

DIVINE SAVIOR HOLY ANGELS HIGH SCHOOL

Curriculum Guide 2017-2018

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PROGRAMS, AND ATHLETIC AND OTHER SCHOOL-ADMINISTERED PROGRAMS.

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DSHA STATEMENTS OF MISSION, VISION, AND PRINCIPLES

MISSION STATEMENT

Divine Savior Holy Angels High School is a Catholic college preparatory high school that excels at developing the whole person. Sponsored by the Sisters of the Divine Savior and grounded in their mission to make known the goodness and kindness of Jesus Christ, we develop our students into capable young women of faith, heart and intellect who accept the gospel call to live lives that will make a difference.

VISION STATEMENT

DSHA will be #1: recognized as the premier choice for a girl seeking to grow into her full potential as a woman of faith, heart and intellect.

STATEMENT OF PRINCIPLES

As a **Catholic high school**, DSHA is grounded in the beliefs and celebrates the traditions of the Catholic Church while fostering faith development in students, faculty, and staff.

As a **college preparatory high school**, DSHA provides exemplary academic and co-curricular opportunities which help students realize their true potential and inspires a passion for life-long learning, rooted in courage, innovation and integrity.

As a **high school for young women**, DSHA cultivates confident young leaders who employ their gifts in the service of others, who positively impact their communities and the world, and who are sought after as creative problem-solvers and engaged collaborators.

QUALITIES OF A DSHA GRADUATE

The Qualities of a DSHA Graduate find their foundation in the mission of DSHA. Driven by the basic beliefs and values inherent in the mission of DSHA, it is by design that the educational experience of a DSHA student promotes her development as a **confident and capable woman** with the following qualities:

She is a **Believer**, grounded in Catholic Christian values which encourage her to act on God's call to a life of justice, service and integrity. Committed to living her faith, she recognizes the loving presence of God in all peoples and in all places.

She is a **Critical Thinker**, who applies problem-solving skills, good decision-making and creativity, focusing on quality processes, enlightened perspectives and life-long learning. She is an adaptable, analytical, curious intellectual who accesses credible information in her quest to understand, synthesize and innovate.

She is a **Communicator**, who is articulate, perceptive and responsive to others. She is highly skilled at interpersonal communication, effectively exchanging ideas through written, verbal and non-verbal means. She uses evolving technology and is an active and reflective listener who adapts her message to reach various audiences.

She is a **Leader**, who takes initiative, is self-directed and leads by positive influence. She is a collaborator who motivates and empowers others to develop their potential. She models a life of faith, life-long learning and wellness, and is accountable to and respectful of the viewpoints of others and other cultures.

DSHA's Catholic, Salvatorian foundation, academic program, commitment to service, academic program and co-curricular opportunities provide a young woman with high standards, tools and choices that empower her to develop *The Qualities of the DSHA Graduate*.

Revised – July 2011

GRADUATION REQUIREMENTS

In order to graduate from DSHA, a student must meet a minimum number of credits. Due to changes in school curriculum and other requirements, the total number of required credits will change based on the graduation year of the students.

For the class of 2018:

| | |
|-------|--|
| 4 | English/Communications |
| 3 | Mathematics (including Algebra II) |
| 3 | Science |
| 3 | Social Studies (including US History or AP US History) |
| 4 | Theology |
| 2 | World Languages (same language) |
| 1 | Fine Arts (Music, Theatre, Visual Arts) |
| 1.25 | Fitness/Wellness |
| 0.5 | Health |
| 0.5 | Specialized Studies (formerly, Business) |
| 2 | Electives |
| 1 | Service |
| 25.25 | CREDITS TOTAL |

For the class of 2019 and beyond:

| | |
|------|--|
| 4 | English/Communications |
| 3 | Mathematics (including Algebra II) |
| 3 | Science |
| 3 | Social Studies (including US History or AP US History) |
| 4 | Theology |
| 2 | World Languages (same language) |
| 1 | Fine Arts (Music, Theatre, Visual Arts) |
| 1 | Fitness/Wellness |
| 0. | Health |
| 0. | Specialized Studies (formerly, Business) |
| 2 | Electives |
| 1 | Service |
| 25.0 | CREDITS TOTAL |

Service: The Salvatorian Service Requirement is the following:

Freshmen (.25 credit): Orientation to Service

- Attend and actively participate in Freshman Service Day during first semester of freshman year and 5 additional hours of service during the year. A student may choose to do up to 3 of her 5 required hours serving at her parish/place of worship and/or at DSHA; the remaining hours must be to the poor and vulnerable.

Sophomores (.25 credit): Introduction to poor and/or vulnerable service

- 16 hours during sophomore year of service to the poor and vulnerable. Up to 6 of the 16 hours may be service to her parish/place of worship and/or to DSHA. At least one meaningful service experience must be completed during first semester prior to her reflection session.

Juniors (.25 credit):

- 20 hours during junior year of service to the poor and vulnerable. Up to 6 of the 20 hours may be service to her parish/place of worship and/or to DSHA. At least one meaningful service experience must be completed during first semester prior to her reflection session.

Seniors (.25 credit):

- Attend and completely and actively participate in all aspects of Vocare during her senior year.

Retreats: Attend and completely and actively participate in DSHA-sponsored freshman, sophomore, and senior retreats. Junior retreat is optional and encouraged.

Technology

DSHA is committed to integrating advanced technology across and throughout the curriculum for instructional reinforcement, enhancement, and enrichment. Computers and other forms of instructional technology play a vital role in all DSHA academic departments. It is a goal of the school to use technology as a tool for instruction in math, science, English, social studies, business, world languages, theology, and the arts. Advanced application software is used across the curriculum and enhances classroom lessons.

SNAPSHOT: COURSE OFFERINGS

(Not all courses/departments are included; please read through each department listing for full course descriptions)

Art

| | Freshmen | Sophomores | Juniors | Seniors |
|---------------------|---|--|--|--|
| Visual Arts | Design Discovering Art *Self-Expression | Design Discovering Art Ceramics Digital Imaging Drawing Fibers Graphic Design Jewelry Painting Photography Sculpture *Self-Expression | Design Discovering Art Ceramics Digital Imaging Drawing Fibers Graphic Design Jewelry Painting Photography Sculpture *Self-Expression | Design Discovering Art Ceramics Digital Imaging Drawing Fibers Graphic Design Jewelry Painting Photography Sculpture *Self-Expression ±AP Art: 2D Design |
| Music | Advanced Handbells Concert Choir Handbells Orchestra | Advanced Handbells Angelaire Camerata Singers Concert Choir Handbells Orchestra | Advanced Handbells Angelaire Camerata Singers Concert Choir Handbells Orchestra | Advanced Handbells Angelaire Camerata Singers Concert Choir Handbells Orchestra |
| Theatre Arts | Acting I & Intro to Theatre Acting II Stagecraft I Stagecraft II | Acting I & Intro to Theatre Acting II Acting the Classics Advanced Acting Stagecraft I Stagecraft II Theatre Production Apprenticeship | Acting I & Intro to Theatre Acting II Acting the Classics Advanced Acting Playwriting I Stagecraft I Stagecraft II Theatre Production Apprenticeship | Acting I & Intro to Theatre Acting II Acting the Classics Advanced Acting Stagecraft I Stagecraft II Theatre Production Apprenticeship |

All courses are one-semester art courses for ½ credit with the exception of AP Art: 2D Design, which runs both semesters for one full credit.

Design or Discovering Art provide formal instruction to visual art concepts and techniques and are prerequisites for every student who wishes to continue taking **visual arts** courses. Students may not take both Design and Discovering Art.

*Note: Self-Expression provides a more casual approach to visual arts technique and subject matter. Therefore it is not a prerequisite to additional art courses. However, it will fulfill the 3D requirement for AP Art: 2D Design.

±AP Art: 2D Design is a full year, one credit course that requires department approval for admission. Students interested in taking AP Art as a senior must satisfy the following prerequisites:

- Design or Discovering Art
- Drawing
- Painting
- 3D art course such as Ceramics, Jewelry, Sculpture, Self-Expression or Fibers

English

| Freshmen | Sophomores | Juniors | Seniors |
|------------------------|-------------------------|---|---|
| College Prep English I | College Prep English II | British Writers Female Identity in Literature Great Books Topics in Literature Self in Literature Shakespeare's Major Plays World Literature Writing Course EN 211: Ethnicity in American Literature* EN 215: Irish Literature* ENG 263: Contemporary Literature* | AP English: Literature British Writers Female Identity in Literature Great Books Topics in Literature Self in Literature Shakespeare's Major Plays World Literature Writing Course EN 211: Ethnicity in American Literature* EN 215: Irish Literature* ENG 263: Contemporary Literature* |

Electives: Speech

Please note that Speech does not fulfill the English graduation requirement; it is counted as an elective course.

*EN 211: Ethnicity in American Literature; EN 215: Irish Literature; and ENG 263: Contemporary Literature, are dual-credit, concurrent enrollment courses offered through a partnership with a Wisconsin university.

These courses are available for both high school English credit and university credit (the student would pay the extra university fee for the course). **For more information about dual-credit, concurrent enrollment courses, please see the "Dual Credit/Concurrent Enrollment" information at the beginning of the Curriculum Guide.**

Health and Fitness

| Health | Fitness: Freshmen | Fitness: Sophomores | Fitness: Juniors | Fitness: Seniors |
|----------------|---|------------------------|---|--|
| Women's Health | | Women's Health* | | |
| | Fitness 101 <i>Summer-- Women's Health* (possible to take online the summer after freshman year)</i> | Fitness 102 | Performance Enhancement Exercise Programming Bodies In Motion: Cardio Bodies In Motion: Mind/Body Intramurals I Intramurals II | Performance Enhancement Exercise Programming Bodies In Motion: Cardio Bodies In Motion: Mind/Body Intramurals I Intramurals II |

* Women's Health is a one semester course

* Fitness Education is a 4-year program that meets twice per week during the Wellness hour.

Social Studies

| Freshmen | Sophomores | Juniors | Seniors |
|--------------------------|----------------------------------|---|--|
| Cultures & Civilizations | U. S. History * AP Government | Accelerated Economics AP Government AP U. S. History Behavioral Science Gender Studies U.S. Foreign Policy: International Relations (IR) Focus Africa Focus Asia The Tumultuous 1960s Intercultural History; Latin American Studies AP Human Geography American Foreign Policy | Accelerated Economics AP Government AP European History AP Human Geography AP U. S. History Behavioral Science Gender Studies U.S. Foreign Policy: International Relations (IR) Focus Africa Focus Asia The Tumultuous 1960s Intercultural History; Latin American Studies American Foreign Policy |

* AP Government is an available option for a small number of sophomores who qualify – please read the course description in the Curriculum Guide for details.

Mathematics

| | Freshmen | Sophomores | Juniors | Seniors |
|---------------------|---------------------|---|---|---|
| Honors | Honors Algebra II | Honors Geometry | Honors Trig/Pre-calculus | AP Calculus (AB or BC) or Calculus |
| College Prep | Freshman Algebra II | Honors Geometry (continue in honors sequence above) or Geometry with Deductive Reasoning | Pre-calculus w/ Trigonometry & Statistics | Calculus |
| | Advanced Algebra I | Algebra II with Trigonometry | Geometry with Deductive Reasoning | Pre-calculus w/ Trigonometry & Statistics |
| | Algebra I | Algebra II | Geometry | Functions, Statistics and Trigonometry |

* All of the above courses are full year 1 credit courses.

* There are two math-related electives in the Specialized Studies Department. These electives are AP Statistics and AP Computer Science-A. These courses cannot be taken in place of any of the math courses listed above. See the Specialized Studies Department section for descriptions of the courses.

Science

| Freshmen | Sophomores | Juniors | Seniors |
|------------------------------------|--|--|--|
| Biology Accelerated Biology | Chemistry Honors Chemistry <i>First semester -</i> Geology/Oceanography Sustainability/Conservation <i>Second semester-</i> Meteorology/Astronomy Ecology | AP Biology AP Chemistry AP Physics I Chemistry Honors Anatomy & Physiology Honors Chemistry Independent Science Research Project Physics <i>First semester -</i> Geology/Oceanography Sustainability/Conservation <i>Second semester-</i> Meteorology/Astronomy Ecology | AP Biology AP Chemistry AP Physics I Chemistry Honors Anatomy & Physiology Honors Chemistry Independent Science Research Project Physics <i>First semester -</i> Geology/Oceanography Sustainability/Conservation <i>Second semester-</i> Meteorology/Astronomy Ecology |

Semester courses may be taken in any combination. Please read course descriptions in the *Curriculum Guide* for prerequisites.

