Social Teaching, and Catholic Church Documents as a guide, students will become more aware of the needs of others and how they can make a difference.”

### **Religion 12: Catholic Vocations/Sacred Scripture**

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisite:** N/A  
**Textbooks:** Student-purchased  
**Bible:** Student-purchased

Seniors study Catholic Vocations and Sacred Scripture. Regarding the Catholic Vocations course, the United States Conference of Catholic Bishops states, “The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. In this course, students will learn how all vocations are similar and how they differ. Students will learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.” Pope Paul VI wrote, “All Christians in any state or walk of life are called to the fullness of Christian life and to the perfection of charity,” (*Lumen Gentium* 40). As part of the Mystical Body of Christ, we are all called to live a life of service and love. The beginning of this course will focus on our universal call as Catholic Christians. Fulfilling the premise that “when they become adults, children have the right and duty to choose their profession and state of life,” this course will then shift to the specific states of life (vocations) and provide the student with the necessary tools to discern her state of life prayerfully and prudently (*CCC* 2230).

Regarding the Sacred Scripture course, the USCCB states, “The purpose of this course is to give an overview of Sacred Scripture with an introduction to the basic principles for understanding and interpreting the Bible. Because of the extent of the scriptural material, this outline will not try to cover the vast content but rather offer comments about Scripture’s purpose and religious significance. Given the limits of a semester of study, it will not be possible to introduce all the books of the Bible here. But every effort is made to project a sense of the unity of the narrative for the divine plan of salvation, the presence of God’s action in this record of his Revelation, and his desire to share his merciful love with us.”

## Science Department Courses

### Environmental Science

**Grade Level:** 8  
**Credit:** 1 Unit  
**Prerequisite:** Appropriate score on the High School Placement Test  
**Textbook:** School-owned

Environmental science is a yearlong course designed to introduce our eighth-grade students to the relationship between humans and our natural environment. It is an interdisciplinary science which will explore the topics of ecology, demography, Earth's systems, energy resources, and sustainability. Assessments will include homework, quizzes, labs, cooperative group projects, and tests. Throughout this course, students will develop a great appreciation for and understanding of the world God created.

### Physical Science

**Grade Level:** 8, 9  
**Credit:** 1 Unit  
**Prerequisite:** Appropriate score on the High School Placement Test; returning 9<sup>th</sup> graders must have successfully completed Environmental Science (beginning with the class of 2029) or Science 8 (Classes of 2028 and earlier).  
**Textbook:** School-owned

Physical Science is a course that introduces the students to the basic concepts of both Chemistry and Physics. The Chemistry portion of the course includes the study of atoms, elements, compounds, matter, chemical bonding, chemical reactions, and the periodic table. The Physics portion of the course includes the study of motion, forces, Newton's Laws, friction, gravity, mass, weight, energy, fluids, heat, electricity, waves, sound, and light. This portion of the course also concentrates on problem-solving and physics formulas. Also included in Physical Science are general scientific skills, measuring, the use of lab tools and equipment, and the metric system. Students perform lab activities to enhance learning of the concepts. Assessments also include homework assignments, quizzes, tests, and projects.

### Physical Science Honors

**Grade Level:** 8, 9  
**Credit:** 1 Unit  
**Prerequisite:** Appropriate score on the High School Placement Test; returning 9<sup>th</sup> graders who earned nothing lower than an A in any quarter on their final report card in Science 8 (Class of 2028) or Environmental Science (beginning with the Class of 2029) must earn an appropriate score on the science competency test, taken during the spring semester of their 8<sup>th</sup> grade year at DHS.  
**Textbook:** School-owned

Physical Science Honors is a course that includes Chemistry and Physics. Students read the chapter, complete lesson homework quizzes, and homework is often graded for accuracy. Vocabulary terms are checked for correct spelling on any homework assignment or assessment turned for a grade. Students generally have nightly homework. They are assessed by vocabulary quizzes, lesson topics quizzes and chapter assessments. Fill in the blank questions will not contain a word bank, and formulas must be memorized for tests and quizzes. Their assessments include questions which contain higher order thinking, and they often include material from previous chapters. The assessments are not rote memorization but instead are application questions where they apply learned material. The honors students go into more detail for each chapter, cover more material and move at a much quicker pace than the regular class. Students will complete labs to support the lessons and projects are done in some quarters to assist their learning.

