

NOTRE DAME

**NIOCL**

CATHEDRAL LATIN

**COURSE CATALOGUE**

**2025 - 2026**

## **Mission**

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

## **Core Values**

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

- Justice
- Respect
- Integrity
- Community
- Excellence

## **Vision**

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

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

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



# Purpose

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

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

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

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# Graduation Requirements

To earn a Notre Dame-Cathedral Latin School diploma, students must earn credit in the following courses of study:

4.0	Credits in Theology	1.0	Credit in Fine Arts
4.0	Credits in English	0.5	Credit in Speech
4.0	Credits in Mathematics	0.5	Credit in Health
3.0	Credits in Social Studies	0.5	Credit in Physical Education or PE Waiver
3.0	Credits in Science	0.5	Credit in Personal Finance
2.0	Credits in the same World Language		

Students who take College Credit Plus English may earn up to 16 college credits of English but must take English every year.

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

## ◆ Deficiencies in Credit

All semester class failures must be remediated prior to the subsequent school year. Options for credit recovery include enrollment in a public school summer school course, through a course offered from an accredited online school, through a Credit Flex plan, or through a private tutor who is appropriately licensed in the specific subject area for grades 9-12. Approval for recovery credit must be secured from

the student's counselor prior to enrollment. Course failures may not be made up by retaking the course at NDCL.

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

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

### ◆ Summer School

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

### ◆ State of Ohio Graduation Requirements

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

## Honors and Awards

### NDCL Honors Diploma

A student must have an unweighted GPA of 3.5 and meet **all but one** of the following criteria to be eligible for the NDCL Academic Honors Diploma:

Subject	Criterion
Mathematics	4 credits, including Algebra I, Geometry, Algebra II, and another higher-level course
Science	4 credits, including Biology, Chemistry, and either Physics, CCP Biology or Anatomy
Social Studies	4 credits
World Languages	3 credits of one world language, or no less than 2 credits of two world languages
Fine Arts	1.5 credits
ACT / SAT	27 ACT / 1280 SAT

### U.S. President's Award for Educational Excellence

Seniors qualify for this award by meeting the following criteria:

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

# College Credit Plus

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

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

## Application Process for CCP Option

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

## Attendance and Finances

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

## Grades

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

### **Benefits**

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

### **Risks**

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

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## **University of Mt. Union – College Credit Plus Courses**

Thirteen courses are offered on our campus through the University of Mount Union that qualify for college and high school credit. The courses are described on the respective department pages.

The Psychological Sciences class is taught at NDCL by a professor from the University of Mt. Union. The other courses are taught by credentialed NDCL faculty members using a college-level syllabus, instructional strategies, and assessment procedures.

<b>Course Name</b>	<b>NDC course number</b>	<b>Number of High School Credits</b>	<b>Number of College credits</b>	<b>Page</b>
College Writing I	WRT 100	1 English	4	15
College Writing II	WRT 299	1 English	4	15
College Gothic Literature	ENG 165H	1 English	4	16
College Pop Literature	ENG 150H	1 English	4	16
College American History	HST 199	1 Social Studies	4	31
College US Politics in Crisis – American Government, Politics, and Society	POL 105S	1 Social Studies	4	32
College The Psychological Sciences	PSY 110S	1 Social Studies	4	32
College Biology: The Unity of Life	BIO 140N	1 Science	4	30
College Calculus I	MTH 141	1 Math	4	24
College Calculus II	MTH 142	1 Math	4	24
College Elementary Statistics	MTH 123	1 Math	4	24
College Elementary Spanish II	SPN 102	1 World Language	4	37
College Global Business	BUS 110	0.66 Business	2	13

# Credit Flex

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

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

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

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

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

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

## **Other considerations:**

1. Each Credit Flex plan will be considered on its own merit with respect to the individual needs of the student and his/her college-preparatory plans.
2. Failure to complete an approved plan or earning a failing grade for a completed plan will be recorded on the student's permanent record and included in the student's GPA.
3. All expenses involved in Credit Flex are the responsibility of the student; there is no tuition reduction for students receiving credit through this program.
4. Courses taken through Credit Flex have implications for interscholastic collegiate athletic eligibility as determined by the National Collegiate Athletic Association (NCAA).

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

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

# Physical Education Waiver

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

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

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

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

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## Course Selection Process

### ◆ Course Placement

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

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

### ◆ Schedule Changes and Withdrawal from courses

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



Students may not request schedule changes after the first Blue and Gold days of a semester. However, if a student, teacher, counselor, and parents agree that the student is placed inappropriately in a course, the student may request a schedule change within the first 3 days of the course, with the approval of the Assistant Principal for Academics. Generally, a student may not drop a class after this time except for serious reasons. If a student drops a course after the first 3 days of the course, the student will receive an "F" grade for the course and the credit attempted will be calculated in the student's grade point average. All final decisions regarding course drops will be made by the administration.

### ◆ **AP Classes**

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

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

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

# Course Offerings 2025-2026

W = Weighted course

\* = Semester course

## Business (p. 13)

Accounting

\*Introduction to Business

\*Marketing Principles

\*College Global Business

\*Personal Finance Plus

## English (p. 14)

English 9

Honors English 9 (W)

English 10

Honors English 10 (W)

English 11

Honors English 11 (W)

English 12

\*College Writing I (W)

\*College Writing II (W)

\*College Gothic Literature (W)

\*College Pop Literature (W)

\*Speech

\*Creative Writing

\*Film Study

\*Faith and Justice in Life and Literature

## Family & Consumer Science

(p. 17)

\*Creative Foods I

\*Creative Foods II

\*Family & Child Development

## Health & Physical Education

(p. 18)

\*Health

\*Physical Education I

\*Physical Education II

\*Advanced Physical Education I

\*Advanced Physical Education II

\*Strength and Conditioning

\*Advanced Strength & Conditioning

## Innovation, Design &

## Technology (p. 20)

\*Digital Design I

\*Digital Design II

\*Digital Design III

\*Visual Communications Studio

Visual Communications Studio Manager

\*Behind the Scenes: Entertainment Design &

Technical Production

\*Engineering Principles

\*Explorations in Apparel Design & Construction

\*Computer Science 1 A

\*Computer Science 1 B

## Mathematics (p. 22)

Algebra I

Geometry

Honors Geometry (W)

Algebra II Concepts

Algebra II

Honors Algebra II with Trigonometry (W)

Honors Pre-Calculus (W)

Mathematical Modeling and Reasoning

\*Trigonometry

\*Pre-Calculus

\*Statistics

\*Calculus I A

\*Calculus I B

\*College Calculus I (W)

\*College Calculus II (W)

\*College Elementary Statistics (W)

## Performing Arts (p. 26)

\*Theater Workshop

\*Behind the Scenes: Entertainment Design &

Technical Production

Men's Choir (semester or full year)

Women's Choir (semester or full year)

Mixed Choir (semester or full year)

Stage Band (semester or full year)