The DSHA Administration reserves the right to cancel a class when it is deemed that there is an insufficient number of students to make the class financially feasible.



MATH, SCIENCE, ENGINEERING AND TECHNOLOGY PREPARATION

DSHA is known for its rigorous and thorough preparation of students in all core subject areas, including **science and mathematics**. DSHA’s math and science ACT scores attest to the fact of our students’ mastery of these subjects exceeds those of peers across the state and sets up DSHA graduates for success in college STEM fields.

| | |
|---|---|
| Math | Science |
| DSHA: 25.9 | DSHA: 25.8 |
| State of Wisconsin: 20.2 | State of Wisconsin: 20.7 |

Increased participation in science and math courses is part of the culture at DSHA.

- In 2016-17, **95%** of our seniors are taking more than the graduation requirement for science (3 years is the requirement).
 - 35 students are taking 5 years of science and 2 students are taking 6 years of science.
- In 2016-17, **97%** of our seniors are taking more than the 3-year requirement of math.
 - 31 students are taking 5 years of math and 1 student is taking 6 years of math.

Furthermore, the percentage of DSHA students who are deemed college ready in mathematics and science by ACT (as measured by the College Readiness Benchmarks) **exceeds state levels of college readiness**.ⁱ

- 75% of our graduates meet the College Readiness Benchmarks in math; only 36% of students across Wisconsin meet the CRB in math.
- 77% of our graduates meet the College Readiness Benchmarks in science; only 36% of students across Wisconsin meet the CRB in science.

The National Assessment of Educational Progress (NAEP) – the nation’s education report card – shows that **fewer than forty percent of students, at every grade level tested, are proficient in math and science**.

Our upper-level math courses support students’ pursuit of STEM in college, with both **AP Calculus AB and AP Calculus BC**. Our scores on the AP Exams **outpace state and national scores**ⁱⁱ:

Scores range from 1-5, with 5 being a perfect score.

| | | | |
|------------------------------|------|------------------------------|------|
| DSHA AP Calculus AB | 4.47 | DSHA AP Calculus BC | 4.50 |
| Wisconsin AP Calculus AB | 3.01 | Wisconsin AP Calculus BC | 3.75 |
| United States AP Calculus AB | 2.94 | United States AP Calculus BC | 3.81 |

Outside of the classroom, our students participate—and excel—in competitions that include national and international science and engineering fairs, based in our hands-on, mentor-based **Independent Science Research Projects** course [ISRP].

- Students in ISRP—hundreds of DSHA graduates over the years—conduct their own in-depth scientific research and present their findings at local, district, state and national competitions. Beyond conducting cutting-edge research in the field and with professional mentors in the fields of neuroscience, environmental science, kinesiology, and endocrinology (to name a few), students analyze data, write the research paper and complete other professional-level readings from scientific and medical journals.

DSHA’s unique **Introduction to Engineering** course serves as the basis for students to consider engineering as a career by honing problem-solving and real-world applications of engineering principles and design. Engineering projects involve structural design, data analysis, computer programming, reverse engineering and more. Indeed, DSHA’s focus on the intentional development of the Qualities of the Graduate prepare our students to be the problem solvers of tomorrow. Girls here learn over four years how to be distinguished critical thinkers, communicators, leaders and believers, all while developing the basic analytical, problem-solving, and professional life skills to thrive and succeed in the 21st century.

The **SMART Team**—Students Modeling a Research Topic—puts students in the role of scientists and engineers excited about their research, and allows students to learn and use **rapid prototyping technology**. DSHA’s SMART Team excels at teamwork as they delve into the molecular world, explore science as a process and work to understand and model the structure-function relationship of a protein. This

integration of science and engineering provides students with a more realistic contextualization of problems, increased transfer across problems, more cooperation, and better understanding of the content under study.

As a bring-your-own-device school [BYOD], DSHA prepares students to **leverage technology** now and into the future. Students learn to adapt to lessons, instruction and projects using technology that works for them, assessing in real-time the device’s functionality and efficacy as it relates to the project or lesson at hand. Real-world use of technology as an informational, organizational and learning tool means that students understand just that: technology can be used as a tool for problem-solving, but it is not the solution unto itself.

DSHA’s introduction of **AP Computer Science A** in 2017 will teach students **computer programming** using JAVA, an object-oriented programming language. It is equivalent to a first-semester college level course and will cover programming methodology, algorithm design, testing methods, logical reasoning, and problem solving.

Specialized Studies

New Department, opening in 2017-18

½ credit from the Specialized Studies Department will be a graduation requirement (if you are a current student with ½ credit in Business, we will accept that as meeting the ½ credit requirement for this department)

Be sure to check the prerequisite courses required for each class listed below.

| Freshmen | Sophomores | Juniors | Seniors |
|--------------|---|--|--|
| Accounting I | Accounting I College Accounting Personal Finance AP Computer Science AP Statistics Introduction to Engineering | Accounting I College Accounting Personal Finance AP Computer Science AP Statistics Introduction to Engineering PL 101: Introduction to Ethics* | Accounting I College Accounting Personal Finance AP Computer Science AP Statistics Introduction to Engineering PL 101: Introduction to Ethics* |

*PL 101: Introduction to Ethics is a dual-credit, concurrent enrollment course offered through a partnership with Cardinal Stritch University. Dual-credit, concurrent enrollment courses are available for both high school credit and university credit (the student would pay the extra university fee for the course). **For more information about dual-credit, concurrent enrollment courses, please see the “Dual Credit/Concurrent Enrollment” information at the beginning of the *Curriculum Guide*.**

ADVANCED PLACEMENT (AP) COURSES

Divine Savior Holy Angels currently offers 14 Advanced Placement courses. These courses include AP Biology, AP Calculus (AB and BC), AP Chemistry, AP Physics I, AP English Literature, AP European History, AP Government, AP Statistics, AP U. S. History, AP Human Geography, AP Spanish Language and Culture, AP Computer Science, and AP Art 2D Design.

Advanced Placement courses are offered to give students the opportunity to master coursework similar to college-level courses in these areas. These classes are quite rigorous, requiring students to do extended reading and preparation for class. Students must be prepared not only to understand facts and data, but also be prepared to analyze and synthesize that information. Students enrolling in an Advanced Placement course should carefully consider these rigorous requirements in light of other courses they may be taking as well as their extra-curricular and service commitments. Prerequisites for these courses have been carefully thought out; expectations for participation in AP classes have been established by the department offering the course and are strictly adhered to. Students are advised to take no more than 3 AP credits during their Senior year.

Advanced Placement courses prepare students to take the corresponding AP Exam in May. Although the College Board considers a grade of 3, 4, or 5 on an AP exam passing, colleges independently set their own standards for awarding college credits for a given grade on the AP exam. There are a large percentage of colleges and universities that grant credit if a score of 4 or 5 is achieved; some universities do not grant AP credit under any conditions. Thus, DSHA students and parents must acquaint themselves with the AP policies and guidelines of the colleges and universities to which they will apply. You may also use "College Search," an online resource maintained by the College Board (www.collegeboard.com), to find information on the AP policies of various colleges and universities.

DSHA expects students who register for AP courses to take the AP exams in spring. The cost of the AP exam(s) will be billed to the student at the beginning of second semester. There will be a separate fee for each exam.

Most colleges and universities have their own placement systems/exams for world language. This allows most of our graduates to be placed in advanced world language classes and receive credit for the courses they have skipped over (in some cases up to 12 or more credits) without the strict requirements and cost of an AP exam. Students with a strong desire to take an AP Foreign Language exam may discuss the possibility with their individual teacher.

Before registering for an AP class, ask yourself...

- Is this a subject that truly interests me?
- Am I taking the course because it fits into my career plans and is the logical next step in my academic program and not because I feel I "have to take it" or I want to impress a college?
- Have I talked with my current teacher and/or the AP teacher about the course?
- Have I read the course description?
- Have I reviewed *DSHA's Expectations for AP and Accelerated Courses* (found on following pages)?
- Will I have time to dedicate to this AP class given my co-curricular, athletic, service, and leadership commitments as well as my other classes?
- Am I aware that AP classes often require meeting with the teacher and/or small groups outside of class time?

Enrollment in AP classes will mean that school attendance is even more important. Plan NOW to pursue college visits on days off of school or over the summer break. Plan NOW to have doctor's and dentist's appointments after school or on school break days. Understand that you may need to decline field trips in other classes.

Plan NOW to be in class.

Before course selection, think about the big picture: your outside commitments, your ability to deal with multiple demands, your ability to deal with stress, and the importance of your overall wellness, including the utmost importance of mental health, regular exercise and adequate sleep.

Dr. Brian Fidlin, a clinical psychologist with Milwaukee Psychiatric Physicians Chartered, sees the **impact that chronic stress can have on young adults**, and how it not only negatively affects academic performance, but how it also may trigger anxiety, depression and other clinical issues. At a recent presentation to Catholic educators across the state of Wisconsin, he recommended that parents and students ask themselves the following questions before a student enrolls in a course (in high school, college and beyond)—

1. How would I rate my daughter's ability to manage stress? [High/Medium/Low]
2. What stress management tools do we have in place already? How much do we know about stress and how to manage it? (Completely eliminating stress is not desirable nor realistic.)
3. How much does my daughter have on her plate? How much will she have on her plate when school (and particular classes) are in session?
4. What are signs my daughter displays when she is stressed v. non-stressed, overwhelmed v. not-overwhelmed? How quickly can we adjust to the stress she experiences and manage it?
5. What level of stress do I want my daughter functioning at? What if that means turning opportunities down—is she/are we prepared to eliminate activities to better manage stress?

STUDENT SERVICES DEPARTMENT: HIGH SCHOOL TIMELINE

Freshman Year

- Meet with counselor one-on-one (Fall)
- Introduction to CareerLocker and Naviance Family Connection (Fall)
- Participate in orientation programs:
 - Freshman Fun Day (Summer)
 - Big/Little Sister events (Year)
 - Freshman Service Day (Fall)
 - Freshman Retreat (Fall)
- Take Pre-ACT test (Fall)
- Develop a 4-Year Plan

Sophomore Year

- Meet with counselor one-on-one
Attend Risk Behavior Workshop (Fall)
- Take PSAT exam (Fall)
- Focus of classroom guidance:
Social/emotional
- Attend Sophomore Success Night (Winter)
- Explore variety of elective courses

Junior Year

- Meet with Director of College Advising one-on-one (Spring)
- Meet with college representatives (year)
- Attend Junior College Night (Winter)
- Visit colleges (Spring)
- Take ACT and/or SAT (Spring)
- Focus of classroom guidance:
Relationships
- Consider electives based on career interest/goals
- Pursue leadership positions within clubs/sports

Senior Year

- Meet with Director of College Advising and/or School Counselor (as needed).
- Attend Senior College Night (Fall)
- Meet with college representatives (Fall)
- Visit colleges (Fall)
- Focus of classroom guidance:
Transitions
- Complete college applications (Fall)
- Search for scholarships/awards (year)

DUAL-CREDIT/CONCURRENT ENROLLMENT COURSES

What does Dual-Credit/Concurrent Enrollment mean?

Dual-credit/concurrent enrollment provides high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers. It is a low-cost, scalable model for bringing accelerated courses to students in urban, suburban, and rural high schools. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcribed college credit at the time they successfully pass the course.

Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.

Sometimes called “dual credit,” “dual enrollment,” or “college in the high school,” concurrent enrollment partnerships differ from other models of accelerated course work because high school instructors teach *the actual college course* within the student’s high school.

Different From Credit by Exam Options (AP courses)

- Concurrent enrollment courses are actual credit-bearing college courses
- Concurrent enrollment students earn a college grade based on multiple and varied assessments throughout a course, not just from one high-stakes AP exam at the end of the course
- Concurrent enrollment students earn transcribed college credit at the time they successfully pass the course

--Excerpted From *The National Alliance of Concurrent Enrollment Partnerships*

DSHA’s Concurrent Enrollment courses:

English

EN 211: Ethnicity in American Literature

EN 215: Irish Literature

ENG 263: Contemporary Literature

Philosophy (this course can be found in the new Specialized Studies Department)

PL 101: Introduction to Ethics

Theology

REL 104: World Religions

Social Studies

Intercultural History: Latin America

American Foreign Policy

The Tumultuous 1960s

World Languages

Advanced Latin V

What to expect as a student taking a dual-credit/concurrent enrollment course:

As a high school student, you will be working with the same content and material as university, on-campus students. Compared to other high school courses, expect the concurrent enrollment course to go at a faster pace, with high learning standards and outcomes, and greater responsibility for the student. Your high school instructors must align their teaching standards and outcomes to those of their university faculty partner, so the class is truly run like a college class. Additionally, other students in the class will share your level of motivation for this course which will contribute to a satisfying and productive learning experience.