### **Biology I**

**Grade Level:** 9, 10

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Physical Science or Physical Science Honors

**Textbook:** School-owned

The Biology I course is a general survey of the fundamentals of Biology. It explores the characteristics of living things, overviews the systems of the human body, and surveys the major groupings and scientific categories of all organisms. Students will complete teacher-led dissections and laboratory experiments to accompany regular course work. All major assessment grades will be tests. Any projects assigned will be worth no more than 50 points. Most quizzes will focus on mastering vocabulary. Homework assignments will occur weekly. Homework assignments are meant to help reinforce information covered in class. They could include but are not limited to the following: completing a worksheet that references a video clip, reading an article, analyzing graphs, or mastering vocabulary.

### **Biology I Honors**

**Grade Level:** 9, 10

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Physical Science Honors (nothing lower than a B in any quarter on the final report card) or Physical Science (nothing lower than an A in any quarter on the final report card); prior honors level recommended; teacher recommendation required.

**Textbook:** School-owned

The Biology I Honors course is a survey of the fundamentals of Biology. It is designed for students whose academic records indicate the ability to work at a higher level of critical thinking. Building on the students' physical science course, the survey begins with the form and function of organic molecules and their composition of the cell. The survey continues with emphasis on genetics, the biochemical pathways of photosynthesis and cellular respiration, and a survey of all living organisms. The survey concludes with the study of human anatomy and physiology. The Honors course is a more detailed and in-depth examination of material covered within each topic. Students in the Honors course are expected to not only master the vast content material of the course but be able to apply information and to synthesize and analyze data provided and collected. All Honors evaluations (lab reports, homework handouts, tests and exams) include critical thinking short answer /essay questions. Honors tests can include more content, including several chapters, and do not include word banks for fill in the blank questions. Honors students are expected to work at a faster pace. Laboratories accompany course topics including use of the microscope and dissecting.

### **Chemistry I**

**Grade Level:** 10 and 11

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Physical Science and Biology I; Concurrent enrollment in Algebra II or Algebra II Honors

**Textbook:** School-owned

Chemistry I is taken in either the sophomore or junior year and is an introductory course that covers some of the basic concepts in the core science of chemistry. It also seeks to continue the development of the student's logical thinking and abstract reasoning skills, especially in relationship to problem solving. The course will also expose the student to many different chemistry lab procedures and experiments. Connections between chemistry and various concepts of STREAM™ will be stressed throughout the course. Topics that will be covered in Chemistry I will include properties and changes of matter, atomic structure, nuclear chemistry, electron arrangement, the periodic table and trends, chemical bonding, chemical reactions, the mole concept and problems, stoichiometry, acids and bases, solutions, states of matter, energy exchanges, and properties of gases.

### Chemistry I Honors

**Grade Level:** 10 and 11

**Credit:** 1 Unit

**Prerequisites:** Successful completion of Physical Science and Biology I; Biology I Honors (nothing lower than a B in any quarter on the final report card), Biology I (nothing lower than an A in any quarter on the final report card); prior honors level recommended; concurrent enrollment in Algebra II Honors (strongly recommended) or Algebra II; teacher recommendation required

**Textbook:** School-owned

Chemistry I Honors has these objectives: to provide the students with an introductory course covering some of the basic concepts in chemistry, to continue the student's development of critical thinking and abstract reasoning skills—especially in relationship to problem solving—and to expose the student to selected laboratory experiments and procedures. The Honors section is usually taught at a faster rate, to a greater depth, and includes more difficult problems, specifically math problems and more advanced critical thinking/application-based problems. Honors students may also be required to complete various outside-of-class assignments.

### **Science Department Electives:**

#### Anatomy

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Physical Science, Biology I, and Chemistry I

**Textbook:** N/A

The course is an in-depth study of human anatomy and physiology. It is designed to prepare students for general education (core) and major-required life science college courses. This course is recommended to students interested in human health, medical and research-related careers. Topics covered include the structure of human organs, physiology (function) of human organs and medical terminology. Participation in all labs and dissections is required.