\*Advanced Music Theory

\*Ukulele

Marching Band – through credit flex

## **Science (p. 28)**

Biology  
Honors Biology (W)  
STEM Foundations: Energy, Matter, and Motion  
Environmental Science  
Chemistry  
Honors Chemistry & Complement (W)  
Physics  
AP Physics & Complement (W)  
Human Anatomy and Physiology  
\*College Biology – The Unity of Life (W)  
\*Astronomy  
\*Forensic Science A  
\*Forensic Science B  
\*STEM: Biomedical Studies

## **Social Studies (p. 31)**

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

## **Theology (p. 33)**

Theology 9  
Theology 10  
Theology 11  
\*World Religions  
\*Intentional Discipleship  
\*Mary, The Model Disciple

## **Visual Arts (p. 34)**

\*Art Exploration  
\*Art Exploration I  
\*Art Exploration II  
\*Introduction to Drawing and Painting  
\*Drawing and Painting I  
\*Drawing and Painting II  
\*Introduction to Ceramics  
\*Ceramics I  
\*Ceramics II  
\*Ceramics III

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

## **World Languages (p. 37)**

French I  
French II  
French III  
Spanish I  
Spanish II  
Spanish III  
\*College Spanish II (W)

## **College Credit Plus Courses**

\*College Global Business (W)  
\*College Writing I (W)  
\*College Writing II (W)  
\*College Gothic Literature (W)  
\*College Pop Literature (W)  
\*College Calculus I (W)  
\*College Calculus II (W)  
College Elementary Statistics I (W)  
College Biology – The Unity of Life (W)  
College Major Themes in American History (W)  
College American Government & Politics (W)  
\*Introduction to Psychology (W)  
\*College Elementary Spanish II (W)

# Planning Pages

This page serves as a worksheet to help plan courses for the entire four years of high school. **Students must take a minimum of 7 courses per semester**, which includes the required graduation credit hours as well as elective credits.

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

- |     |                                    |     |   |
|-----|------------------------------------|-----|---|
| 4.0 | Credits in Theology                | 1.0 | Credit in Fine Arts                       |
| 4.0 | Credits in English                 | 0.5 | Credit in Speech                          |
| 4.0 | Credits in Mathematics             | 0.5 | Credit in Health                          |
| 3.0 | Credits in Social Studies          | 0.5 | Credit in Physical Education or PE Waiver |
| 3.0 | Credits in Science                 | 0.5 | Credit in Personal Finance                |
| 2.0 | Credits in the same World Language |     | Elective Credits                          |

## Grade 9

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

## Grade 10

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

## Grade 11

Semester 1	Semester 2
Theology	Theology
English	English
Math	Math
Science	Science
(Personal Finance)	

## Grade 12

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

\*Students may elect to take Government Junior year.

\*Personal Finance Plus is suggested for Junior year.



# Business

Course	Code	Grade(s)	Term	Credits	Prerequisites
Introduction to Business	610	10, 11, 12	Semester	0.5	
Accounting I	2611	11, 12	Year	1.0	Introduction to Business suggested
Marketing Principles	616	11, 12	Semester	0.5	Introduction to Business suggested
College Global Business	690	11, 12	Semester	0.66	Introduction to Business College-ready test scores
Personal Finance Plus	874	11, 12	Semester	0.5	

## Introduction to Business

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

## Accounting I

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

In the second semester, special journals and ledgers will be introduced to expand the accounting process to larger entities. Students will use Quickbooks accounting software in a small business simulation. This course is highly recommended for those who plan to major in business in college.

## Marketing Principles

Students build upon the concepts from Introduction to Business and specifically explore the career field of

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

## **NEW** College Global Business (BUS 110)

This course is designed as an introduction to business in a global economy. Students will focus on the ways in which political, economic, social, technological, and legal differences in other countries influence strategic decisions businesses must make when competing internationally. Course content will be shared through lectures, videos, class discussions and outside readings related to current events.

## Personal Finance Plus

In this class, students learn the essential knowledge and skills needed to navigate the world of personal finance. A comprehensive overview of financial literacy includes topics such as budgeting, banking, saving, investing, credit management, and financial planning. Students learn to be informed consumers as well as budding entrepreneurs. This class includes all the necessary topics to develop a solid foundation in managing finances

responsibly and making sound financial decisions.

# English

Course	Code	Grade(s)	Term	Credits	Prerequisites
English 9	2110	9	Year	1.0	
Honors English 9	2111	9	Year	1.0 (W)	Placement
English 10	2120	10	Year	1.0	
Honors English 10	2121	10	Year	1.0 (W)	Placement
English 11	2130	11	Year	1.0	
Honors English 11	2132	11	Year	1.0 (W)	Placement
English 12	2140	12	Year	1.0	
Speech	150	10	Semester	0.5	Required grade 10
College Writing I (WRT 100)	191	11, 12	Semester	1.0 (W)	College-ready test scores
College Writing II (WRT 299)	192	11, 12	Semester	1.0 (W)	College Writing I
College Gothic Literature (ENG 165H)	189	11, 12	Semester	1.0 (W)	College-ready test scores
College Pop Literature (ENG 150H)	188	11, 12	Semester	1.0 (W)	College-ready test scores
<b>English Electives</b>					
Film Study	152	11, 12	Semester	0.5	
Creative Writing	151	11, 12	Semester	0.5	
Faith and Justice in Life and Literature	153	12	Fall Semester	0.5	Theology 11

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

Students who take College Credit Plus English may earn up to 16 college credits of English but must be enrolled in an English class every year.

## College Credit Plus English Course Sequences

Grade 9	→ Grade 10	→ Grade 11	→ Grade 12
English 9	English 10	Honors English 11	College Writing I & II OR College Gothic & Pop Literature
Honors English 9	Honors English 10	Honors English 11	College Writing I & II OR College Gothic & Pop Literature
Honors English 9	Honors English 10	College Gothic & Pop Literature	College Writing I & II OR English 12

## English 9

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

## Honors English 9

Honors English 9 is open to freshmen who meet the eligibility requirements set by the English Department. This course studies similar critical reading, writing, and research skills as English 9, but on a deeper and more challenging level as complexity and inferencing increases. This is a weighted course and requires a motivated and responsible student who continuously demonstrates exemplary reading, writing, and articulation skills, as well as the ability to effectively multitask and collaborate with peers.

## English 10

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

## Honors English 10

Honors English 10 is open to sophomores who meet the eligibility requirements set by the English

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

## English 11

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

## Honors English 11

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

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

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

## English 12

Students in this course will synthesize the critical research, reading and writing skills developed over their academic careers, with an emphasis on skills needed for success in college and beyond: the ability to listen, think, read, speak and write with clarity and insight. Students are exposed to different perspectives through reading diverse literature with complex characters. Senior literature is approached through the lens of modern day social justice issues with a focus on solidarity. This course explores how we navigate the world through a mature examination of the human experience, which transcends time, distance and culture.

## College Writing I & II (WRT 100 & WRT 299)

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

College Writing I and II is a two-course sequence that will span the academic year and will be open to juniors and seniors who meet the requirements. Students must take both College Writing I and II in this sequence.

### WRT 100: College Writing I

College Writing I is designed to introduce students to college level academic writing expected throughout college careers. The course will require analysis of effective and ineffective writing while encouraging the emulation of strong communication skills and the ability to adapt writing style according to mode and situation. With logical reasoning, credible research, and personal voice, students will practice expressing their own thoughts, ideas, and ways of viewing the world.