Do I have to sign up for the dual-credit? What if I am just interested in taking the class for “regular” high school credit?

You are under no obligation to register for the dual-credit/concurrent enrollment option. The class will be the same class for everyone in it, no matter if a student pays for the dual-credit option or not.

Are there extra costs associated with the dual-credit/concurrent enrollment option?

Yes. Depending on the course, the university will charge the student a course fee to take the class, primarily because the student will be receiving college credit for the class. (In college, you will pay for each credit, and classes can range from 1-credit to 4 or more credits). All of DSHA’s dual-credit/concurrent enrollment courses are **3-credit** classes.

A student would pay for the course at the time of the college course registration window (not necessarily during DSHA’s course registration time line.) The course fee varies, but generally ranges from \$270--\$399.

Why choose a dual-credit/concurrent enrollment course?

- You are challenged with higher level thinking, reading, writing and problem solving.
- The syllabus, assignments, and requirements for each course are identical to those taught on the college campus.
- You are able to test your own skills in learning at the college level while in the supportive context of high school.
- You have high school teachers and university instructors building a pathway for your successful transition to college.
- Tuition for dual-credit/concurrent enrollment courses is currently about 1/3 of regular university tuition.
- Students receive transcribed credit for any dual-credit/concurrent enrollment courses taken, and these credits are transferable to other colleges and universities.
- You would enter your university or college with college credits already earned!

***NEW* 2017-18: WEIGHTED GRADES at DSHA**

Beginning in 2017, all Dual-Credit/Concurrent Enrollment courses and AP courses will have weighted grades. The reporting of the grades and cumulative GPAs will appear on transcripts and on semester report cards. Please note: DSHA will report BOTH a weighted and unweighted GPA, for greater transparency in grade reporting.

The reason for this change: weighted GPA requests have come in situations where our students compete for scholarships with students from other schools using weighted grade reporting. A weighted GPA is one way schools account for college-level courses, such as Dual- Credit/Concurrent Enrollment and Advanced Placement, and accounts for the impact the grades in these classes may have on students’ GPAs.

College admissions officers examine students’ transcripts with great care. They review the breadth and rigor of courses and the grades earned. In admissions decisions, they recalculate a student’s weighted GPA to reflect an earned GPA in order to fairly evaluate applicants. DSHA has a reputation among institutions of higher education for its integrity in grading and for not engaging in grade inflation practices.

DSHA will continue to use students’ traditional/unweighted grade point averages for the purposes of DSHA academic distinctions (academic honors and awards, NHS eligibility), course prerequisites,

reporting mean school GPA, and academic advising. Courses that are college-level curricula such as Dual-Credit/Concurrent Enrollment courses, and courses in our Advanced Placement (AP) Program shall be given a weight of 1.0 point for the calculation of the weighted GPA. For example, an earned B (3.0 points) will be calculated as 4.0 points for the weighted GPA.

| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|---------------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------|
| Numerical Equivalent | 100-95 | 94-93 | 92-90 | 89-87 | 86-85 | 84-83 | 82-80 | 79-78 | 77-75 | 74-72 | 71-70 | below 70 |
| Course Level | | | | | | | | | | | | |
| Unweighted Quality Points | 4 | 3.67 | 3.33 | 3 | 2.67 | 2.33 | 2 | 1.67 | 1.33 | 1 | 0.67 | 0 |
| Weighted Quality Points | 5 | 4.67 | 4.33 | 4 | 3.67 | 3.33 | 3 | 2.67 | 2.33 | 2 | 1.67 | 0 |

Students and parents can also find the new weighted grades policy in the Student Handbook (online).

DSHA faculty, administrators and counselors still will emphasize with students and parents **the importance of seeking balance** in a student's academic course load, her co-curriculars, her service, and her personal life. Our new practice to report weighted GPAs is intended to provide more transparent information to colleges and offer some benefit to students applying for merit-based scholarships. We are communicating this information now so that students are aware of this change while registering for courses; however, we expect that the new practice of calculating weighted grades for some courses will not change student course selection behaviors. *We have retroactively assigned the weights to eligible courses that students have already taken at DSHA. The associated weighted GPA appears accordingly on your current semester report card.*

Current seniors wishing to have a seventh semester transcript with a weighted GPA sent to a scholarship committee should contact Mrs. Donna LaGuardia in the College Center.

COLLEGE REQUIREMENTS

When choosing high school courses, a student should plan her classes based on the criteria used for college admission. Colleges and universities consider a number of factors which vary from school to school and may include high school grades, rigor of coursework, extracurricular activities, test scores, admission essays, recommendation letters, etc. At the core of all college admission is the successful completion of high school graduation requirements. The requirements to graduate from DSHA are consistent with the admission requirements for the University of Wisconsin system and meet the requirements for **most** colleges nationwide. Selective colleges or specific programs of study may require additional academic courses.

A student should check the requirements of specific programs in which she is interested to insure she will have the required courses. College web sites are easily accessed through the Naviance Family Connection® available to DSHA students and parents. There are also direct links on the Family Connection® homepage to a variety of resources including the University of Wisconsin System, Wisconsin Private Colleges and Universities and the US Catholic Colleges. In addition, students have access to the resources available through CareerLocker (WisCareers).

The DSHA College Advising Program uses the Naviance® program and its Family Connection® component to compile up-to-date information on many aspects of the college advising & application process. Each student is given her own personal account to access information. **Senior year**, each

student is expected to update her specific college information and application status through her own account.

- To explore the Family Connection®, start at the DSHA web page (www.dsha.info). Click on the “Academics” tab then on “Current Student Resources”, then on “Naviance Family Connection.” Enter the Family Connection® through Guest Entrance.

CareerLocker (WisCareers) is another helpful resource available at no cost to students and families.

1. Log-on to CareerLocker: www.wiscareers.wisc.edu
2. Locate “New user? Activate my account” and click “Register”.
3. Enter the DSHA registration code: dsh-c837
4. Complete the short registration form.
5. Username = DSHA e-mail / WisCareers password = E-mail password

STUDENT FOUR YEAR PLAN

The *Four Year Plan* is designed to assist you in planning your four years at DSHA and beyond. Refer to the appropriate sections of the *Curriculum Guide* and talk with your parent/guardian, teachers and counselor. DSHA has an 8-period day (Zero hour and 9th hour are only available for Orchestra and Angelaires, respectively). Students may not take more than seven academic classes (except for Orchestra and Angelaires).

| Freshman Year (6-6.5 credits required) | | | Sophomore Year (6.0-7.0 credits required) | | |
|---|------------------------------|--------------------------|--|-------------------------|-------------------------|
| Semester 1 | | Semester 2 | Semester 1 | | Semester 2 |
| 0 | | | 0 | | |
| 1 | The Bible | Jesus Christ | 1 | Sacraments | Catholic Morality |
| 2 | College Prep English I | College Prep English I | 2 | College Prep English II | College Prep English II |
| 3 | Biology or Adv. Biology | Biology or Adv. Biology | 3 | | |
| 4 | Cultures & Civilizations | Cultures & Civilizations | 4 | | |
| 5 | | | 5 | | |
| 6 | | | 6 | | |
| 7 | Study Hall | | 7 | | |
| 8 | Wellness101/Freshman Seminar | Wellness 101 | 8 | Wellness 102 | Wellness 102 |
| 9 | | | 9 | | |

| Junior Year (6.0-7.0 credits required) | | | Senior Year (6.0-7.0 credits required) | | |
|---|-------------------|-------------------------|---|-------------------------------------|-------------------|
| Semester 1 | | Semester 2 | Semester 1 | | Semester 2 |
| 0 | | | 0 | | |
| 1 | New Testament | Church: Message/Mission | 1 | Vocations or World Religions | Social Justice |
| 2 | | | 2 | | |
| 3 | | | 3 | | |
| 4 | | | 4 | | |
| 5 | | | 5 | | |
| 6 | | | 6 | | |
| 7 | | | 7 | | |
| 8 | Wellness elective | Wellness elective | 8 | Wellness elective | Wellness elective |
| 9 | | | 9 | | |

LIBRARY/MEDIA CENTER

The DSHA Library/Media Center provides services and resources to meet the developmental needs of the curriculum, as well as the recreational reading interests of the students. The library program focuses on instruction in information retrieval and literacy skills. The instruction is coordinated with classroom assignments from freshman through senior years. Our goal is to develop confident, effective, and efficient users of a wide variety of information resources in our library and throughout the world. Evaluation of resources is stressed as part of being critical thinkers.

The library collection consists of print and non-print resources including:

- 11,000 books
- 450 DVDs
- 34 periodical subscriptions

Computer use for research includes:

- **Electronic Catalog** - Students are able to find books, make book lists, and bibliographies, etc. and check on material availability here or at home.
- **INTERNET** access from any one of the library's computer terminals opens DSHA to the world. Weblinks pages for all departments take students to specially selected websites to meet research and assignment needs.
- **Badgerlink** –provides access to: EBSCO, Encyclopaedia Britannica, Gale/Cengage Learning, Learning Express, ProQuest, Soundzabound Music, TeachingBooks.net, Visual Learning Systems, Wisconsin Newspaper Association along with DPI resources such as **WISCAT** providing access to the holdings of hundreds of Wisconsin libraries.
- **EBSCOhost** has abstracts or full text articles for thousands of newspapers, magazines, journals, etc. as well as access to several other specialized databases like MEDLINE and Health Source.
- **Biography in Context** delivers outstanding research support with nearly a million biographical entries spanning history and geography.
- **Gale Virtual Library** is a cross-curricular searchable resource for instant access to reference eBooks.
- **SIRS Knowledge Source** - An Internet subscription service for *SIRS Issue Researcher*, *SIRS Government Reporter*, and *SIRS Renaissance* which provides thousands of articles on social issues, government actions, and current perspectives on the arts and humanities.
- **CultureGrams** - Offers an insider's perspective on daily life and culture plus lots of local information on 202 countries around the world.
- **Points of View**- full-text database designed to provide a series of essays that present multiple sides of a current issue (provides an overview, argument, opposing argument and *Critical Thinking Guide*)
- **Salem Press** – online collection of literature, history, science and health resources
- **Teen Health and Wellness** - instant online, support network for all secondary students
- **Testing and Education Resource Center** - Access to practice tests for ACT, SAT, AP and more. Online texts to prepare for these tests, search colleges, scholarships
- **The World & I** brings an interdisciplinary approach to science, language arts, and social studies in a magazine format. The articles are authored by scholars and experts in their fields.

Additional library services:

- Copying of information via print, USB flash drives, or use of the library copier
- 73 student accessible computers are equipped with the most Microsoft Office Suite which includes: Word, Excel, Outlook, Publisher and PowerPoint for student production of assignments. Students will be able to access their documents from anywhere with Microsoft Office 365. Computers have additional course specific software such as TI Connect for math.
- There are 12 laptop computers available for overnight checkout to faculty and students. We even lend a portable sewing machine for fibers class or theatre costumes.
- Proctoring of makeup tests/quizzes
- 6 NOOKS available for checkout with the latest fiction titles.
- The library is the place to be for those seeking a quiet place to study or students working on class projects with their partners in our conference room.

COURSE OFFERINGS BY DEPARTMENTS

SPECIALIZED STUDIES

In the Specialized Studies Department, students learn to investigate the human experience, venture into science, applied mathematics, technology and business fields, and solve problems from a range of perspectives and disciplines. Each student is required to have at least one ½ credit course from the Specialized Studies Department, and may focus on earning even more credits, as there will be opportunities for year-long (1-credit) courses.

The Specialized Studies Department faculty knows that learning is not compartmentalized, but intersects across fields of knowledge and areas of study. Knowing how to collaborate, how to engage diverse perspectives and how to bridge information and experience is exactly what our 21st century global society requires.

Go beyond the boundaries: immerse yourself in DSHA's Specialized Studies Department and engage in a broader view of learning and student experience. Specialized Studies courses pull from applied mathematics, computer science, business, philosophy, engineering, and other academic fields. Specialized learning in one of these fields advances critical thinking, addresses complex issues and engages students in broad themes and applied problem-solving.

ADVANCED PLACEMENT COMPUTER SCIENCE A - 4151 AND 4152

This course will teach computer programming using JAVA, an object-oriented programming language. It is equivalent to a first-semester college level course and will cover programming methodology, algorithm design, testing methods, logical reasoning, and problem solving. Topics include data structures, conditional statements, iteration, arrays, inheritance, recursion, and object-oriented design. The course follows the syllabus recommended by the College Board. Students who successfully complete the AP Computer Science A exam may receive credit for a one-semester introductory college computing course.