Each quarter, students will work in groups on a project or presentation as a major assessment grade. Class time will be devoted to data collection and analysis of experiments completed in class. Teacher-led dissections will accompany lecture-based course work. Quizzes may occur, at most, once per organ system. Homework assignments may be related to the following activities: watching videos to answer questions, creating study guides, and investigating common and rare human health concerns.

#### Anatomy Honors

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Physical Science, Biology I, and Chemistry I; Current honors Science class (nothing lower than a B in any quarter on the final report card); current non-honors Science class (nothing lower than an A in any quarter on the final report card); teacher recommendation required

**Textbook:** N/A

The course is an in-depth study of human anatomy and physiology. It is designed to prepare students for general education (core) and major-required life science college courses. This course is recommended to students interested in human health, medical and research-related careers. Topics covered include the structure of human organs, physiology (function) of human organs and medical terminology. Participation in all labs and dissections is required.

Each quarter, students will work in groups to complete a detailed lab report or presentation as a major assessment grade. Class time will be devoted to experimental design, data collection, and analysis of experiments completed during and outside of class. Teacher-led dissections will accompany lecture-based course work. Quizzes may occur, at most, once per organ system. Homework assignments may be related to the following activities: watching videos to answer questions, creating study guides, and investigating common and rare human health concerns.

This course is different from the regular level in the following ways:

1. One major assessment per quarter will be a group-work based lab report. The experiments and data collection will usually take place during class. Students will be given time in class to make accurate data tables and graphs. Students will be required to work on lab analysis and conclusion questions outside of class time.
2. Students will complete more dissections during class time.
3. A greater emphasis on the application of information will be stressed in the form of understanding the

relationship between structures and their functions, and what occurs when the functionality changes.

### **Biology II**

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Physical Science, Biology I, and Chemistry I

**Textbook:** Student-purchased

This course is designed for students interested in continuing their studies of general biology. Emphasis is placed on the interrelatedness of biological topics, laboratory work, experimentation, and dissection. Topics include taxonomic survey, environmental biology, ecology, biotechnology, microbiology, animal behavior, and forensic science. Lab activities corresponding to course topics are required, including dissection. Emphasis is placed on the lab skills required for college laboratory work.

### **Biology II Honors**

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Physical Science, Biology I, and Chemistry; Biology I Honors (nothing lower than a B in any quarter on the final report card) or Biology I (nothing lower than an A in any quarter on the final report card); Current honors Science class (nothing lower than a B in any quarter on the final report card); current non-honors Science class (nothing lower than an A in any quarter on the final report card); teacher recommendation.

**Textbook:** Student-purchased

This course is designed for students interested in continuing their studies in general biology on a more advanced level than Biology I. Topics will include detailed studies in the following: characteristics of life, scientific method, macromolecules in living systems, plasma membrane structure and function, energy metabolism (biochemical pathways of photosynthesis and cellular respiration), heredity, molecular genetics and biotechnology, selected topics in evolution and its history, taxonomy, survey of the kingdoms, forensic science, and ecology. Lab activities corresponding to course topics are required, including dissection. All Honors evaluations (lab reports, homework handouts, tests and exams) include critical thinking short answer /essay questions. Emphasis will be on synthesis and analysis of data, including data collected during experimentation. This course covers more topics than Biology II as Honors students are required to work at a faster pace. Some AP labs are performed, and the required course textbook is a college level AP text. The course emphasizes the development of lab skills required for college laboratory work.

### **Chemistry II AP**

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Physical Science, Biology I, and Chemistry I Honors; Chemistry I Honors (nothing lower than a B in any quarter on the final report card); concurrent enrollment in Advanced Math Honors or Calculus; current science teacher recommendation

**Textbook:** Student-purchased

**AP Requirement:** AP Chemistry Exam

**Added Expense:** Mandatory testing fee (approximately \$98), as required by College Board

The AP Chemistry course is equivalent to a general chemistry course usually taken during the first year of college. The course stresses the importance of conceptual understanding, content, inquiry, reasoning skills, and mathematical applications. Topics such as atomic structure, structure-property relationships and transformations, thermodynamics, kinetics, and equilibrium are covered in depth. Lab work and science practices are integral parts of the course.