### WRT 299: College Writing II

College Writing II welcomes students into the intersection of writing skill and passion projects. It is designed to further develop college level academic writing with a focus on research and APA formatting while simultaneously providing students with the opportunity to be curious, ask questions, formulate answers, and direct their thematic

learning. Referred to as Capstone, each student will craft a personalized topic and research question. Capstone requires synthesis of numerous student-selected academic materials, writing in various academic modes, interpretation of data through a student designed methodology, and eventually concludes with an orally defended presentation.

\*With instructor discretion, the course may also target collaboration and require students to work in partnerships or cohorts.

### **College Gothic & Pop Literature (ENG 165H & ENG 150H)**

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

College Gothic and Pop Literature is a two-course sequence that will span the academic year and is open to juniors and seniors who meet the eligibility requirements. Students must take both Gothic and Pop Literature.

Through the study of fiction, students will develop key literature skills: analyzing and arguing about the literature, recognizing patterns and genre basics through developed written responses to literature. The main goal of these courses is to have students expand their understandings of and to critically think about a variety of universal themes and the relevance of pop culture that have shaped our human experience across gender, time, cultures and geography. Through these seminar-based courses, students will need to demonstrate advanced reading and writing processes through a wide variety of written assessments.

#### **ENG 165H: Gothic Literature**

-Themes of the Gothic literature are discussed juxtaposing European Gothic with American Southern Gothic writers.

#### **ENG 150H: Pop Literature**

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

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

#### **Speech**

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

#### **Film Study**

Film Study explores the role and influence of the media from its beginning with film and television shows. Oscar-worthy films that reflect the time period in which they were made will tie in with the role of advertising, music, art and television that are now part of the popular culture. The cultural, economic and political influences of media will be analyzed. What is the intent? Is the intent biased or a distorted realization? What are the effects of the media's message? How did censorship evolve? Does censorship need to exist? How can we find "truth" from the information that we are given? From a faith-perspective, how are characters, plots and messages in the art form that is film media to be viewed?

**Since some of the classic movies will be paired with contemporary films, enrollment in this class is an approval for watching Oscar worthy films with an R rating.**

#### **Creative Writing**

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

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

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

Through works of fiction and non-fiction, this seminar-style class will examine, analyze, and respond to social and legal issues through the lens of our Catholic Church's social teaching. Course content will come alive through several field experiences, including visits to food banks, homeless shelters, courthouses to observe actual court proceedings, and other relevant sites. Guest speakers will serve as catalysts for learning as students consider and commit to meaningful responses to transform the world, as Jesus did, by living the truth in love. *Because Theology 11 is a pre-requisite, this course is open to seniors only.*



# Family & Consumer Science

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

## Creative Foods I

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

This Creative Foods class offers opportunities to learn more about good nutrition and to develop skills using basic recipes, kitchen utensils and appliances. Students will gain confidence in reading recipes, understanding how ingredients work together and how to prepare a variety of foods. This is a laboratory and lecture course offering practical group experiences in following recipes and safe food handling and preparation techniques. Lab work includes: eggs, grains, proteins, and knife skills. A Cultural Cooking Project will be completed in this course.

## Creative Foods II

Students who are interested in food preparation, healthful eating and the latest trends in foods can take this advanced foods course. This course is a continuation of Creative Foods I. The lab work emphasizes main dish recipes including salads, soups, casseroles, and sandwiches - all with side dishes. We will also prepare yeasted breads and pastries and will learn the fundamentals of food preservation and meal planning. Successful completion of Creative Foods I is required.

## Family and Child Development

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

This course offers a broad awareness of the major issues related to parenting and children. Topics include the history of parenting, guidance and discipline, character development, and family management techniques. Pregnancy, birth, and a brief overview of milestones of early childhood development to age four will also be discussed. Students will have the opportunity to observe children in daycare or preschool environments.

# Health & Physical Education

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

**Note:** In place of 0.5 credit of Physical Education, students may opt for a PE Waiver. Students are eligible for a PE Waiver once they have completed two seasons of participation in an NDCL sponsored interscholastic athletic team, marching band, or cheerleading. (See pg. 8)

**Note:** Students may enroll in **only one PE class per semester.**

## Health

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

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

## Physical Education I

The goal of this course is for students to demonstrate a basic level of competency in many movement forms and proficiency in a few of

them. Students can expect to study units in team sports, such as, level I tennis, volleyball, soccer, softball, level I pickleball and basketball. Physical fitness activities will be emphasized as students test their pre and post fitness levels. As a result, students should be able to participate successfully in rhythm activities, outdoor pursuits and team and individual games.

## Physical Education II

Current research suggests that students should increase the number of activities for which they have acquired a level of competence. These activities should represent a variety of movement forms. Competency involves the ability to use basic skills, strategies and rules of an activity to a degree of success that makes the activity enjoyable. Activities include archery, level II tennis, table tennis, badminton, level II pickleball, shuffleboard, floor hockey, and bowling.

## Strength and Conditioning

Strength and Conditioning is a semester course offered to all 9<sup>th</sup> and 10<sup>th</sup> graders, with an emphasis on interscholastic athletes. Students will learn proper techniques with an emphasis on developing proper lifting and correct running techniques,

personal record log keeping, terminology, and nutrition / hydration.

Weight training, speed and agility exercises will be implemented during the semester, along with fitness testing, so students can record their progress. This course will offer various levels of *intense workouts* for students who are interested in reaching their full athletic potential. *This course may only be taken one semester.*

## Advanced Strength and Conditioning

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

*\*This course may be taken more than once, but not in the same semester as another Advanced Physical Education course.*

## **Advanced Physical Education I**

(Basketball - 9 weeks; Flag Football/Team Handball - 9 weeks)

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

*\*This course may be taken more than once, but not in the same semester as another Advanced Physical Education course.*

## **Advanced Physical Education II**

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

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

*\*This course may be taken more than once, but not in the same semester as another Advanced Physical Education course.*

# Innovation, Design & Technology

Course	Code	Grade(s)	Term	Credits	Prerequisites
Digital Design I	633	9, 10, 11, 12	Semester	0.5	
Digital Design II	646	10, 11, 12	Semester	0.5	Digital Design I
Digital Design III	656	10, 11, 12	Semester	0.5	A- or better in Digital Design II
Visual Communications Studio	648	10, 11, 12	Semester	0.5	A- or better in Digital Design I or Introduction to Photography
Visual Communications Studio Manager	2648	11, 12	Year	1.0	A- or better in Digital Design I or Introduction to Photography and a B+ or better in English *Application required
Explorations in Apparel Design & Construction	875	9, 10, 11, 12	Semester	0.5	
Behind the Scenes: Entertainment Design & Technical Production (Counts as 0.5 fine arts credit)	772	9, 10, 11, 12	Semester	0.5	
Engineering Principles	270	11, 12	Semester	0.5	C+ or better in Algebra II or concurrently taking Algebra II or a higher-level math course
Computer Science I A – Carnegie Mellon	652	9, 10, 11, 12	Semester	0.5	
Computer Science I B – Carnegie Mellon	653	9, 10, 11, 12	Semester	0.5	Successful completion of Computer Science I A

## Digital Design I: Design Foundations

Explore this introductory course's exciting digital design world, where students gain hands-on experience with the latest Adobe Creative Cloud software. This course focuses on building a solid foundation in visual design, branding, and marketing. Students will create impactful projects such as logos, business cards, self-promotion materials, billboards, and social media campaigns. Designed for students of all experience levels, this course prepares individuals to navigate and thrive in today's digital, on-demand world by fostering creative and professional skills.