GRADES: 10-12

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: A computer laboratory will be used for this class. Access to a computer outside of school (with administrative privileges) is highly recommended. A very limited number of laptops are available for check-out from the library.

PREREQUISITE: C or better in any Algebra 2 class

FEE: AP preparation materials and exam fees

ADVANCED PLACEMENT STATISTICS – 4021 and 4022

AP Statistics is intended for students who wish to complete studies equivalent to a one semester, introductory, non-Calculus based, college course in statistics. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Broad conceptual themes treated in this course include exploring data by describing patterns and departures from patterns, sampling and experimentation, anticipating patterns using probability and simulation, and statistical inference. Students who successfully complete this course and the AP exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. All students are expected to take the AP Statistics exam.

GRADES: 10-12

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Algebra II with Trigonometry or Honors Algebra II or Freshman Algebra II

FEE: AP preparation material and exam fees

COLLEGE ACCOUNTING – 4011 & 4012: This course will NOT be offered in 2018-19

Gain an advantage over other students by taking this college-level financial accounting course now! Students will learn how businesses plan for and evaluate their operating, financing and investing decisions. This year-long course covers all the learning objectives of a traditional college-level financial accounting course. Topics include basic accounting principles, accounting information systems, time value of money, accounting for merchandising firms, sales and receivables, fixed assets, and debt and equity. Much like a traditional college course, time must be set aside outside of class to read from the text, create study materials for assessments, and complete homework assignments. On average, students should plan to devote at least 30 minutes a night to this course in order to be successful.

GRADES: 10-12
LENGTH: 2 semesters
CREDIT: 1
FEE: \$15

PLEASE NOTE: College Accounting will be offered alternate years; it will be offered in 2017-18, but not 2018-19.

ACCOUNTING I – 4010

Accounting is the key to opening the door to the business world, which is why it is often called the "language of business." Accounting I introduces students to basic accounting concepts, principles, and practices used in completing an accounting cycle. Understanding how accounting data are accumulated through the double-entry procedure and how to use such data are important outcomes of the course. Accounting careers and becoming a CPA will also be discussed. This course is a must for any student considering a business career. Work time will be given in class to complete course assignments, end of chapter activities, and the final simulation. Work outside of class may be needed to study for chapter tests and/or if extra time is needed for assignments beyond that given in class.

GRADES: 9-12
LENGTH: semester
CREDIT: ½

PERSONAL FINANCE – 4005

Credit card or debit card? Buy a car or lease one? Cash value insurance, term insurance, renters insurance or none at all? Which mutual fund for a 401(k)...what is a mutual fund? Tax liability, risk management, fraud, on-line banking, student loans, cost-benefit analysis? Overwhelmed? Personal Finance can help you learn the skills that will lead you to financial success. You can manage your own money using a budget and checkbook; make smart decisions about credit, investing, filing taxes, insurance, and much more. Learn how to be financially independent. Financial success – is it in your future? Work time will be given in class to complete course assignments/projects. Work outside of class may be needed for small homework assignments, research and/or if extra time is needed beyond that given in class.

GRADES: 10-12
CREDIT: ½
LENGTH: semester
FEE: \$15

INTRODUCTION TO ENGINEERING – 4100

This course is designed for students interested in problem solving and real-world applications of engineering principles and serves as a basis for students that may consider engineering as a career. In this project-based course, students will become familiar with the engineering process as they consider the distinct phases of engineering and problem solving. Projects involve structural design, data analysis,

computer programming, reverse engineering, and more. Students will meet female engineers from a variety of disciplines. Course fee covers consumables used for project work.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

COURSE FEE: \$30

PL 101: INTRODUCTION TO ETHICS* - 4200

In this course, students will seek answers to various ethical questions and will learn to appreciate the complexity of ethics. Questions like these will be examined: What constitutes a good life? What is the relationship between individual and communal goods? How can we become better people through our examination of ethical issues? Essentially, this course will introduce students to the philosophical study of morality. Morality is our human concern about the rightness or wrongness of actions which involve the rights of all humans to fair and just treatment. We will begin by establishing a common or shared understanding of the philosophical terms and distinctions needed for comprehending and deciding ethical issues. This vocabulary will then be used to examine and critique the various philosophical views (more conservative, less conservative, and moderating) about ethical or moral behavior.

GRADES: 11-12

CREDIT: ½

LENGTH: semester

***PL 101: Introduction to Ethics** is a dual-credit, concurrent enrollment course offered through a partnership with Cardinal Stritch University. Dual-credit, concurrent enrollment courses are available for both high school credit and university credit (the student would pay the extra university fee for the course). **For more information about dual-credit, concurrent enrollment courses, please see the “Dual Credit/Concurrent Enrollment” information at the beginning of the *Curriculum Guide*.**

ENGLISH/COMMUNICATIONS DEPARTMENT

Since the English/Communications curriculum is college preparatory, critical thinking and analytical skills are developed, and English teachers stress the application of learned skills and methods in all classes. The freshman and sophomore-level courses offer the student the fundamentals of literary analysis, basic writing instruction, as well as thorough grammar coverage. Junior and senior-level classes concentrate on more sophisticated application of the concepts. Oral and written communication skills are further developed in electives. Four English credits are needed for graduation.

COLLEGE PREP ENGLISH I – 2211 and 2212

College Prep English I, a foundational course for freshmen, reinforces instruction in Standard English grammar and usage within an integrated college preparatory program that includes reading, writing and speaking. College Prep English I supports the later DSHA English Department curriculum by focusing on building a strong foundation in grammatical and rhetorical conventions, allowing students to begin to use these conventions as effective writers. Students will write compositions to reinforce grammar and usage skills and to develop their voice as writers. Vocabulary development and reading comprehension are also strengthened with a variety of reading assignments.

GRADE: 9

CREDIT: 1

LENGTH: 2 semesters

COLLEGE PREP ENGLISH II – 2251 and 2252

College Prep English II, like College Prep English I, is an introductory foundational course that prepares students for the more complex reading and writing assignments they will receive as upperclasswomen. A survey of American literature, the course introduces students to the various authors and genres of American literature from the Puritan age to the modern and contemporary age. In the context of American literature, students focus on writing skills such as paragraph development, proper use of sources and citations, grammar, sentence structure, thesis development, essay structure and support. Students write three to four formal analytical essays each semester in addition to a number of shorter assignments. An introduction to the research paper is also included in the second semester. A variety of reading assignments in American literature including short stories, novels, poetry, essays and other nonfiction strengthen reading comprehension and vocabulary. Students also receive instruction in delivering formal speeches and by the end of the year, we expect our students to be competent and capable speakers, writers, thinkers and readers.

GRADE: 10

CREDIT: 1

LENGTH: 2 semesters

THE FEMALE IDENTITY IN LITERATURE – 2310

Women's roles in art and literature reflect the changing values, cultural biases and social mores of society. This course offers students an opportunity to examine female authors' perspectives involving the impact of women in various spheres of the world. Students will explore contemporary and historically significant women writers from both a feminist perspective and an historical perspective. As a composition-based course, The Female Identity in Literature will require students to write numerous essays of critical analysis derived from discussion and independent analysis and examination. Works will include novels, short stories and nonfiction essays and articles.

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

BRITISH WRITERS – 2340

With the exception of Shakespeare, this course centers on the study of prominent British authors and their significant literary contributions. Specific course content is determined by the individual teacher of the class; however, authors studied may include Jane Austen, Charlotte Bronte, Jean Rhys, Charles Dickens, Thomas Hardy and numerous celebrated British poets. This course features demanding but enriching reading material and many opportunities for critical analysis of literature. A variety of works including poetry, short stories, and novels will be both subjects of class discussion and written essays.

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

THE WRITING COURSE – 2345

"The Writing Course" is a pure writing course that will instruct the student in and require her to write the four forms of discourse. However, since ninety to perhaps one hundred percent of the student's writing assignments in high school and college will involve exposition, we will focus on that form and even description and narration in terms of having an expository purpose. Based on the assertion from the UW System that students preparing for college need "frequent and effective practice in writing," all major assessment in the course will necessarily be in the form of writing assignments. During the semester, the students will be required to write eight full length, multiple paragraph, take home compositions (with a minimum of three and a half pages each in the MLA format) and an equal number of impromptu or in-class essays. By the end of the semester, every student will have produced an absolute minimum of 30 printed

pages. Given the significance of syntax and vocabulary in every writer's work, the course will also involve grammar review units, vocabulary units, and sentence style lessons before and after every writing assignment. In fact, whenever we are not discussing a particular writing assignment, we will be working on grammar, vocabulary, and sentence style.

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

SHAKESPEARE – 2325

This course will provide students with a comprehensive view and understanding of the Shakespearean canon through reading and writing about tragedies and comedies. Reading and critical (written) analysis of Shakespeare's sonnets will also be included. A composition-based course, Shakespeare will require students to demonstrate essential literary criticism skills in class discussion and within numerous papers throughout the semester.

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

GREAT BOOKS – 2330

In Great Books we will critically examine several excellent works of literature. We will study the social, political, and economic institutions embedded in the historical frameworks of the texts we study. An understanding of both the author and the era is crucial to an understanding of characters, theme, and purpose. Active participation in class discussion will be required of all students and will develop students' critical thinking skills. As a composition-based course, students will write both short analytical essays and longer critical papers throughout the semester. The number and genre of individual works will vary by instructor.

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

TOPICS IN LITERATURE – 2365

In Topics in Literature, we will critically examine various bodies/canons of literature organized around a theme or big idea. In this course, students may delve into detective fiction, the theology of literature, America in the 1990s, gender bias in fiction, science fiction or some other topic. The choices may be endless! As a composition-based writing course, emphasis will be on developing the skills of argumentative writing, close reading, and critical analysis and on thinking about what it means to participate in a community of readers. Please note: the Topics course is not assigned to any one teacher, nor will the topic be decided until the overall number of sections is determined. Students should choose this course with an open mind and a willing spirit; if you need certainty about what you will be reading, this may not be a course for you.

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

THE SELF IN LITERATURE – 2355

This course examines how identity is shaped through literature. Whether characters in stories are heroes and heroines or on the outskirts of society, these characters give us insight to who we are and how we shape our identity. This course thus focuses on seeing how characters' identities/selves are shaped through literature, and how they relate to our own lives. This course will also examine the role of literature

in society, and how literature helps us understand our human condition. Because the nature of this course is thematic and literary, students will read a variety of authors, and may include both fiction and nonfiction. This course aligns with national Common Core curriculum standards by holding the following objectives: 1.) A focus on argumentative writing; 2.) Sustained engagement with informative texts that supplement fiction read in class; and 3.) Advanced explanatory writing, and becoming cognizant of a variety of literary texts that address this central enduring topic.

GRADES: 11-12
CREDIT: ½
LENGTH: 1 semester

WORLD LITERATURE – 2360

This course is a study of representative works of world literature and may include works from antiquity through the contemporary era. The course emphasizes the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions, and an important goal of the class is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. This course aligns with national Common Core curriculum standards by holding the following objectives: 1.) A focus on argumentative writing; 2.) Sustained engagement with informative texts that supplement fiction read in class; and 3.) Advanced explanatory writing, and becoming cognizant of a variety of literary texts that address global concerns. Furthermore, the course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.

GRADES: 11-12
CREDIT: ½
LENGTH: 1 semester

ADVANCED PLACEMENT ENGLISH – 2151 and 2152

The Advanced Placement English curriculum consists of course numbers 2151 and 2152. The course offers students a composition based curriculum, guaranteeing that every student will be prepared for success as an independent, analytic reader, thinker, and writer. Based on the assumption that every graduate must be capable if not sophisticated in the higher level learning skills of analysis and synthesis, the course presents frequent and effective practice in every aspect of composition, directed toward 16 leading each student to achieve her potential as a high school writer preparing for college. All writing assignments will involve analytic exposition, based on the essay topics created by the College Board for the AP English Literature and Composition Exam. (All writing instruction in the course follows the style and form prescribed by the College Board.) Students will be required to write a minimum of 11 analytic papers and 12 impromptu analytic essays, therefore ensuring that all students will produce 50 pages of expository prose by the end of the year. During the first quarter, the students will study the analysis of poetry; the second quarter will involve drama and prose analysis; the third quarter will focus primarily on the novel, and the fourth quarter will involve a combination of assignments. (Just about every student in the course takes the AP English Literature and Composition Exam given in May by the College Board.)