Since problem-solving is a component of the course, a strong foundation in mathematics is essential, as well as the ability to apply concepts and think critically. Extensive individual study time is required. It is recommended that Chemistry I Honors and Chemistry II AP be taken in consecutive years.

There will be various summer assignments that must be completed by the end of the first week of class. Students should maintain access to their Chem-I Honors notes.

Students are required to take the Advanced Placement Chemistry Examination offered by College Board and may

receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades, student standardized test scores, and teacher recommendation. Students placed in Chemistry II AP will not have the option of dropping the course after the June deadline. Advanced Placement courses merit additional quality points toward the student's GPA.

Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents/guardians have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

### Earth Science

**Grade Level:** 11 and 12

**Prerequisite:** Successful completion of Physical Science and Biology I

**Textbook:** School-owned

**Note:** Students who have completed Biology I but who have not yet completed Algebra II will be enrolled in Earth Science.

**Credit:** 1 Unit

The Earth Science course is designed to give students knowledge about their environment. Each nine weeks, a different topic will be introduced. The first quarter will cover Earth's systems and cycles with a specific concentration on atmospheric science. The second quarter will cover the study of Earth's geosphere including rocks, minerals, and mineral resources. The third quarter will cover plate tectonics and surface processes that shape our Earth. The fourth quarter will cover Earth and space science. The textbook used is National Geographic Cengage. Students will be assessed using a variety of tools such as tests, quizzes, labs, projects, and on-line activities.

### Physics

**Grade Level:** 11 and 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Chemistry I or Chemistry I Honors, Biology I, and Physical Science; concurrent enrollment in Advanced Math or Calculus

**Textbook:** School-owned

This course is a survey of the common topics that students will need to be prepared for a college level physics course. The topics studied include scientific methods and measurements, motion, graphing, forces, energy, gravitation, waves, and electro-magnetics (light). Students will develop logical and critical thinking skills through solving a variety of physics problems. Since problem solving is a major component of this course, a strong foundation in mathematics is essential. Students will conduct several laboratory experiments each quarter related to the topics being studied. There will also be one STREAM™ seminar each quarter where students connect a physics topic to philosophy and theology.

### AP Physics C: Mechanics

**Grade Level:** 12

**Credit:** 1 Unit

**Prerequisite:** Successful completion of Chemistry-I Honors (nothing lower than a B in any quarter on the final report card), Biology I, and Physical Science; concurrent enrollment in Calculus (H/AP); current science teacher recommendation.

**Textbook:** School-owned

**AP Requirement:** AP Physics C: Mechanics Exam

**Added Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

AP Physics C: Mechanics is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering in college. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like kinematics, force interactions, fields, and conservation. Since problem-solving is a major component of this course, a strong foundation in mathematics is essential, as well as the ability to apply concepts and think critically. Extensive individual study time is required. Lab work and science practices are integral parts of the course. Students are required to take the AP Physics C: Mechanics Examination offered by College Board and may receive college credit

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depending on the score received and the university's policy. Students must be concurrently enrolled in calculus (honors).

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades, student standardized test scores, and teacher recommendation. Students placed in AP Physics C: Mechanics will not have the option of dropping the course after the June deadline. Advanced Placement courses merit additional quality points toward the student's GPA. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

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## Social Studies Department Courses

### World Geography

**Grade Level:** 8  
**Credit:** 1 Unit  
**Prerequisite:** None  
**Textbook:** Student-purchased

This course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Of special interest will be landforms, waterways, climates, biomes, resources, history, government, economics, population, and culture. Using the text and a variety of resources, students will consider the relationship between people and places, learning 21<sup>st</sup> century technology skills in the process.

Throughout the year students will be assessed in different ways. Each quarter, they will take two standard assessments on material covered through lecture, in class discussion, and individual assignments. These tests will contain multiple choice objective questions as well as short answer questions asking about major themes discussed in each chapter. Once per quarter, students will complete projects that challenge them to conduct research on various regions throughout the world and discuss findings with groups. After research, students will present their findings to their classmates. These projects will emphasize geographic inquiry and allow students to work on public speaking and presentation skills.