## Digital Design II: Design Innovators

Students level up their design skills with this project-driven class where creativity meets professional impact. Students will build on their foundation by designing book covers, movie posters, and product packaging. Students will tackle more complex

projects using Adobe Creative Cloud, advancing their understanding of typography, composition, and branding. Through discovery and production, students will develop a portfolio showcasing their creative growth talents.

*Interested students must have taken Digital Design I.*

## **NEW** Digital Design III: Design Masters

Ready to think like a pro designer? This advanced-level course dives into creating advanced branding concepts and designing retail spaces that will impress! Students will explore wayfinding systems, environmental design, promo materials, and even storyboard a 30-second ad spot.

The course will culminate in a fully realized project where students design a food or retail environment with branding, mockups, and a pitch-perfect presentation. Perfect for ambitious students aiming for branding,

marketing, or experiential design careers.

*Interested students must have taken Digital Design II.*

## Visual Communications Studio: Studio 222

Be the voice of NDCL! In this powerhouse course, students will write, design, and produce fantastic content for the NDCL community – like the Chrysalis yearbook, The MANE digital magazine, and Lion TV, our student-led streaming platform for news, satire, and parody that's social-media gold.

Students will craft large-scale banners, epic visual campaigns, and next-level digital media projects. This student-driven class puts the student in the driver's seat, managing every aspect of a production with your teacher as the advisor.

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



## **Visual Communications Studio Manager: *Studio 222 Leadership***

This year-long opportunity is for standout students ready to lead NDCL's premier creative projects, such as the Chrysalis yearbook, The MANE digital magazine, and Lion TV, our student-led streaming platform for news, satire, and parody.

As a Studio Manager, students must oversee major projects, maintain branding consistency, edit and provide feedback, and rally the team to deliver professional-grade content. Leadership, collaboration, and a commitment to deadlines – even outside of school hours- are critical to your success. Step up and leave your mark on NDCL's creative legacy.

*\*Admission requires an application and interview with the instructor..*

## **NEW Explorations in Apparel Design & Construction**

Through the lens of design thinking, students will explore how fabrics shape our lives and can inspire innovative solutions to modern challenges. They will learn essential skills such as clothing repair (e.g., sewing buttons and hems), pattern reading, and working with sewing machines and tools. Hands-on projects will foster problem-solving, manual dexterity, and precision as students navigate increasingly complex designs, culminating in the construction of a personalized garment.

Additionally, students will have the opportunity to support Labre by applying their newfound skills to create meaningful textile projects that benefit individuals in need. This collaboration underscores the power of design to make a positive impact, encouraging students to think critically about their role in fostering a more sustainable and equitable world.

## **NEW Behind the Scenes: Entertainment Design & Technical Production**

This course teaches students to design and execute the technical and creative elements of live performances. Through practical, hands-on projects, they will develop skills in set design and construction, lighting, sound, marketing, and box office management. Students enrolled in this course will provide backstage support to NDCL-sponsored events, including plays, musicals, concerts, and liturgies. By the end of the course, students will demonstrate technical mastery, creative problem-solving, and effective collaboration skills.

## **Engineering Principles**

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

This course will contain many projects that include 3D design and printing, logic programming, and simple machines. Students will apply mathematical and science skills and use creative thinking and problem-solving strategies to solve real world engineering-based problems.

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

## **NEW Computer Science 1 A – Carnegie Mellon**

This introductory course to Computer Science is hosted by Carnegie Mellon. The class is designed to be a full year, however, the units are designed to be taken as semester courses if desired. It is designed for students with Algebra readiness skills. No programming experience is required. It is inspired by a highly successful Intro Computing

course (15-112, Fundamentals of Programming and Computer Science) that has been taught at Carnegie Mellon University for the past 10+ years. It is predicated on the notion that learning about programming and computer science should be fun and engaging. This requires interesting problems to solve, as computational problem-solving is the core of computer science. The course is taught using Python.

Some of the topics of this semester include: Drawings, Functions and Properties, Conditionals and Helper Functions, and Step and Key Events.

## **NEW Computer Science 1 B – Carnegie Mellon**

This is the second course in the Computer Science 1 sequence hosted by Carnegie Mellon.

Some of the topics this semester include: Local variables, For Loops, Math functions, Nested Loops, Strings and While Loops, List and Return Values, 2D lists and Board Games, culminating in a creative project with an introduction to images and sounds.

# Mathematics

Course	Code	Grade(s)	Term	Credits	Prerequisites
Algebra I	2210	9	Year	1.0	Placement
Geometry	2220	9,10	Year	1.0	Algebra I
Honors Geometry	2221	9, 10	Year	1.0 (W)	Placement
Algebra II Concepts	2230	11	Year	1.0	Placement
Algebra II	2231	10, 11	Year	1.0	C- or better in Algebra I and Geometry
Honors Algebra II with Trigonometry	2232	10, 11	Year	1.0 (W)	Placement
Honors Pre-Calculus	2222	11, 12	Year	1.0 (W)	Placement
Trigonometry	252	11, 12	Semester	0.5	C- or better in Algebra II
Pre-Calculus	250	11, 12	Semester	0.5	Trigonometry must be taken first C+ or better in Algebra II
Statistics	253	11, 12	Semester	0.5	Algebra II or Algebra II Concepts
Mathematical Modeling and Reasoning: An Advanced Quantitative Reasoning Course	2254	11, 12	Year	1.0	Any level of Algebra II
Calculus IA	243	12	Semester	0.5	Pre-Calculus
Calculus IB	5243	12	Semester	0.5	Calculus IA
College Calculus I (MTH 141)	290	12	Semester	1.0 (W)	Recommended B- or better in Honors Pre-Calculus and College-ready test scores
College Calculus II (MTH 142)	291	12	Semester	1.0 (W)	College Calculus I
College Elementary Statistics (MTH 123)	292	11, 12	Year	1.0 (W)	Recommended a B- or better in any level of Algebra II and College-ready test scores

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

## Algebra I

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

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

## Geometry

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

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

## Honors Geometry

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

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

## Algebra II Concepts

This course is for students who do not meet the requirement for Algebra II. It is a second course in algebra that integrates the concepts, principles and operations of algebra and geometry. In Algebra II Concepts, students study

linear and quadratic functions, polynomial and rational expressions, systems of equations and inequalities, radicals, complex numbers and problem solving.