GRADE: 12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: Department recommendation

EN 211: ETHNICITY IN AMERICAN LITERATURE - 2265

This is a study of American writers of diverse ethnic backgrounds (including, but not limited to, Native, African, Asian, Hispanic and European Americans) and how ethnicity plays a role in the themes,

structures, and genres of literature. Various historical periods may be considered. Aesthetic, historical, cultural, and gender issues will be explored.

**** Students will be eligible to receive 3 transferable college credits from Cardinal Stritch University by enrolling in the Concurrent Enrollment dual-credit program.**

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

EN 215: IRISH LITERATURE - 2260

This course will focus on and illuminate the extraordinary voices of Irish writers from 1900 to the present. We will examine a range of Irish fiction, drama, and poetry. Through lectures and discussion, and drawing on a range of historical and theoretical sources, we will explore how Irish writers have responded to the complex history and politics of Ireland in the course of the last century. Various topics may include: the Irish literary revival, Irish modernism, postcolonial dimensions of Irish literature, exile and the Irish writer, emigration and the Irish diaspora, the War of Independence and the Irish Civil War of the 1920s, the "Troubles" and other topics.

**** Students will be eligible to receive 3 transferable college credits from Cardinal Stritch University by enrolling in the Concurrent Enrollment dual-credit program.**

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

ENG 263: CONTEMPORARY LITERATURE – 2370

ENG 263 will constitute a wide-ranging study of contemporary literature written in English, written roughly between the end of WWII and the present. The class will approach this literature from a variety of thematic, historical, and/or generic vantages. Authors and topics under consideration will vary from class to class, but a focus on understanding the elements of contemporary literature will be our cornerstone. We may include a chronological introduction to the development of contemporary literature, and a consideration of themes, historical events, and aesthetic elements and their effects. Students will be evaluated by means of impromptu, reading check quizzes, essays and a mid-term and final exam. Students should expect to complete a minimum of three full-length essays in the course.

**** Students will be eligible to receive 3 transferable college credits from University of Wisconsin-Whitewater by enrolling in the Concurrent Enrollment dual-credit program.**

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

COMMUNICATIONS/SPEECH – 2500

The Communications/Speech course is designed so that the student, working at her own level, will improve her ability to communicate extemporaneously in public speaking, interpersonal, and group situations. This is accomplished through extemporaneous speeches and discussions of other speeches and the many factors influencing communication success. In addition, the student will learn to organize, research, and select language for effective speech writing. She will also learn to analyze and to evaluate public speakers. Seven speeches are required; extemporaneous style is stressed.

GRADES: 10-12

CREDIT: ½ *Does not meet English requirement for graduation

LENGTH: semester

PLEASE NOTE: *Students will not receive English credit for this class. (Students will earn an elective credit; 2.0 elective credits are required for graduation).*

FINE ARTS DEPARTMENT

MUSIC

The Music Department provides opportunities for all students, regardless of individual talent, to develop the whole person through musical expression. Music educational goals include skill development, music literacy, artistic expression, music appreciation, and aesthetic awareness, among others. All music courses, which may be repeated or taken simultaneously, are applied toward DSHA's graduation credit requirements in the Fine Arts. Additional non-credit music opportunities include leading musical worship at school liturgies, being a part of the fall musical theater production, and participating in the spring WSMA Solo and Ensemble Music Festivals (for credit-taking music students only).

CONCERT CHOIR – 6010

Concert Choir explores choral music through spirituals, part songs, and a wide variety of styles. This performance ensemble helps singers to read music and develop proper vocal technique while experiencing the joy of making music together. Non-auditioned and open to all grades, the Concert Choir performs at the annual school concerts and liturgies. The course fee covers music, portfolio, and robe maintenance.

GRADES: 9-12

CREDIT: ½ or 1

LENGTH: semester or 2 semesters

FEE: \$10/semester

CAMERATA SINGERS – 6060

The Camerata Singers, named after Italian musical schools of the 16th century, is designed for the highly motivated singer who has already been in Concert Choir. It is a continuation of the Concert Choir curriculum, focusing on more advanced choral repertoire and comprehensive musicianship. The Camerata Singers perform at the annual school concerts and liturgies. The course fee covers music, portfolio, and robe maintenance.

GRADES: 10-12 (or consent of instructor)

CREDIT: ½ or 1

LENGTH: semester or 2 semesters

PREREQUISITE: One semester of Concert Choir or consent of instructor

FEE: \$10/semester

ANGELAIRES – 6111 and 6112

Angelaires is open by annual audition to singers desiring to become better musicians through the advanced musical study of showtunes, vocal jazz, and popular standards. This select ensemble performs at the annual Angelaire Christmas show and Spring Cabaret. Outside performances are also required during the school year. *Angelaires meet 1st, 2nd and 3rd quarters from 3:10 p.m. to 4:00 p.m. daily*, with additional workshops and rehearsals scheduled throughout the year. Concurrent membership in Camerata Singers is required for at least one semester during each year of membership. The course fee covers music, portfolio, and group fees.

GRADES: 10-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: Vocal audition that takes place in December, and one semester of DSHA Concert Choir

FEE: \$10/year

DIVINE STRINGS – 6121 AND 6122

Divine Strings is open by annual audition to instrumentalists desiring to become better musicians through the advanced study of music for chamber orchestra. This select ensemble performs at annual school concerts and all-school liturgies. Several outside performances are also required during the school year.

There will also be opportunities for small ensembles such as strings quartets, trios and duos. One full year of zero hour orchestra is required as a prerequisite for joining Divine Strings.

GRADES: 10-12

CREDIT: ½ credit per semester

LENGTH: Semester or 2 semesters. If taking for one semester-must be enrolled in Zero Hour Orchestra the other semester.

FEE: \$10 Sheet Music fee

PREREQUISITE: consent of the instructor and one year of orchestra

Students supply own instrument

HANDBELLS – 6200 (CLASS LIMIT 11)

Open to anyone regardless of musical background, students have the opportunity to learn to perform in a traditional Handbells choir. Students will learn to read music, be exposed to a variety of music literature, and performance techniques. Highlights of this class may include concerts on and off campus at area schools, nursing homes, parishes and other events.

GRADES: 9-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: None

FEE: \$25 Music and accessory fee

ADVANCED HANDBELLS – 6210 (CLASS LIMIT 11)

Open to students who have completed Handbells I or who have taken or are currently enrolled in Orchestra or Camerata Choir, or with permission of the instructor. Members have the opportunity to learn to perform in a traditional Handbells choir at an advanced level. Students will explore a variety of music literature, and performance techniques. Highlights of this class include concerts on and off campus at area schools, nursing homes, parishes and other events. This course may be repeated.

GRADES: 9-12

CREDIT: ½

LENGTH: semester or 2 semesters

PREREQUISITE: Consent of instructor or previously enrolled in Handbells, Orchestra or Camerata Choir.

FEE: \$25 Music and accessory fee

ORCHESTRA – 6231 AND 6232

Open to anyone with at least one year of performing experience, students have the opportunity to perform on a standard orchestra instrument. (violin, viola, cello, string bass, flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, French horn, tuba, euphonium, harp, and percussion. Pianists interested in orchestra will need to audition for the director. Students will develop their musicianship as individuals and as part of an ensemble. Highlights of this class include concerts on and off campus.

GRADES: 9-12

CREDIT: ½

LENGTH: Full Year

PREREQUISITE: Consent of the Instructor

FEE: \$35 Sheet Music fee

Students supply own instrument

THEATRE ARTS

ACTING I and Intro to Theatre – 2610

This is a 1 semester course comprising focused and technical disciplines. The course provides strong foundations in the introduction to theatre arts, the advancement of public speaking skills, and the ability to perform in front of an audience. Classes include audition techniques, improvisation, effective vocal production and body language, believability as an actor, character development, monologue work, and scene study. Classes include minimal lecture. Class exercises require active participation and willingness to experiment. The course fee covers cost for props, costumes, and scenery incurred in class productions as well as a prorated fee for use of technology in the theatre. As part of the course you will have an introduction to technical theatre skills by working on the current production in some capacity from build crew, running crew, or ushering. Hours are extremely flexible with each individual student.

GRADES: 9-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Students with stage experience are eligible to sign into Acting II.

FEE: \$15

ACTING II – 2620

This is a 1 semester performance course offered every fall. The course extends and develops the skills learned in **Acting 1** or basic stage experience. The course will score, perform, and analyze monologue work and scene study from contemporary works. Through active exercises and physical work, students will explore believability through the use of acting methods inspired by Stanislavski. Techniques will then be applied to continual in class performances of monologues and scene work. We will also explore effective audition technique and resume building. The final for the course is two day group presentation based on the methods of a well-known acting teacher such as Meisner, Adler, Hagen and Suzuki. Classes include minimal lecture. Class exercises require active participation and willingness to experiment. The course fee covers cost for props, costumes, and scenery incurred in class productions as well as a prorated fee for use of technology in the theatre and a performance-based field trip.

GRADES: 9 -12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Acting I or previous stage experience. Instructor Signature Required

FEE: \$40

ACTING THE CLASSICS – 2625

The course extends and further develops the skills learned in **Acting 1** or basic stage experience. The course will score, perform, and analyze classical monologues and scenes. Through active exercises and physical work, students will explore a diverse performance repertoire from plays found in Greek and Roman Theatre, Renaissance Theatre, Elizabethan Theatre including works from William Shakespeare, and Restoration plays. The students will also explore a brief history of these time periods and learn how history dictated actor's performance technique. The final for the course is an in-school Shakespeare performance. Classes include minimal lecture. Class exercises require active participation and willingness to experiment. The course fee covers cost for props, costumes, and scenery incurred in class productions as well as a prorated fee for use of technology in the theatre and a performance-based field trip.

GRADES: 9 -12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Acting I or previous acting experience. Instructor Signature Required

FEE: \$40

ADVANCED ACTING - 2630 – This course will run the spring of 2018

This is an advanced acting course directly applying the skills acquired in **Acting II** and advanced stage experience to a full scale production which opens early May in the Arena Theatre. During the rehearsal process students will explore character development and believability while deconstructing and analyzing the play. Students will briefly explore both the history and application of theatre from the 1800's to the present. Class exercises require active participation and willingness to experiment. The final for the course is an evaluation of your performance growth in the Arena Theatre production. The week before the performance will require some afterschool rehearsals. The course fee covers cost for props, costumes, and scenery incurred in class productions as well as a prorated fee for use of technology in the theatre and a performance based field trip.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Acting II or Instructor Signature

FEE: \$50

AutoCAD 1- 2800

This is an introductory course to the AutoCAD program. It will be offered 2nd semester. Students will learn how to set up, create and edit 2D architectural drawings. Lessons covered over the course of the semester include: drawing set up, 2D drawing and editing tools, navigation tools, understanding of layers and properties, drawing completion including text and dimensions. Students will be expected to supply their own laptop and a mouse for this course and download an educational version of AutoCAD onto their laptop. Use of a personal laptop will aid the student in the ability to work on homework outside of class.

GRADES: 10-12

CREDIT: ½

LENGTH: Second Semester

SPECIAL REQUIREMENTS: Must provide personal laptop able to run AutoCAD 15, and a mouse.

THEATRE PRODUCTION APPRENTICESHIPS – 2700

Each semester, a limited number of directed, student-staff apprenticeship positions will be available for credit in stage management, directing, and technical theatre. Students will be expected to work extracurricular hours and staff the current production(s). Exceptional students may be offered paid opportunities to staff visiting productions renting the theatre.

GRADES: 10 -12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Consent of instructor

STAGECRAFT I - 2710

Available first semester, 8th hour only, this “hands-on” course uses the state-of-the-art facility in the Robert and Marie Hansen Family Fine Arts Theatre to train students in basic stagecraft skills including scenic construction, scenic painting, lighting and sound for the theatre. This class is open to all students and is a great introduction into the world of design and engineering: No prior technical experience is needed. Students will be expected to work extra-curricular hours to support the current production. The course fee covers cost of technology, supplies and scenery incurred in class construction and projects.

GRADES: 9-12

CREDIT: ½

LENGTH: first semester

FEE: \$25

SPECIAL REQUIREMENTS: Time required outside of class on productions/events

STAGECRAFT II - 2720

This course, offered second semester, 7th hour only, will directly apply to and build on the skills and techniques the student has already acquired in Stagecraft. The curriculum will focus on the entire design process, from original sketches to realized designs and will provide the student with stage production background never before experienced! This is a hands-on class; in addition, students will be expected to work outside of class to staff events and productions in the theatre, as part of the overall course goals and objectives. The course fee covers cost of technology, supplies and scenery incurred in class construction and projects.