All eighth-grade students will take World Geography. Students who transfer to Dominican who have not earned a Carnegie Unit in World Geography will take the course as an elective. To meet TOPS requirements, transfer students may elect to take Psychology AP in lieu of taking World Geography, provided they meet all requirements for Psychology AP.

### World History

**Grade Level:** 10  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of World Geography  
**Textbook:** School-owned

To comply with current state standards, the scope of our analysis will focus on the civilizations and events in and orchestrated by western civilizations/nations that took place between the Renaissance period and the present day with an initial streamlined review of prior periods (namely Ancient Greece, Ancient Rome, and the Middle Ages). Students will meet expected learning outcomes by analyzing primary and secondary sources (which may include texts, artwork, photographs, graphs, timelines, charts, propaganda, political cartoons, speeches, etc.), arguing the relevance of the past in relation to the present, and participating in class discussions. Assessments will include critical and higher order thinking questions, critical writing, reading comprehension, application of the material, and standardized testing skills. Supplemental readings will be used throughout the year to reinforce historical themes.

### World History Honors

**Grade Level:** 10  
**Credit:** 1 Unit  
**Prerequisites:** Successful completion of World Geography; Current English class: Honors (nothing lower than a B in any quarter on the final report card), non-honors (nothing lower than an A in any quarter on the final report card); counselor recommendation.  
**Textbook:** Student-purchased

The World History Honors course emphasizes the relationship between human beings, the environment, and the development of civilizations. Students will understand that the times and places people lived influenced their beliefs, values, and relationships as well as their successes and failures. The use of maps and geographical skills will be important elements in this course. The Honors course will emphasize critical thinking, problem solving, and cause and effect relationships. Work in a reader will also be an aspect of this course.

Tests include multiple choice, vocabulary terms, and an essay. There are multiple textbook projects in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarters. In the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quarters there is an additional research paper that varies in length. Grades will also include a variety of classwork assignments, such as study guide questions.

### **AP World History: Modern**

**Grade Level:** 10

**Credit:** 1 Unit

**Prerequisite:** Successful completion of World Geography (nothing lower than an A in any quarter on the final report card); must complete English Honors in the current year and enroll in English II Honors, English III Honors, or English III AP; counselor recommendation required.

**Textbook:** Student-purchased

**AP Requirement:** AP World History: Modern Exam

**Added Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Students wanting to enroll in this course must be able to work independently in a self-directed manner. Students must be willing to devote considerable time to homework, both written and reading, and study.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades, student standardized test scores, and teacher recommendation. Students placed in the AP World History: Modern course will not have the option of dropping the course after the June deadline. Advanced Placement courses merit additional quality points toward the student's GPA.

Students are required to take the Advanced Placement World History: Modern Examination offered by the College Board and may receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

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### **United States History**

**Grade Level:** 11

**Credit:** 1 Unit

**Prerequisite:** Successful completion of World History, World History Honors, or AP World History

**Textbook:** School-owned

United States History teaches students about the transformation of the United States from a haven for European freedom seekers to the modern world power it is today. This course will examine the changes and challenges experienced as America developed through the 17th, 18th, 19th, 20th and 21st centuries. Current world and U.S. events will be addressed from an historical viewpoint. The class consists of course work based on textbook reading, historical text analysis, map work, and engaging hands-on activities. Summative assessments include chapter quizzes, 2-3 major tests and 1 in-class project per quarter.

### United States History Honors/Dual Enrollment

#### **Dual Enrollment credit in LSU's HIST 2055 - The United States to 1865 (3 credit hours) and LSU's HIST 2057 - The United States from 1865 to the Present (3 credit hours)**

**Grade Level:** 11

**Credit:** 1 Unit

**Prerequisites:** Successful completion of World History Honors/AP (nothing lower than a B in any quarter on the final report card) or World History (all A's); teacher recommendation required

**LSU Prerequisites:** Students must have a 2.5 GPA and, if taken, an ACT score of 18 in English and 19 in Math. If students have not taken the ACT, they must have a Pre-ACT score of 18 in English and 19 in Math or a Pre-SAT of 25WL and 500 in Mathematics.