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

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

## Algebra II

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

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

## Honors Algebra II with Trigonometry

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

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

## Honors Pre-Calculus

Honors Pre-Calculus is open to students who meet the eligibility requirements of the department and who have completed Honors Algebra II with Trigonometry or are taking it concurrently. This course covers all the topics offered in Precalculus, but on a deeper and more challenging level. In this full year course, students will complete the pre-calculus curriculum and start calculus topics including analyzing functions, describing end behavior, classify discontinuous functions, limits and derivatives. This class will prepare students to take College Calculus the following year.

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

## Trigonometry

In this semester course, students will study trigonometric functions, right triangle trigonometry, analytic trigonometry, and additional topics. The prerequisite for this class is Algebra II.

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

## Pre-Calculus

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

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

## Statistics

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

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

## Mathematical Modeling and Reasoning

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

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

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

### **Calculus I A**

This two-course sequence provides the fourth year of mathematics option for the student who took Pre-Calculus in their junior year. The first semester course introduces the concepts and basic ideas of calculus, such as limits and continuity, the derivative and its applications. Students will work with polynomial, rational, and radical functions.

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

### **Calculus I B**

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

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

### **College Calculus I (MTH 141)**

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

In this semester course, the first of a two-course sequence, students will explore differentiation of algebraic and transcendental functions, as well as applications of the derivative. Further study will include anti-derivatives, definite integrals and their applications. Students will explore the area under a curve and use the Fundamental Theorem of Calculus. Students will study Logarithmic, Exponential, and other Transcendental functions. Students who register for this class must have taken Honors Pre-Calculus and have college-ready test scores.

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

### **College Calculus II (MTH 142)**

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

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

College Calculus II is a continuation of College Calculus I. This semester course involves continued study of the definite integral, computation of anti-derivatives, and various techniques of integration. Volume and revolution of solids is explored. Other topics include convergence and divergence of infinite series, conics, and parametric equations.

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

### **College Elementary Statistics (MTH 123)**

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

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

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



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

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

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

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

# Performing Arts

Course	Code	Grade(s)	Term	Credits	Prerequisites
Ukulele	762	9, 10, 11, 12	Semester	0.5	
Stage Band – semester	764	9, 10, 11, 12	Semester	0.5	
Stage Band - year	2764	9, 10, 11, 12	Year	1.0	
Men’s Choir - semester	776	9, 10, 11, 12	Semester	0.5	Vocal Placement required
Men’s Choir - year	2776	9, 10, 11, 12	Year	1.0	Vocal Placement required
Women’s Choir - semester	777	9, 10, 11, 12	Semester	0.5	Vocal Placement required
Women’s Choir – year	2777	9, 10, 11, 12	Year	1.0	Vocal Placement required
Mixed Choir – semester	766	9, 10, 11, 12	Semester	0.5	Vocal Placement required
Mixed Choir – year	2766	9, 10, 11, 12	Year	1.0	Vocal Placement required
Advanced Music Theory	761	9, 10, 11, 12	Semester	0.5	Teacher approval
Theatre Workshop	768	9, 10, 11, 12	Semester	0.5	
Behind the Scenes: Entertainment Design & Technical Production	772	9, 10, 11, 12	Semester	0.5	
Marching Band	2771	9, 10, 11, 12	Year	0.5	Credit earned through Credit Flex

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

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

## Ukulele

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

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

## Stage Band

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

Performing Arts Department and are also showcased through several special events.

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

## Men’s Choir

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

**Vocal placement is required.**

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

## Women’s Choir

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

**Vocal placement is required.**

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

## Mixed Choir

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

**Vocal placement is required.**

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

## Advanced Music Theory

Advanced Music Theory is a course designed for experienced instrumental or vocal musicians who are seeking to understand the music we sing, play, and listen to in a deeper way. We will closely examine scale structures, major and minor key signatures and other types of tonality, chord construction and harmonic analysis. We will also develop the musical ear through aural training exercises and exams. Advanced music theory builds on the concepts introduced in musical ensembles like choir and band. **Students are admitted through teacher approval or placement test.**

**NEW****Behind the Scenes:  
Entertainment Design &  
Technical Production**

This course teaches students to design and execute the technical and creative elements of live performances. Through practical, hands-on projects, they will develop skills in set design and construction, lighting, sound, marketing, and box office management. Students enrolled in this course will provide backstage support to NDCL-sponsored events, including plays, musicals, concerts, and liturgies. By the end of the course, students will demonstrate technical mastery, creative problem-solving, and effective collaboration skills.

**NEW****Theatre Workshop**

This course focuses primarily on acting, with elements of technical theatre integrated as applicable. Students engage in various aspects of theatrical production, including preparation, rehearsal, and performance. Key components of the course include audition techniques, stage movement and blocking, the rehearsal process, and the development of characterization through body and voice work. A central feature of this applied skills course is the collaborative selection, casting, rehearsal, and performance of a one-act play, culminating in a public performance as the final exam.

**Marching Band**

*(credit awarded through a Credit Flex plan)*

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

Marching band rehearses after school, and may be taken as either an extra-curricular activity for no credit or for .5 credit/year. Credit must be applied for during course registration through the Credit Flex policy (see p. 7)

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

# Science

Course	Code	Grade(s)	Term	Credits	Prerequisites
Biology	2319	9	Year	1.0	
Honors Biology	2321	9	Year	1.0	Placement
STEM Foundations: Energy, Matter, and Motion	2314	10	Year	1.0	Biology
Environmental Science	2332	11, 12	Year	1.0	Two years of high school science
Chemistry	2330	10, 11, 12	Year	1.0	Biology and a B- or higher in Algebra I
Honors Chemistry	2331	10, 11, 12	Year	1.0 (W)	Concurrently in Algebra II or higher Placement
Honors Chemistry Complement	361	10, 11, 12	Semester	0.5 (W)	Must be taken with Honors Chemistry
Human Anatomy and Physiology	2342	11, 12	Year	1.0	Chemistry or Honors Chemistry
Physics	2340	11, 12	Year	1.0	Chemistry or Honors Chemistry and a C or higher in Algebra II
AP Physics C, Mechanics	2341	12	Year	1.0 (W)	Placement (H Chem recommended) Concurrent enrollment in College Calculus I & II
AP Physics C, Mechanics Complement	371	12	Semester	0.5 (W)	Must be taken with AP Physics
Forensic Science A	352	11, 12	Semester	0.5	Two years of high school science
Forensic Science B	353	11, 12	Semester	0.5	Two years of high school science
Astronomy	350	11, 12	Semester	0.5	Two years of high school science
STEM – Biomedical Studies	355	11, 12	Semester	0.5	Two years of high school science
College Biology – The Unity of Life (BIO 140N)	390	12	Year	1.0 (W)	Chemistry or Honors Chemistry and College-ready test scores

## Biology

This course will provide students with an introduction to the fundamental principles and processes that govern living organisms. Students will learn about cellular biology, genetics, ecology, and evolution. The course is designed to foster critical thinking skills, scientific inquiry, and an appreciation for life on Earth through project-based learning and real-world applications. By the end of the course, students will have gained a solid scientific foundation, with the ability to be creative and innovative, preparing them for more advanced studies in the sciences.