GRADES: 9-12

CREDIT: ½

LENGTH: second semester

PREREQUISITE: Stagecraft I or instructor consent

SPECIAL REQUIREMENTS: time required outside of class on productions/events

FEE: \$25

VISUAL ARTS

The visual arts program provides, through a low-risk, success-oriented environment, a series of developmental experiences that encourage and reinforce the processes of critical thinking: observation, perception, imagination, cognition, incubation, action and problem solving.

Art is an educational discipline that employs 21st Century skills, expanding both hemispheres of the brain and in the process addresses the development of the young woman as a whole person. Students are encouraged to develop problem-solving techniques and use these skills in real life as well as other subjects. The goal of each specialized course is for the student to develop confidence with skills and techniques in the selected art medium in order to better communicate her young voice.

Designed around the Wisconsin State and National Standards for Arts Education, the Qualities of a DSHA Graduate are also embedded in the curriculum. In addition to critical thinking, students experience the arts as a means for communication, leadership and being a believer. These studio courses include multiple techniques for different learner styles, including: lecture, visuals, group collaboration, oral presentations, demonstrations, art museum visits, and research, which all broaden the way information is processed.

DESIGN – 1000

Design is an introductory course that provides formal instruction on the elements and principles of design using a variety of media. Students will develop design awareness and a working knowledge of techniques basic to creating successful art pieces. Assignments focus on 2-dimensional art such as the development of drawing and painting skills, with an introduction to working three dimensionally. Students will be working with drawing, painting, printmaking, and sculptural mediums and will complete five larger projects in varied techniques. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research and a final project.

GRADES: 9-12

CREDIT: ½

LENGTH: semester

TEXT: Elements and Principles of Design, Student Guide with Activities, Crystal Productions Co., 2000.

FEE: \$45 (includes cost of planned field trip. Cost of unanticipated/new field trips will be billed separately)

DISCOVERING ART – 1010

This is an introductory course that provides formal instruction on the elements of art and principles of design and explores the question: "What is art"? The creation of artwork, fine art examples, and field trips will support this learning. Students will experience working in a variety of media with an emphasis on 3-

dimensional techniques such as ceramics, sculpture, and fibers. They will also experience working 2-dimensionally through the introduction and use of entry level drawing skills. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research and a final project.

GRADES: 9-12

CREDIT: ½

LENGTH: semester

TEXT: Elements and Principles of Design, Student Guide with Activities, Crystal Productions Co., 2000.

FEE: \$45 (includes cost of planned field trip. Cost of unanticipated/new field trips will be billed separately)

SELF EXPRESSION – 1300

Self-Expression provides a more casual approach to the visual arts for students who are interested in self-discovery, stress management, and experiencing a variety of basic art making processes. This course intends to teach students the importance of journaling, reflection, and creative problem solving whether they view themselves as beginning level or experienced artists. Students are introduced to symbolism, stereotypes, body image, and expression, growing in personal awareness of their own artistic voice. Students will experience creative journaling and the use of a variety of mediums (drawing, painting, clay, etc). Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research, and a final project.

Note: Self Expression is not a prerequisite to upper level art courses. However, it will fulfill the 3D requirement for AP Art: 2D Design.

GRADES: 11-12

CREDIT: ½

LENGTH: semester

FEE: \$45

DRAWING – 1050

Drawing is an advanced course in which a student develops visual perception and drawing skills. Both realistic and interpretive drawing is explored. Sketchbook exercises include studies in perspective, proportion and composition, figure, head, and nature studies. A variety of illustration techniques and materials are experienced including contour, gesture, value, and modeled drawing. Detailed evaluation of course work will enhance the learning experience. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research and a final project.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Design or Discovering Art

FEE: \$35

PAINTING – 1100

The painting course builds upon the skills developed in drawing. Course content includes concept and skill development in understanding, composition, color mixing, and the use of various painting techniques. Exercises will include the use of complementary, analogous, and monochromatic color schemes. Acrylic paints are demonstrated and used for all larger works. Five major paintings are required; subjects include people or a person, a still life, a hard-edged painting, and a landscape. Detailed evaluation of course work will enhance the learning experience. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research and a final project.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Design or Discovering Art

FEE: \$45

CERAMICS – 1200

In ceramics, students learn the basic methods of clay preparation and formation. Using hand built methods such as slab, coil, and pinch construction, students design and make five original ceramic pieces. Students will enhance these pieces with surface decoration, incised or relief patterns, stamping, slip trailing, and/or glazing. Good design and craftsmanship are stressed. An introduction to ceramic artists and styles will be given through lecture and independent web research to supplement class instruction. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research and a final project.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Design or Discovering Art

FEE: \$35

SCULPTURE – 1275

Sculpture explores design in the third dimension. Students will experience creative problem solving and will be introduced to construction techniques in relief, freestanding sculpture and kinetic artwork. Exercises working with three-dimensional form may include the use of a variety of mediums such as paper, wire, clay, metals, stone, recyclables and mixed media. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research and a final project.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Design or Discovering Art

FEE: \$45

PHOTOGRAPHY – 1150

Photography is an introductory course in which every part of digital photography is explored. The course begins with the history and science of the photographic image. Students learn how to create a pinhole camera image using simple materials and darkroom chemicals to create an image. With a basic understanding of camera parts and functions, students learn how digital cameras work and how to fully use controls to enhance and alter image appearance when recoding the image. Students will also learn how to enhance a raw camera image for final printing using Adobe Photoshop. Concepts such as depth of field, motion, composition, lighting, color and camera angle are fused with art history and contemporary photography to expose students to the power of photographic images in society. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research and a final project.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Design or Discovering Art and access to a digital camera

FEE: \$45

GRAPHIC DESIGN – 1230

Graphic Design students will be introduced to the world of graphic design, compositional concerns of the designer and the dynamics of the graphic artist/client relationship as it relates to the process of creating, editing, and manipulating visual images for a client. Basic techniques using Adobe Illustrator and Adobe Photoshop will be introduced as a tool for designers. Students will practice manipulating typography and visual images to create logos, business stationary, information design, advertisement, posters and three-

dimensional package design. Coursework is designed to introduce the student to digital programs and transfer her communication skills into all subject areas in school and in her personal life. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research and a final project.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Design or Discovering Art

FEE: \$45

DIGITAL IMAGING – 1235

Digital imaging students will further progress their digital photography skills as they are introduced to the contemporary world of new media art. In this course we will explore contemporary subjects such as social consciousness, scientific method and interactive art using photographic images taken and found. Advanced techniques and skills in digital photography, digital animation, photomontage and digital painting using Adobe Photoshop and Adobe Illustrator will be the tools for creating original digital images. Coursework is designed to further develop a student's understanding of photographic composition and expand the student's ability for interactive expression through non-verbal means in all subjects and areas in her life. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, research and a final project.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Design or Discovering Art and a digital camera

FEE: \$45

JEWELRY – 1250

This is a course that allows students to design art pieces that can be worn as a physical adornment. Coursework may involve working with polymer clay, pewter casting, sheet metal, beads, fibers and enameling techniques. In this course a student will design and fabricate jewelry pieces that are evaluated on good design, sculptural quality, expression and craftsmanship. Students will learn the proper care and use of equipment. A sketchbook with researched designs and ideas will be required. Ample time will be allowed to complete course projects in class. Work outside of class may be needed for small homework assignments, and research for the final project.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Design or Discovering Art

FEE: \$45

FIBERS – 1280

This course will introduce fibers as a medium for expression. Fibers will combine historic textile processes and traditions with emerging technologies and contemporary visual culture. Students will engage in interdisciplinary experimental and sustainable approaches to design, craft and art making. A variety of small exercises will be created in preparation for approximately four larger scale projects, demonstrating the elements and principles of design as they apply to fibers. Art pieces may include weaving, making fabric, surface design, felting, paper making, sewing, 3-D construction and more. Students will choose their medium and technique for a final art project. Some work outside of class may be required for research or to finish projects, but most projects utilize class time. Fibers will be limited to one class per semester due to equipment availability.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Design or Discovering Art FEE: \$40

AP ART: 2D DESIGN – 1361 and 1362

The AP Art: 2D Design curriculum consists of course numbers 1351 and 1352. Students pursuing this course should have previously completed Design or Discovering Art, Drawing or Painting, and one other art course, either 2d or 3d art medium. This course is designed as a student directed project-based class. Each student will be given the opportunity to create a body of work based around a central theme in the mediums of their choice. Components of peer discussion and feedback, as well as self-reflection round out the studio experience, not only creating ideas but also understanding and communicating them. AP Art: 2D Design is designed for the student who has experienced a variety of mediums and is considering the pursuit of a career in fine arts or design. Students will be expected to use time in and outside of class for in-depth research and art production relevant to the needs of the individual student. Preparation of an art piece for Scholastic competition, a portfolio of artwork for presentation for college admission or scholarship, and preparation for a display at the senior art exhibit will be the focus of this course.

GRADE: 12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: Department Approval

FEE: \$50

HEALTH & FITNESS EDUCATION PROGRAM

In 2015-2016 DSHA re-designed the Physical Education program to allow for a more realistic focus on personal health and fitness. This is an academic program that meets the state and national standards for physical education taught by qualified instructors. The program offers a scheduled time (two times per week all four years) for students to use the new Health and Fitness Center. Instructors will help guide each student to meet their individual health-related and skill-related fitness goals that are challenging and self-directed.

Students will meet 2 days a week (minimum) to meet the graduation requirement all four years.

Emphasis will be placed on concepts of personal fitness and knowledge to achieve and maintain a healthy level of physical wellness for a lifetime. This unique approach will allow:

- Certified instructor guided workouts in the state of the art fitness center
- Group fitness (Zumba, Pilates, DrumFit, Kickboxing circuit training, ,etc.) lead by a certified instructor
- Off-site opportunities during the extended instruction time (9Rounds, rock climbing)
- Onsite activities may include archery, inline skating, outdoor cycling
- Intramural individual/ team sport and lifetime activities (small side games)
- Heart rate monitoring (understanding feedback) for optimal training benefits

Four year wellness portfolio: The wellness portfolio will track student progress all four years and will be an important source of information and feedback for both the student and teacher. Personal fitness bio, individual SMART fitness goals, fitness assessment records, class content/materials, and short assessments will be accumulated each year of the program.

FITNESS CLASS--POTENTIAL ACTIVITIES

| Fitness Center |
|---|
| Cardio Equipment Treadmills Ellipticals Exercise Bikes Stair Climber/rowing |
| Free Weights Dumbbells/Bars Weight Plates Kettlebells Squat Racks/Benches |
| Cross Training TRX Medicine Balls Plyometrics Battle Ropes Speed and Agility |

| Gymnasium/Outdoor |
|---|
| Individual/Dual/Lifetime Sports Badminton Pickleball Ultimate Frisbee Golf Inline Skating Walking/Running |
| Team Sports (Intramural) Speedball/Soccer Basketball (3 on 3, shooting games) Volleyball Slow Pitch Softball Flag Football |
| Outdoor/Adventure Walk/Hiking Archery Rock climbing |

| Multipurpose Room |
|---|
| Zumba Kickboxing Pilates Yoga Circuits/H.I.I.T. (<i>High Intensity Interval Training</i>) Trends in Fitness Fitness On Demand Drum FIT CORE Bootcamp Leadership/Choreography |

ALL FRESHMAN WILL ENROLL IN:

FITNESS 101 – 6811 and 6812 *Personal Fitness*

Students will begin to understand their current fitness levels and set goals for self-improvement. Students will develop a basic knowledge and understanding of each component of health-related fitness (flexibility, muscular endurance, muscular strength, body composition and cardiovascular endurance). Various activities will be offered in the fitness center, multipurpose room, gymnasium, and outdoor fields.

GRADE: 9
 CREDIT: 1/8
 LENGTH: 2 days/week all year
 REQUIRED: Yes

ALL SOPHOMORES WILL ENROLL IN:

FITNESS 102 – 6821 and 6822 *Personal Fitness*

Students will continue to assess their fitness levels and set new goals for self-improvement. This course provides students with the fundamentals, knowledge, and basic skills to maintain an active and healthy lifestyle. One semester of Health along with their fitness requirement will provide learning opportunities to assess and understand personal choices. Various activities will be offered in the fitness center, multipurpose room, gymnasium, and outdoor fields.