**Textbooks:** Student-purchased

**Specialized Expense:** **\$300 first semester and \$300 second semester; Students must purchase a textbook selected by LSU.** \*Students may audit both semesters of this course in lieu of earning dual enrollment credit. Students who choose to audit this course will not pay an additional fee.

This course is two separate Louisiana State University courses offered at Dominican High School. During the fall semester students are enrolled in History 2055 (HIST 2055) and during the spring semester they are enrolled in History 2057 (HIST 2057).

History 2055 explores the history of the United States from pre-European contact America through the Civil War and Reconstruction. We will examine political, social, economic, and cultural aspects of American history while analyzing significant themes of race, class, gender, religion, and law. Students in this course will develop critical thinking skills by analyzing historical change. The goal of this course is that students develop historical thinking. Students will explain and evaluate the past by developing arguments based on critical analysis of historical content and primary source documents.

History 2057 explores the history of the United States since the Civil War up to the contemporary period. We will examine political, social, economic, and cultural aspects of American history while analyzing significant themes of race, class, gender, religion, and law. Students in this course will develop critical thinking skills by analyzing historical change. The goal of this course is that students develop historical thinking. Students will explain and evaluate the past by developing arguments based on critical analysis of historical content and primary source documents.

Each LSU course includes:

- **Primary Source Response Assignments:** Students will consider primary sources (historical records such as documents or images) on a topic and respond to all analytical questions. Most PSR assignments contain multiple sources and question sets. The LSU professor reserves the right to alter assessment formats.
- **Primary Source Response Quizzes:** PSR quizzes cover the same primary source readings as the PSR written responses and will assess content comprehension and analysis through a variety of question formats.
- **Four non-cumulative exams** containing extended response questions and multiple-choice questions.

Students wanting to enroll in this course must be able to work independently in a self-directed manner. Students must be willing to devote considerable time to homework, both written and reading and study.

Dual enrollment is designed for high school students who demonstrate the maturity and scholastic ability to be successful in college work. Participation in the off-campus Dual Enrollment model allows eligible high school students to remain in their high school setting and take LSU courses for LSU credit. This model is managed through the LSU Cain Center. This dual enrollment course will be facilitated by a DHS teacher who has been certified by LSU to participate in this program. DHS students will not have access to on-campus student privileges, such as LSU ID cards and library use.

The make-up of this course is completely prescribed by the Instructor of Record at LSU. It is subject to change at any point up to the beginning of the semester.

### AP United States History

**Grade Level:** 11  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of World History Honors/AP (nothing lower than a B in any quarter on the final report card); teacher recommendation required.  
**Textbooks:** Student-purchased  
**AP Requirement:** AP United States History Exam  
**Added Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

AP U.S. History covers the broad spectrum of American history from pre-Columbian days to the present. The course exposes students to extensive primary and secondary sources and interpretations of various historians while using chronological and thematic approaches. This course is rigorous and thought-provoking; students need to be willing to dedicate time and energy to required class participation through seminar reports, discussions, debates, and role-playing activities. Emphasis is on critical reading and essay writing to help students prepare for the AP examination taken in May. The course is structured chronologically, and each quarter includes one or more of the nine periods and concepts outlined in the AP U.S. History curriculum framework.

Tests comprise content-based and conceptually based questions indicative of the style questions on the AP Exam and/or AP style essays. Other assessments include a variety of homework assignments from the chapter, including but not limited to practice study guide questions, online quizzes, vocab quizzes, and in-depth projects. AP Classroom is the most valuable preparation tool used. There will be several assigned practice questions and essays the students must complete on their own throughout the year. During the course, we focus on practicing and studying for the exam.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades and teacher recommendation. Students placed in AP US History will not have the option of dropping the course after the June deadline. Advanced Placement courses merit additional quality points toward the student's GPA.