## Honors Biology

This course is an in-depth Biology course, designed for advanced students. Strong emphasis is placed on scientific reasoning and creative thinking, which are developed through

laboratory problem solving. Project-based learning leads to the discovery of real-world applications of the study of life

### **NEW** **STEM Foundations: Energy, Matter, and Motion**

(Open to the Class of 2028 as a sophomore level course)

This is a comprehensive course designed to introduce students to the fundamental concepts of both physics and chemistry. It is tailored for students seeking a course with less emphasis on mathematical complexity. This course provides a solid foundation for understanding the principles that govern the physical world around us. Students will explore the basic laws of motion, forces, energy, and matter in the context of physics. They will explore the principle of atomic

structure, chemical bonding, reactions, and the trends of the periodic table within the realm of chemistry. Through hands-on experiments, digital data collection and analysis, and simulations, students will gain practical insights into the behavior of matter and energy. The class emphasizes critical thinking, problem solving, and the development of a scientific mindset.

## Environmental Science

Environmental Science is a course that explores Earth's systems and resources through project-based and hands-on learning. Connections and interactions—both natural and human-made—between earth's spheres (the hydrosphere, atmosphere, biosphere and lithosphere) are explored. Students will also learn about the availability of Earth's resources, extraction of the resources, contamination problems,

remediation techniques and the storage/disposal of the resources or by-products. The topics of conservation, protection and sustainability of Earth's resources are also explored. This course includes field work and exploration of NDCL's beautiful campus as well as field trips to work with conservation partners in the surrounding community. Real-world applications of environmental science are explored through labs, field work and case studies.

## **Chemistry**

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

## **Honors Chemistry and Honors Chemistry Complement**

This course provides a practical, hands-on approach to understanding chemical principles, emphasizing innovation in problem-solving through the semester long Ohio STEP project and interdisciplinary applications across multiple fields. Students will develop digital literacy and research skills through collaborative labs and real-world projects, building their capacity to tackle modern scientific challenges. By exploring chemistry's role in areas such as corrosion and sustainability, students gain insights into emerging fields and cultivate the skills needed to approach complex issues with creativity and critical thinking. Eligibility for taking this course is determined by Biology grade, PSAT 8/9 scores, and cumulative GPA of 3.5 and above.

## **Human Anatomy and Physiology**

Anatomy & Physiology is a course focused on understanding the structure and function of the human body through lab work, hands-on projects, lectures, case studies, and technology. Technology integration includes mixed reality goggles which allow the use of holograms in teaching anatomy through Case Western's HoloAnatomy program. Dissections, including a fetal pig, will help students understand the human body. Systems explored in this course include integumentary, skeletal, muscular, digestive, respiratory, cardiovascular, excretory, nervous, endocrine and reproductive systems.

## **Physics**

Physics is for juniors and seniors with both a strong interest in and aptitude for science and/or mathematics. It is essential for the student contemplating college level work in the physical sciences, engineering, etc. Through lectures, problem solving, discussions, and laboratory work students investigate the traditional spectrum of topics: kinematics, forces, energy, momentum, rotational dynamics, electricity & magnetism, and gravitation. Technology such as digital sensors, graphing software, video recordings and simulations will be utilized throughout the course for data collection and analysis.

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

## **Astronomy**

How can we study something so big that it includes everything, even us? Students will explore the components of our solar system as a starting point to study stellar and galactic astronomy. Topics include: behavior of light, telescopes, the night sky, solar systems, star formation, the life and death of stars, black holes, introduction to cosmology and the history of the universe.

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

AP Physics C: Mechanics is a calculus-based, college level course that provides an in-depth study of Newtonian mechanics. Students will study the following content areas: kinematics, forces, energy, linear momentum, circular motion, oscillations, and gravitation. The course emphasizes conceptual understanding and application through inquiry, problem solving, engineering, and laboratory work. Technology such as digital sensors, graphing software, video recordings and simulations will be utilized throughout the course for data collection and analysis.

*Students may elect to take the AP exam in Physics, but they must also take the second semester exam during the regularly scheduled exam period.*

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

## **Forensic Science**

In these engaging courses, students explore the science behind crime scene investigation through hands-on labs and real-world case studies. Emphasizing practical problem-solving and creative thinking, the course connects concepts from biology, chemistry, and criminal justice, enabling students to experience how forensic science impacts real-world investigations. With a focus on developing digital literacy and analytical skills, students learn to interpret data and apply scientific methods to understand evidence—gaining valuable insights into the world of forensic technology and its role in modern investigative work. Courses may be taken in any order; one section is not a prerequisite for the other.

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

- ~Crime scene analysis and the Law
- ~Anthropology
- ~Blood Evidence
- ~Death and Entomology
- ~Soil Analysis



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

- ~Crime scene analysis and evidence collection
- ~Ballistics
- ~Cybersecurity
- ~Fingerprints
- ~Hair and fibers analysis
- ~Handwriting analysis
- ~Toxicology
- ~Arson

### **STEM – Biomedical Studies**

Students will explore how diseases are detected, their signs & symptoms, treatment options, and how to evaluate problems when the body is failing. Emphasis will be on discovering ways the most pressing health challenges of the 21<sup>st</sup> century are being handled. Using real world case studies as the starting point, students will have the opportunity to design their own investigations, conduct research, and present their findings at the Biomedical Symposium. Topics such as public health, infectious diseases, clinical medicine, human physiology, biomedical engineering and innovations will be explored through case studies, laboratory experience, and technology. Outside speakers and collaborators will enhance student learning.

### **College Biology – The Unity of Life (BIO 140N)**

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

College Biology I is an introductory course for biology majors designed to develop a foundation for future higher-level courses within the biological sciences. Topics covered include basic concepts of chemistry, biomolecules, DNA & RNA, cellular structure, cell division & cycle, inheritance, genes, chromosomes, genomes, biotechnology, and bioenergetics. General Biology Laboratory I is incorporated into this course. Students will have the opportunity to participate in college level labs, including PCR and electrophoresis using state-of-the-art technology.

# Social Studies

Course	Code	Grade(s)	Term	Credits	Prerequisites
Modern World History	2410	9	Year	1.0	
Honors Modern World History	2411	9	Year	1.0 (W)	Placement
U.S. History	2420	10, 11	Year	1.0	
Government	430	11, 12	Semester	0.5	
A student who takes Government must also choose at least one of the electives below:					
Sociology	443	11, 12	Semester	0.5	
World Issues	444	11, 12	Semester	0.5	
Human Geography	442	11, 12	Semester	0.5	
College Major Themes in American History (HIST 199)	2492	10, 11, 12	Year	1.0 (W)	College-ready test scores
College US Politics in Crisis (POL 105S)	2491	11, 12	Year	1.0 (W)	College-ready test scores
College The Psychological Sciences (PSY 110S)	490	12	Semester	1.0 (W)	College-ready test scores

## Modern World History

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

## Honors Modern World History

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

who has demonstrated strong ability in verbal and reading skills.

## U.S. History

US History is essential for students to develop an understanding of the countries founding ideals and how historical events and themes shape the world they live in. After a brief overview of U.S. History from colonial times through Reconstruction, the course utilizes critical reading, writing, and research to learn about the nation's history from Industrialization to the present. There is an emphasis on domestic themes alongside foreign policy with real world applications interwoven into each unit to demonstrate relevancy to today. This course lays foundational skills for future social studies classes in which students are able to analyze history, politics, economics, society and law with reason, scope and vision.