GRADE: 10
 CREDIT: 1/8
 LENGTH: 2 days/week all year
 REQUIRED: Yes

WOMEN'S HEALTH EDUCATION – 6700

Women's Health Education is a required one semester course centering on wellness. The objective of this course is to provide each student with the opportunity to acquire accurate health information, weigh options, make responsible decisions, and develop behaviors that promote a healthy life-style. The following related topics are included: stress management, nutrition, body image, cardiovascular disease, drugs, alcohol, tobacco, and human sexuality. Activities include: lecture, small group and class discussions, journaling in Teen Compass, group presentations, videos, and guest speakers. Grades are based upon daily participation, homework and assessments.

GRADE: 10

CREDIT: ½

LENGTH: semester

Required of all sophomores

JUNIOR AND SENIOR FITNESS ELECTIVES:

| Semester 1 | Semester 2 |
|----------------------------------|--|
| Performance Enhancement | Exercise Programming |
| Bodies In Motion: Cardiovascular | Bodies in Motion: Mind/Body & Strength |
| Intramurals I | Intramurals II |

***JUNIORS AND SENIORS ARE REQUIRED TO CHOOSE ONE ELECTIVE EACH SEMESTER**

***STUDENTS CANNOT REGISTER FOR THE SAME CLASS IF IT IS OFFERED AGAIN DURING THEIR SELECTION PROCESS.**

SEMESTER I FITNESS ELECTIVES: CHOOSE ONE BELOW

PERFORMANCE ENHANCEMENT - 6851

This course offers students an opportunity to learn the skills needed to enhance their own fitness performance. Students will be exposed to, but not limited to the following topics, exercises, techniques and strategies to increase their performance: Athletic Fitness Testing, SMART Goals, Bio-Motor Skills, Strength & Core Exercises, Olympic/Explosive Lifts, Speed /Agility Exercises, Cardiovascular Training, Outdoor Cycling, Flexibility/Mobility Exercises, Anatomy, Nutritional Strategies, Recovery Techniques/Strategies, Heart Rate Monitoring

GRADE: 11/12

CREDIT: 1/8

LENGTH: 2 days/week--semester

BODIES IN MOTION: CARDIOVASCULAR - 6861

This course will expose students to various group exercise aerobic classes. They will not only actively participate in both live and video based classes but will practice leading peer to peer instruction. This course is geared toward any student interested in learning more about the group exercise offerings available in our community. Topics covered include: SMART Goals, Fitness Assessments, Heart Rate monitoring, Exercise leadership skills and choreography creation, Zumba and Dance, Kickboxing, DrumFit, Circuit classes, Trends in the Industry, 9Rounds (Off-site).

GRADE: 11/12

CREDIT: 1/8

LENGTH: 2 days/week--semester

INTRAMURALS I - 6871

This course will expose students to various intramural style activities. Activities offered are designed to motivate students to strive for lifetime participation in physical activity with an emphasis on the health-related components of physical fitness. Students will have the opportunity to acquire skills and knowledge

to be used in their recreation or leisure time. Team, dual, individual and lifetime/adventure sports will be emphasized, while developing sound physical, cognitive and social habits. Topics to be covered but are not limited to: SMART Goals, Fitness Assessments, Heart Rate monitoring, Team Sports: (Small sided games) Volleyball, Flag Football/Ultimate Frisbee, Individual/Dual Sports/Lifetime Activities: Golf, Pickleball or Badminton; Adventure Education: Rock Climbing (off-site), Nature Hike

GRADE: 11/12
CREDIT: 1/8
LENGTH: 2 days/week—semester

SEMESTER II FITNESS ELECTIVES: CHOOSE ONE BELOW

EXERCISE PROGRAMMING - 6852

This course focuses on the fundamentals of exercise programming and to highlight the essential, research-based components of designing fitness programs. It is meant to serve as a resource and educational tool for students that are interested in a career in exercise science, strength & conditioning and/or personal training. In this class students will be learning and focusing on the following phases of programming: SMART Goals, Fitness Assessments, Foundation of Fitness Programming, Instruction & Application, Mobility, Movement Prep & Flexibility Training, Basics of Program Design, Program Design: Training Phases, Nutrition, Personal Training, Cardiovascular Training, Core Training.

GRADE: 11/12
CREDIT: 1/8
LENGTH: 2 days/week—semester

BODIES IN MOTION: MIND/BODY AND STRENGTH - 6862

This elective will expose students to various mind/body and strength classes. They will not only actively participate in both live and video based classes but will practice leading peer to peer instruction. This course is geared toward students interested in learning more about the group exercise offerings available in our community.

Topics to be covered but are not limited to: SMART Goals, Fitness Assessments, Heart Rate monitoring, Exercise leadership skills and choreography creation, Pilates, Yoga, Stability Ball, Flexibility/Stretching classes, Varied Core classes, Boot Camp, Trends in the industry, Off-Site class TBD.

GRADE: 11/12
CREDIT: 1/8
LENGTH: 2 days/week—semester

INTRAMURALS II - 6872

This elective will expose students to various intramural style activities. Activities offered are designed to motivate students to strive for lifetime participation in physical activity with an emphasis on the health-related components of physical fitness. Students will have the opportunity to acquire skills and knowledge to be used in their recreation or leisure time. Team, dual, and individual sports will be emphasized, while developing sound physical, cognitive and social habits. Topics to be covered but are not limited to: SMART Goals, Fitness Assessments, Heart Rate monitoring, Team Sports: Basketball, Soccer/Speedball/Team handball; Individual/Dual Sports/Lifetime Activities: Inline Skating, Badminton, Omnikin Ball, Adventure Education: Archery, Nature Hike

GRADE: 11/12
CREDIT: 1/8
LENGTH: 2 days/week—semester

MATHEMATICS DEPARTMENT

The philosophy of the Mathematics Department is an echo of the school's philosophy. Our primary purpose is to educate young women in mathematics and to challenge them to do the best they can, according to their abilities.

In particular, our goals are to develop and refine in the student the ability to problem solve using critical thinking and analysis. Three to four years of course work in math at Divine Savior Holy Angels High School will address all of the content standards of the Common Core State Standards, with a special focus and concentration on the Mathematical Practice Standards of the Common Core State Standards. The use of technology is integrated into course work in an effort to prepare students for the demands of the twenty-first century. While three years of mathematics are required for graduation, four years are recommended as a preparation for standardized testing and college course work. Students will be equipped with sufficient mathematical skills to provide the freedom to pursue the college curriculum and career of her choice.

Development of mathematical concepts does require student work outside of the classroom to develop, practice and reinforce concepts. Students taking mathematics courses should plan to do 30 to 45 minutes of homework in mathematics on most nights.

Honors courses are designed for those students with exceptional mathematical ability. Mathematical topics normally studied will be pursued in greater depth and at an accelerated pace in the honors program. The senior honors offerings are Calculus, Advanced Placement Calculus AB or BC.

ALGEBRA I – 5251 and 5252

The main concepts of Algebra are covered in this course integrating the Common Core State Standards in Mathematics. Topics presented include operations with real numbers, solving linear equations and inequalities, solving and applying proportions, linear equations and their graphs, systems of linear equations, exponents, polynomials and factoring, finding square roots and solving quadratic equations using square roots, factoring, simplifying radical expressions, operations with radical expressions and the quadratic formula.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Placement based on grade school recommendation and November placement test results

ADVANCED ALGEBRA I – 5201 and 5202

This course is designed for students who have completed Algebra 1 (or a strong Pre-Algebra program) in middle school but need additional work for mastery. Concepts are covered more in depth with an emphasis on critical thinking and application. Linear equations, inequalities, polynomials, factoring, quadratic equations, radicals, rational expressions, and statistics are presented. Additional emphasis will be placed on mathematical modeling, problem solving, data analysis, graphing calculator technology, and both written and oral communication.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Placement based on grade school recommendation and November placement test results

FRESHMAN ALGEBRA II – 5221 and 5222

Freshman Algebra II is designed for freshmen who have completed an Algebra I course with full mastery. After a brief review of elementary algebraic concepts, new topics are introduced. These topics are piecewise functions, linear programming, and solving systems of linear equations in three variables. This course will also cover quadratic and higher degree polynomial functions, complex numbers, rational expressions, exponential functions, and logarithmic functions. Students will also be introduced to trigonometric ratios and functions. Completion of this course will prepare students for registration in either Geometry with Deductive Reasoning or Honors Geometry, as recommended by the instructor.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Initial placement based on grade school recommendation and November placement test.

Final placement based on results of placement exam taken in May

ALGEBRA II – 5421 and 5422

This course reviews topics presented in Algebra 1 including expressions, equations, inequalities, functions, polynomials, factoring, and rational expressions with an emphasis on critical thinking. Expansion of these topics continues with the introduction of special functions, linear programming, matrices, complex numbers, quadratic and exponential functions, radical expressions and rational exponents. The development of a deeper understanding of concepts is supported through mathematical modeling and a focus on problem solving.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE Calculator

PREREQUISITE: Algebra I

ALGEBRA II WITH TRIGONOMETRY – 5411 and 5412

After a brief review of elementary algebraic concepts, students in Algebra II with Trigonometry are introduced to new topics. These topics are piecewise functions, linear programming, and solving systems of linear equations in three variables. This course will also cover quadratic and higher degree polynomial functions, complex numbers, rational expressions, exponential functions, and logarithmic functions. Students will also be introduced to trigonometric ratios functions.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Advanced Algebra I

HONORS ALGEBRA II – 5261 and 5262

Honors Algebra II is designed for students who have exceptional ability in mathematics and have completed the curriculum of Algebra I with mastery. This course will cover the traditional curriculum of Algebra II including quadratic functions, complex numbers, rational expressions, higher degree polynomial equations, exponential and logarithmic functions, graphing functions. Students will also be introduced to trigonometric ratios and functions and trigonometric graphs. Concepts will be covered at a greater depth for a clearer understanding and application to future Honors math courses. Students will use the graphing calculator extensively as a tool for mathematical modeling and analysis.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Initial placement based on grade school recommendation and November placement test.

Final placement based on results of placement exam taken in May.

GEOMETRY – 5351 and 5352

The main concepts in Geometry are covered in this course, with Algebra used throughout. Elements of inductive and deductive reasoning, angle relationships, parallel lines, congruent triangles, transformational geometry, polygon and circle relationships, and a brief introduction to trigonometry will be included. Discovery and hands-on activities are used to develop concepts, including using geometry to model real world applications.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Algebra II

GEOMETRY WITH DEDUCTIVE REASONING – 5301 and 5302

This course in Euclidean Geometry develops both deductive and inductive reasoning skills. Students use visualization and analysis, and are encouraged to make conjectures. The close relationship of geometry to algebra and the real numbers is illustrated. Geometry concepts covered will include elements of deductive reasoning and proofs, angle relationships, congruent triangles, similarity, right triangle trigonometry, parallel and perpendicular lines, relationships within triangles, quadrilaterals, area, solid geometry with finding surface area and volume, and circles. Geometric relationships are used to explore and model real world applications. Inductive reasoning skills are developed using Geometer's Sketchpad. In preparation for standardized testing, algebraic skills are reviewed and reinforced.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Algebra II with Trigonometry or Freshman Algebra II

HONORS GEOMETRY – 5361 and 5362

This course in Geometry covers concepts that include elements of deductive reasoning and proofs, angle relationships, parallel lines, congruent triangles, similar triangles, right triangle relationships, circles, solid geometry, and coordinate geometry. Deductive and inductive reasoning skills are developed throughout the coursework and by using computer software such as Geometer's Sketchpad. This course will also include an introduction to basic trigonometry concepts. Connections between algebra and geometry are integrated into this course.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Honors Algebra II or Freshman Algebra II (with teacher recommendation)

FUNCTIONS, STATISTICS AND TRIGONOMETRY – 5521 and 5522

FST is designed for seniors as a sequel to Algebra II. The course is designed to help students acquire a solid foundation in algebra and trigonometry, preparing them for other courses such as calculus, business calculus and finite mathematics. It will show students how algebra and trigonometry can model and solve authentic real-world problems. It will enable students to develop problem-solving skills, while fostering critical thinking.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Algebra II and Geometry

PRECALCULUS WITH TRIGONOMETRY AND STATISTICS – 5501 and 5502

Precalculus with Trigonometry and Statistics extends the concepts of Algebra II, focusing on skills mentioned in the Common Core State Standards. This course encompasses a wide variety of topics, including analysis of functions (linear, polynomial, exponential, logarithmic, trigonometric, and inverse trigonometric), trigonometry, sequences and series, matrices, and combinatorics. This course also considers basic descriptive and inferential statistics. This course is intended to integrate both process and application, using technology to illustrate concepts whenever applicable.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Algebra II with Trigonometry and Geometry with Deductive Reasoning

HONORS TRIGONOMETRY/PRECALCULUS – 5461 and 5462

Honors Trigonometry/Precalculus covers pre-calculus topics including function analysis, matrices, conic sections, exponential and logarithmic functions, sequences and series, probability, descriptive statistics, parametric equations, polar coordinate system, and trigonometry topics including circular functions, trigonometric functions and their graphs, trigonometric identities, solutions of triangles, and inverse trigonometric functions.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Honors Algebra II and Honors Geometry

CALCULUS – 5531 and 5532

Calculus is designed for the fourth year math student who does not intend to take the AP Calculus test but wishes to study calculus topics. The course will emphasize limits, derivatives, integrals and Calculus-oriented applications from a variety of fields.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Honors Trigonometry/Precalculus or Precalculus with Trigonometry and Statistics

ADVANCED PLACEMENT CALCULUS (AB) – 5151 and 5152

After a brief review of the prerequisites for Calculus, students study limits, continuity, and the topics of differential and integral Calculus. The material in this course is very challenging and may require an increased amount of time to do homework. All students are expected to take the AP Calculus AB exam in May. Most colleges offer one semester credit for successful completion of the AP Calculus exam. Additional meeting times may be scheduled in April and May in preparation for the AP exam.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Honors Trigonometry/Precalculus

FEE: AP preparation material and exam fees

ADVANCED PLACEMENT CALCULUS (BC) – 5141 and 5142

While similar in rigor and initial content to AP Calculus AB, this course includes additional topics from the second semester of college Calculus including concepts related to sequences and series, vectors, parametric and polar coordinates, etc. The pace of this course is accelerated compared to AP Calculus AB and the class will be extended to 3:15 two days/week. All students are expected to take the AP

Calculus BC exam in May. Students who successfully complete the AP Calculus BC exam may receive credit for two semesters of college Calculus.