Students are required to take the Advanced Placement US History Examination offered by College Board and may receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

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### Civics

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of U.S. History, U.S. History Honors, or AP U.S. History  
**Textbook:** Student-owned

Civics is the study of the American system of government. This class will cover colonial governments with their emphasis on liberty, popular sovereignty, and limited government; through the foundation of the American system of democracy and the ideals that influenced the Founding Fathers; to the modern, adapting government that continues today. Continued development of critical thinking skills, assessment of primary documents, emphasis on essay writing, and applying principles from class to current events will be the focus of the performance aspect of this course. This class will not be solely lecture based. Students are expected to use higher order thinking skills to develop their own thoughts that they will share during group discussions and debates in class.

Assessments include quizzes and tests. There are additional Current Events assignments throughout the year that include but not limited to weekly CNN-10 reflections. Students may have two additional research papers during the year. Use of a textbook is required in this course.

Off the Payroll, an economics component, is incorporated into the course. Students will learn the basics of finance including purchasing, paying taxes, borrowing money, budgeting, and investing.

### Civics Honors

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of U.S. History AP or Honors (nothing lower than a B in any quarter on the final report card) or U.S. History (nothing lower than an A in any quarter on the final report card), and completion of World Geography and World History; prior honors level recommended; teacher recommendation.  
**Textbook:** Student-owned

Civics honors is the study of the American Government system from its beginnings in the European hatred of tyranny through the formation of the colonial governments based on freedom and liberty to the modern, ever-changing, and adapting government that serves not only the American people but provides leadership and stability to the world community. Continued development of analytical skills and evaluation of multiple sources will be the focus of the performance aspect of this course.

This class is an honors class and will maintain a rigorous pace. Students are expected to read and/or watch the local and national news regularly. Students are also expected to read the chapters and assigned readings ahead of class discussion and be familiar with the terminology used in the text. Students are to expect reading quizzes throughout the year before covering the material in class. Students are responsible for taking notes on the textbook when reading.

Tests comprise content-based and conceptually based questions, application questions, and analysis of documents, political cartoons, and other graphics. Other assessments include a variety of homework assignments from the chapter, including but not limited to online quizzes, vocab quizzes, and in-depth projects.

Off the Payroll, an economics component, is incorporated into the course. Students will learn the basics of finance including purchasing, paying taxes, borrowing money, budgeting, and investing.

### AP U.S. Government

**Grade Level:** 12  
**Credit:** 1 Unit  
**Prerequisite:** Successful completion of U.S. History Honors/AP (nothing lower than a B in any quarter on the final report card); teacher recommendation.  
**Textbook:** Student-owned  
**AP Requirement:** AP U.S. Government exam  
**Added Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

AP US Government is a rigorous course that includes an examination and analysis of our basic governmental institutions and of our political processes. Sources of study include a textbook, reader, primary documents, and court cases. Students wanting to enroll in this course must be able to work independently in a self-directed manner. Students must be willing to devote considerable time to homework, both written and reading, and study. Students not only must comprehend course material, but also must understand the local and state governments around them. There are numerous references to a variety of topics that are not covered in the course. A summer assignment is required, and students will be expected to purchase their textbooks in May.

There are a variety of homework assignments, including but not limited to practice study guide questions, online quizzes, and vocab quizzes. The tests contain practice essays. Analysis of Supreme Court cases is also required of the students. There are 15 Supreme Court cases the students will be required to know along with 9 required documents the students must be able to reference. Pre and post quizzes on these required cases and documents will be given. AP Classroom is the most valuable tool that the students will use preparing for the AP exam. There will be several assigned practice questions and essays the students must complete on their own throughout the year. There will be two major projects. A paper on policy-making that requires research is completed in the first semester, which includes submitting a rough draft. Then, a congressman presentation is due the 3<sup>rd</sup> nine weeks. In the fourth nine weeks, we focus on practicing and studying for the exam.

Off the Payroll, an economics component, is incorporated into the course. Students will learn the basics of finance including purchasing, paying taxes, borrowing money, budgeting, and investing.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student grades and teacher recommendation. Students placed in AP US Government will not have the option of dropping the course after the June deadline. Advanced Placement courses merit additional quality points toward the student's GPA.