## College Major Themes in American History (HIST 199)

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

This college-level American history class will span the academic year and will be open to highly motivated students who meet the eligibility

requirements set by Mt. Union. This course is a thematic survey of the political, social, economic, and cultural development of the United States from its earliest colonial roots to the present. The themes to be studied include the colonial experience, American foreign policy, the American reform impulse, the growth of presidential power, and American diversity and inclusion.

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

## Government

In this required semester course, students will analyze, research, and learn how to participate in the democratic process. The class focuses on the basic principles of the Constitution, the structure of government with a focus on federalism and checks and balances, and the political process and how citizens and groups interact with the American Government. Students will have a

choice to explore issues and topics they have an interest in while using course content to explain the world around them.

Students enrolled in Government must also take one of the following electives: Sociology, World Issues, or Human Geography.

### **Sociology**

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

Sociology is a course that provides students with a comprehensive exploration of the fundamental principles that shape human society. Through the lens of sociological inquiry, students will gain a deep understanding of the dynamic forces influencing human behavior, social structures, and the interconnectedness of individuals within and across communities.

Throughout the course, students will engage in critical discussions, collaborative projects, and case studies to apply sociological concepts to real-world scenarios. Emphasis will be placed on developing analytical skills, enabling students to think critically about the social issues that shape their lives. By the end of the course, students will have a solid foundation in sociology, empowering them to better understand, interpret, and contribute to the complex tapestry of human society.

### **World Issues**

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

This course provides students with the opportunity to examine the dynamics of global interactions and present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Through discussion and other forms of active learning, students will think critically about contemporary issues that have political, economic, social, and

historical components. Approaches to addressing global issues reflect historical influences and multiple perspectives. A significant emphasis on developing global citizenship and media literacy skills will allow students to understand their roles and responsibilities in our global community.

### **Human Geography**

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

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

### **College US Politics in Crisis- American Government, Politics & Society (POL 105S)**

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

The college-level course will span the academic year and will be open to juniors and seniors who meet the eligibility requirements set by Mt. Union. This course provides a comprehensive introduction to the structure and processes of government in the United States. It is a survey course covering the foundations of American government, its major institutions, and the various forces that shape political decision-making. Some topics that will be addressed include: democratic theory, the U.S. Constitution, federalism, state and local government, public opinion, interest groups, elections, the courts, Congress, and the presidency.

### **College The Psychological Sciences (PSY 110S)**

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

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

# Theology

Course	Code	Grade(s)	Term	Credits	Prerequisites
Theology 9	0010	9	Year	1.0	
Theology 10	0011	10	Year	1.0	
Theology 11	0012	11	Year	1.0	
Seniors must choose two of the following courses:					
World Religions	0015	12	Semester	0.5	
Intentional Discipleship	0016	12	Semester	0.5	
Mary, The Model Disciple	0017	12	Semester	0.5	

## Theology 9

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

## Theology 10

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

## Theology 11

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

Apostles and is sustained by him through the Holy Spirit.

In the second semester the focus is on Catholic Social Teaching. Students will explore how Christ's transformative love and concern for others, especially the poor and vulnerable, continues to shape the world today through the Church's social teaching and mission. By living the truth in love as Jesus did, students will learn how they, too, can be agents of change, bringing about justice and compassion in their communities and beyond.

## World Religions

This semester course explores the rich diversity of global religious traditions by examining and comparing them with the Catholic faith. The course begins with an in-depth study of ecumenical and interreligious dialogue, highlighting the importance of understanding and respect in our world. Students engage with the core beliefs, practices, sacred texts and spiritual traditions of major world religions, including but not limited to Judaism, Islam, Hinduism, and Buddhism. Through this comparative study, students gain a deeper appreciation of Catholic teachings, values, and their place within the broader context of human spirituality and religious experience. The course emphasizes dialogue, critical thinking, and an enriched awareness of the shared human quest for meaning, truth, and connection with the divine.

## Intentional Discipleship

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

### NEW

## Mary, The Model Disciple

With Mary as their patron, the historic schools of Notre Dame Academy and Cathedral Latin have long encouraged students to embrace a life inspired by Mary's example. NDCL continues this legacy. In this course, students are invited to enter an exploration of Mary, the Mother of God, and her pivotal role in the life of a Christian. This course invites students to examine Mary's significance as revealed in Scripture, articulated through Church teaching, and embodied in her unique relationship with Jesus. Through both the student's collective study and their individual spiritual reflection, students will encounter Mary as the Mother of the Church and a model for personal living.

# Visual Arts

Course	Code	Grade(s)	Term	Credits	Prerequisites
<b>Introductory Courses</b>					
Introduction to Drawing and Painting	710	9, 10, 11, 12	Semester	0.5	
Art Exploration	717	9, 10, 11, 12	Semester	0.5	
Introduction to Ceramics	713	9, 10, 11, 12	Semester	0.5	
Introduction to Photography	712	9, 10, 11, 12	Semester	0.5	Digital camera required (no cell phone)
<b>Intermediate Courses</b>					
Film Making	728	10, 11, 12	Semester	0.5	Successful completion of Introduction to Photography Digital camera required
Drawing and Painting I	720	10, 11, 12	Semester	0.5	Introduction to Drawing and Painting
Art Exploration I	727	10, 11, 12	Semester	0.5	Art Exploration
Ceramics I	723	10, 11, 12	Semester	0.5	Introduction to Ceramics
Traditional & Digital Photography I	2722	10, 11, 12	Year	1.0	Introduction to Photography and Manual 35 mm SLT and digital camera
<b>Advanced Courses</b>					
Drawing and Painting II	730	10, 11, 12	Semester	0.5	Drawing and Painting I
Art Exploration II	737	10, 11, 12	Semester	0.5	Art Exploration I
Ceramics II	733	10, 11, 12	Semester	0.5	Ceramics I
Ceramics III	743	11, 12	Semester	0.5	Ceramics II
Wheel Throwing	734	12	Semester	0.5	Ceramics I
Traditional & Digital Photography II	2732	11, 12	Year	1.0	Traditional & Digital Photography I and Manual 35 mm SLT and digital camera
Traditional & Digital Photography III	2742	11, 12	Year	1.0	Traditional & Digital Photography II and Manual 35 mm SLT and digital camera
AP Studio Art I	2735	11, 12	Year	1.0 (W)	Two art courses – at least one at the Intermediate level and Application to the Art Department with a Portfolio
AP Studio Art II	2736	12	Year	1.0 (W)	AP Studio Art I

## Introductory Courses

*These courses are offered non-sequentially without prerequisites to introduce the elements of art: line, shape, value, form, color space, and texture, and the principles of design: balance unity, emphasis, rhythm and movement.*

## **Introduction to Drawing and Painting**

Dive into the world of drawing and painting as you explore materials like pencil, sharpie, scratchboard, watercolor, and acrylics. This course teaches essential techniques such as contour drawing, value studies, and color mixing, while building a strong foundation in the elements of art. Students will develop visual awareness and learn to express their creativity on paper and canvas. Perfect for beginners or those looking to refine their skills,

this class will inspire growth and fun with every brushstroke.

## **Drawing and Painting I**

This course is designed to expand artistic skills through the exploration of diverse materials, including pen and ink, charcoal, pastels, watercolor, and acrylics. This course focuses on mastering the elements of art and applying the principles of design while emphasizing the critical aspects of composition, observation, and visual communication. Students will develop a deeper understanding of how to

effectively translate their ideas into dynamic, well-crafted works of art. Through guided projects and personal exploration, this course challenges students to refine their techniques and express their unique creative vision. and visual communication.

## **Drawing and Painting II**

Take your skills to the next level in *Drawing and Painting II*, where you'll build upon the foundations established in earlier courses. This advanced class emphasizes deepening your observational drawing and painting



techniques while pushing the boundaries of your personal style. Students will explore a variety of media, gain inspiration from both historical and contemporary artists, and experiment with new methods to develop their unique artistic voice. Focused on personal expression and creativity, this course encourages students to refine their craft while tackling more complex and innovative artistic challenges.

### **Art Exploration**

This is an exciting hands-on course that introduces students to the world of visual art through a variety of creative projects. Focusing on the fundamental *elements of art*—line, shape, form, color, value, texture, and space—students will experiment with diverse media and techniques, including printmaking, wire sculpture, collage, mixed media, and spray paint. This class offers a fun and engaging way to develop artistic skills while exploring self-expression, problem-solving, and creativity.

### **Art Exploration I**

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

### **Art Exploration II**

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

### **Introduction to Ceramics**

Explore the exciting world of ceramics in this hands-on, creative course! If you're new to clay, this class offers a fun and immersive introduction to shaping and sculpting with clay.

Students will master hand-building techniques to craft one-of-a-kind pieces, from functional pottery to expressive sculptures, all while discovering the magic of glazing and adding vibrant color. Through a mix of creative problem-solving and technical skill-building, students will experiment with the elements of art—such as color, texture, and form—while developing their unique artistic voice. Get ready to turn a lump of clay into something extraordinary!

### **Ceramics I**

Build on your creativity and take your pottery skills to the next level in *Ceramics I*! This course expands on hand-building techniques and design principles, offering students the chance to create more complex and personalized pieces. Students will dive deeper into the world of glazes, learning various new types and techniques for applying color and texture to their work. You'll also be introduced to the exciting process of wheel throwing, along with mid-fire clay, allowing for even greater artistic possibilities. While refining your craft and discovering new techniques, this course provides the perfect foundation to push your pottery to new heights.

### **Ceramics II**

*Ceramics II* advances your pottery skills, focusing on advanced techniques and independent artistic expression. This course emphasizes hand-building methods and glazing as powerful tools for visual storytelling. Students will revisit and refine wheel throwing techniques while experimenting with more complex forms and designs. A highlight of the course is the thrilling experience of outdoor raku firing, where students will explore dynamic and unpredictable glaze results, adding an exciting new dimension to their work. With a focus on personal creativity and technical mastery, *Ceramics II* challenges students to transform their ideas into fully realized, expressive pieces.

### **Ceramics III**

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

### **Wheel Throwing**

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

### **Introduction to Photography**

(Digital camera required)

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

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

(Manual 35mm SLR camera and digital camera required)

This course furthers the student's skill in composing interesting photographs and working in Photoshop. Students will be introduced to the Manual 35mm

film SLR camera (required). Students will learn to use the SLR to compose photographs, process film and make black and white prints in the darkroom. Students will begin to explore the role of photographic imagery in reflecting and defining our culture. Self-analysis and group critique are integral parts of the evaluation of student work.

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

(Manual 35mm SLR camera and digital camera required)

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

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

(Manual 35mm SLR camera and digital camera required)

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

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

### **Film Making**

(Digital camera required)

This course is for those students who are interested in video production software with an artistic foundation.

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

### **Advanced Placement Studio Art**

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

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

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

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

# World Languages

Course	Code	Grade(s)	Term	Credits	Prerequisites
French I	2510	9, 10, 11, 12	Year	1.0	
French II	2520	9, 10, 11, 12	Year	1.0	Successful completion of French I See note below.
French III	2530	10, 11, 12	Year	1.0	C or better in French II both semesters
Spanish I	2511	9, 10, 11, 12	Year	1.0	
Spanish II	2521	9, 10, 11, 12	Year	1.0	Successful completion of Spanish I See note below.
Spanish III	2531	10, 11, 12	Year	1.0	C or better in Spanish II both semesters
College Elementary Spanish II (SPN 102)	590	11, 12	Semester	1.0 (W)	Spanish III and UMU Placement test required

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

## French I

Students in French I develop the basic language skills of listening, speaking, reading and writing with an emphasis on oral communication in French. Foundations of grammar and vocabulary are laid along with the initiation of foreign language study skills. Proper pronunciation and intonation are learned through imitation of the teacher, exposure to voices of native speakers, and immersion in the target language during class. Students are introduced to cultural products and practices of France and Francophone countries.

## French II

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

## French III

French III concentrates on enriching vocabulary, strengthening the basics of grammar, and refining the listening, speaking, reading and writing skills the

students have acquired. To achieve these objectives, students are required to do interpretive reading, oral reports, short dramatizations and written reports. The reading of French literature introduces students to the literary heritage of France and Francophone countries. This course will be conducted primarily in the target language.

## Spanish I

Students in Spanish I develop the basic language skills of listening, speaking, reading and writing with an emphasis on oral communication in Spanish. Foundations of grammar and vocabulary are laid along with the initiation of foreign language study skills. Proper pronunciation and intonation are learned through imitation of the teacher, exposure to voices of native speakers and immersion in the target language during class. Students are introduced to cultural products and practices of Spain and Latin America.

## Spanish II

Students in Spanish II continue to master listening and speaking in the target language and further develop their reading comprehension and writing skills. Students are exposed to complex grammatical structures and their vocabulary base is broadened so that they can more effectively

communicate their ideas both orally and in writing. This course continues the study of Spanish and Latin American culture in greater depth.

## Spanish III

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

## College Elementary Spanish II (SPN 102)

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

A continuation of the study of the Spanish language and Hispanic cultures through interactive and communicative reading, writing, listening, and speaking activities to develop language and cultural proficiency. This class is intended for students looking to advance their understanding and practice of the Spanish language to the college level.

# Enhanced Learning Block

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

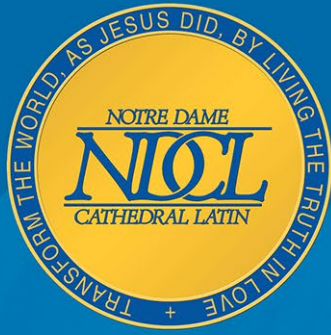
<b>Course Number</b>	<b>Grade Level</b>	<b>Semester</b>
960	Freshman	Semester 1
5960	Freshman	Semester 2
961	Sophomore	Semester 1
5961	Sophomore	Semester 2
962	Junior	Semester 1
5962	Junior	Semester 2
963	Senior	Semester 1
5963	Senior	Semester 2

## Intervention – *by placement only*

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

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





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