Students are required to take the Advanced Placement U.S. Government and Politics Examination offered by the College Board and may receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes,

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these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

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### Social Studies Department Electives:

#### Law Studies

**Grade Level:** 11 and 12  
**Credit:** ½ Unit  
**Prerequisite:** None  
**Textbook:** School-owned

Law Studies provides legal information that is of practical use for everyday life in society. The class revolves around the study of the following substantive areas of law: marriage, community property, divorce, spousal support, child custody and support, contracts, negotiable instruments, torts, constitutional law, and criminal law. Where applicable, the students reflect on the Catholic Church's stance on certain areas of the law and as well as different ways of actively engaging with the legal system. The class is formatted to be a series of lectures following different areas of the law supplemented by notable case studies and hypotheticals. Students are asked to think critically and apply knowledge learned during class to novel scenarios. Mastery of material is assessed through tests, quizzes, and active role-playing exercises. In addition, students are assigned one project each quarter and given time in class to complete it. Grades will also include a variety of classwork assignments, such as textbook problems and review questions.

#### Psychology

**Grade Level:** 11 and 12  
**Credit:** ½ Unit  
**Prerequisite:** None  
**Textbook:** School-owned

Psychology is a one semester, intellectual, survey course designed for students who would like to explore human nature from a combined cultural-biological viewpoint. Basic terms, concepts, and principles of psychology are introduced as well as contradicting viewpoints as to how these basic factors can be interpreted. Topics such as emotion, experience, meaning, perception, learning, behavior, personality, and self-concept are reviewed through discussion, lecture, introspection, writing, observation, case studies, handouts, a basic text, movies, and field projects. It is expected that students electing this course would be willing to make a strong individual preparation in order to share their ideas and, on occasion, engage in group learning tasks. A major goal of the course is to expand our basic curiosity to a point where students can make legitimate evaluative statements about socially significant behavior and the psychological implications for issues now confronting society.

#### AP Psychology

**Grade Level:** 11 and 12  
**Credit:** 1 Unit  
**Prerequisite:** Current Honors or AP Social Studies class (nothing lower than a B in any quarter on the final report card); Successful completion of Biology I (nothing lower than a B in any quarter on the final report card); current Social Studies teacher recommendation.  
**Textbook:** Student-Purchased  
**AP Requirement:** AP Psychology Exam  
**Added Expenses:** Mandatory testing fee (approximately \$98), as required by College Board

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While contemplating field-defining psychologists and studies from an historical perspective, students apply psychological theories, key concepts, and phenomena associated with multiple topics including the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, the methodology behind psychological testing, abnormal psychology, and social psychology. Throughout the course, students apply psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

An AP course is mandated to have a limited number of students; therefore, final placement is based upon student

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grades, student standardized test scores, and teacher recommendation. Students placed in AP Psychology will not have the option of dropping the course after the June deadline. Advanced Placement courses merit additional quality points toward the student's GPA. Students are required to take the Advanced Placement Psychology Examination offered by College Board and may receive college credit depending on the score received and the university's policy. Students are responsible for the cost of the AP exam. Please note, because of the advanced level of material in Honors and AP classes, these classes often use college-level textbooks, which are often more expensive than textbooks for the non-honors classes.

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### **World Geography**

**Grade Level:** 9-12

**Credit:** 1 Unit

**Prerequisite:** None

**Textbook:** Student-purchased

This course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Of special interest will be landforms, waterways, climates, biomes, resources, history, government, economics, population, and culture. Using the text and a variety of resources, students will consider the relationship between people and place learning 21<sup>st</sup> century technology skills in the process.

Throughout the year students will be assessed on material covered through lecture, in class discussion, and individual assignments. Tests will contain multiple choice objective questions as well as short answer questions asking about major themes discussed in each chapter. Once per quarter, students will complete projects that challenge them to conduct research on various regions throughout the world and discuss findings with groups. After research, students will present their findings to their classmates. These projects will emphasize geographic inquiry and allow students to work on public speaking and presentation skills.

Transfer students who have not earned a Carnegie Unit in World Geography will take this course as an elective. To meet TOPS requirements, transfer students may elect to take Psychology AP in lieu of taking World Geography, provided they meet all requirements for Psychology AP.