LENGTH: 2 semesters

CREDIT: 1

REQUIRED: TI-84 Plus Silver Edition or TI-84 Plus CE

PREREQUISITE: Honors Trigonometry/Precalculus

TIME: Extended class time until 3:15 two days each week

FEE: AP preparation materials and exam fees

SCIENCE DEPARTMENT

We engage student in active and evidence-based scientific inquiry as they develop strong foundations in biology, chemistry, environmental sciences, physics, and more. Courses model scientific reasoning to show students how accurate information and keen analysis can lead to original thinking. Students explore the phenomena of the physical world and the place of humans within it as they sharpen their analytical, collaborative, and communicative skills in a richly interactive environment.

Science students are typically assigned 2.5-4.0 hours of homework per week. For AP courses and ISRP please see individual course descriptions.

BIOLOGY – 7111 and 7112

The biology curriculum consists of course numbers 7111 and 7112. Biology is the study of the living world, including microscopic organisms, plants and animals. In biology, it is important to understand life and life processes; therefore, this course is aimed at learning principles and concepts that apply to all levels of organization, no matter how simple or complex they may be. Students in biology will examine general characteristics that are shared by all living things, such as similarities in chemical makeup, energy usage, ability to reproduce and community survival. Other themes developed as the course progresses include relatedness among living things, adaptation for survival, and interactions of living things and their environment. The laboratory work prescribed for this course focuses on skills in microscopy, and general biology laboratory techniques. Activities include lecture, discussion, oral reports, written assignments, worksheets, laboratory investigations and reports, video tapes, collaborative projects, and computer assisted study. The course fee covers preserved and live organisms, disposable materials, and maintenance of microscopes.

GRADE: 9

CREDIT: 1

LENGTH: 2 semesters

FEE: \$50

ACCELERATED BIOLOGY – 7101 and 7102

The Accelerated Biology curriculum consists of course numbers 7101 and 7102 and is a freshman-level science course most appropriate for students with strong learning and study skills who can work well independently and collaboratively to access, process and apply scientific concepts. As a life science course, biology covers in-depth the concepts of ecology, cells, cellular respiration, photosynthesis, genetics, DNA, evolution, viruses, and bacteriology. Additionally, the life processes of invertebrates, vertebrates and human systems will be studied. The laboratory work prescribed for this course focuses on skills in microscopy, dissection, and general biology laboratory techniques. Activities include lecture, discussion, oral reports, written assignments, worksheets, laboratory investigations and reports, videos,

collaborative projects, and computer assisted study. The course fee covers preserved and live organisms, disposable materials, and maintenance of microscopes.

GRADE: 9
CREDIT: 1
LENGTH: 2 semesters
FEE: \$50

ADVANCED PLACEMENT BIOLOGY – 7451 and 7452

Advanced Placement Biology is the equivalent of a one year college introductory course in biology. It is designed to be taken after successful completion of a first course in high school biology. A college text is used and the laboratories are intended to be the equivalent of those done in college. The principal topics included in the course are molecules and cells, heredity and evolution, organisms and populations. Emphasis is on understanding the concepts related to each of these topics and recognizing the unifying themes that prevail throughout biology. Application of knowledge and critical thinking are reinforced through quantitative laboratory work. Students should be prepared to spend a minimum of five hours per week completing course work outside of class. Students are required to complete a summer assignment before the start of school. Students are required to do extensive reading and perform all required AP labs and are expected to take the AP exam in May. The course fee covers AP lab materials.

GRADES: 11-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: B or better in Accelerated Biology and a B or better in Chemistry or Honors Chemistry
FEE: \$50 plus AP exam fee
ADDITIONAL TIME COMMITMENT: one extra period per week (extending into the lunch hour). This class meets 4th hour plus one early Dasher Time each week

CHEMISTRY – 7201 and 7202

Chemistry is a physical science that studies the matter of our environment and applies mathematical principles to this investigation. In this course students will gain (1) knowledge and understanding of fundamental principles of chemical processes, and of properties, reactions, behavior and structures of major classes of chemical compounds and (2) preparation for college by understanding of the basic principles related to the subject matter. The principles of chemistry are developed logically and sequentially through lecture, laboratory work, discussion, written assignments, and computer assisted study. The course fee covers glassware breakage, chemicals, and disposable materials.

GRADES: 10-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE:
CURRENT FRESHMEN: completion of Biology or Accelerated Biology AND C+ in Advanced Algebra 1 or Freshmen Algebra II or Honors Algebra II or A- in Algebra I
CURRENT SOPHOMORES/ JUNIORS: completion of Biology or Accelerated Biology
FEE: \$50
REQUIRED: Scientific Calculator

HONORS CHEMISTRY – 7261 and 7262

This course is a detailed study of the intrinsic principles of chemistry. Chemical concepts are developed with an emphasis on application and mathematical analysis. In addition to acquainting the student with the fundamentals of introductory chemistry, this course focuses on mastery of in-depth problem-solving as applied to structure, quantitative reaction relationships, thermochemistry, chemical equilibrium and acids and bases. The course fee covers replacement of chemicals, glassware, and disposable materials.

GRADES: 10-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE:

CURRENT FRESHMEN: Completion of Biology or Accelerated Biology AND a C+ average in Honors Algebra II or a B in Freshman Algebra II

CURRENT SOPHOMORES/ JUNIORS: Completion of Biology or Accelerated Biology AND a C average in Algebra II with Trig or Algebra II or Honors Algebra II or Freshman Algebra II

FEE: \$50

REQUIRED: Scientific Calculator

ADVANCED PLACEMENT CHEMISTRY – 7461 and 7462

Advanced Placement Chemistry is a college-level course designed to build on the concepts learned in first-year chemistry as well as prepare students for the AP Chemistry exam in May. The course is designed to provide students with an increased depth of understanding of the fundamentals of chemistry in the areas of the structure of matter, stoichiometry, gas chemistry, oxidation-reduction, equilibrium, thermodynamics and descriptive chemistry, to name a few. Significant class time will be devoted to hands-on laboratory work. Students should be prepared to spend a minimum of five hours per week completing course work outside of class. Students are required to complete a summer assignment and are expected to take the AP exam in May. In addition to the course textbook, students will be required to purchase a carbonless lab notebook (cost ~\$20) available from the instructor. The course fee covers consumable materials.

GRADES: 11-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: Successful completion of Honors Chemistry

FEE: \$50 plus AP exam fee

REQUIRED: Graphing Calculator

ADDITIONAL TIME COMMITMENT: one extra period per week.

This class meets for an additional regularly scheduled 30 minutes each week (either before school or during Dasher time, depending on the hour the class is scheduled).

EARTH SCIENCE

GEOLOGY and OCEANOGRAPHY – 7171

In this course we will look at the ever changing landmasses and bodies of water that make up planet Earth. Starting with its building blocks, the rocks and minerals, and continuing to the external and internal forces that shape our planet we will discover how the land we live on and the oceans we swim in were formed and molded over time. From the glacial moraines of Wisconsin, to the work of the mighty Mississippi river, we will travel around the world and discover how the landforms of Earth were created. We will also look at how humans impact the land they live on and how our actions can help preserve the serenity of Earth for generations to come. Through critical analysis and hands on discovery students will understand the many forces that go into shaping the planet will call home. Students will have opportunities for in-depth learning through the required field trip to Northern Kettle Moraine Forest to observe glacial landforms. The course fee covers materials used and field trip.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Biology or Accelerated Biology

FEE: \$50

***This course will be offered Semester 1 only and may be taken independent of other Earth or Environmental Science course offerings.**

METEOROLOGY and ASTRONOMY – 7172

To begin this course, students will learn about meteorology, the study of the atmosphere and the processes that produce weather and climate. During fourth quarter we will take off for space to discover the universe around us. Gone will be the days of looking out the window and staring at the sky and wondering how stars were formed or where those pesky rain clouds came from. Students will leave this class with a clear understanding of Earth's place in the universe and the conditions that create the weather that we wake up to everyday.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Biology or Accelerated Biology

FEE: \$25

***This course will be offered Semester 2 only and may be taken independent of other Earth or Environmental Science course offerings.**

ENVIRONMENTAL SCIENCE

ECOLOGY – 7161

Ecology is the study of the interrelationships between organisms and their environment. We live in an era of expansion where the needs of society are often put up against the needs of the Earth's flora and fauna. In this class students will discover the wonders of wildlife, their interactions with each other and the environment and how human actions impact the world they live in. Students will use critical thinking, varied forms of communication and problem solving in order to defend decisions regarding current real world concerns. These skills will help students build a global awareness which will empower them to be responsible stewards of the Earth. By the end of this course students will have taken a global tour around Earth's ecosystem, discovered unique and amazing places and their inhabitants, witnessed the threats to their survival and be prepared to make a difference in their future. Students will have opportunities for in-depth learning through the required field trip. The course fee covers materials used and field trip.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Biology or Accelerated Biology

FEE: \$50

***This course will be offered Semester 1 only and may be taken independent of other Earth or Environmental Science course offerings**

SUSTAINABILITY/CONSERVATION – 7162

Sustainability looks at how humans interact with the environment, with the goal that our actions will allow us to meet our current lifestyle needs while at the same time preserving our environment and its resources for future generations. This course will look deeper than just the environmental perspective but will show how it's the combination of social, economic, government and environmental perspectives that must work together in order to create a sustainable culture. Topics included in this course include consumption, energy use, air pollution, water quality, reduction of waste and food production. Within each topic we'll look at how our actions and decisions can negatively impact the environment and talk about changes in our lifestyle that can lead to a greener and more sustainable environment. As part of this course we will also conduct a lab associated with UW-Milwaukee and present our research posters at the UW-Milwaukee Science Education Research Conference.

GRADES: 10-12

CREDIT: ½

LENGTH: semester

PREREQUISITE: Biology or Accelerated Biology

FEE: \$50

***This course will be offered Semester 2 only and may be taken independent of other Earth or Environmental Science course offerings**

PHYSICS – 7301 and 7302

Physics follows either the honors or the standard chemistry course. Physics provides a general understanding of motion, forces, energy, electricity and magnetism. Emphasis is placed on mastery of graphical and mathematical relationships and the analysis of lab data to make interpretations and generalizations. Activities include lecture, discussion, problem solving, lab activities, written reports, and computer simulations. Physics should be taken by anyone interested in a career in science, engineering, or the medical field. The course fee covers the purchase and maintenance of lab equipment. Daily homework is given, estimated at 20-30 minutes per day.

GRADES: 11-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE:

Current sophomores:

- B- average in Algebra II w/ Trig or Honors Algebra II or Freshman Algebra or B in Algebra II
- C or better in Chemistry or Honors Chemistry

Current juniors:

- Completion of Chemistry or Honors Chemistry

REQUIRED: Scientific or graphing Calculator

FEE: \$50

ADVANCED PLACEMENT PHYSICS 1 – 7311 and 7312

Advanced Placement Physics 1 is a year-long course designed to be equivalent to a first semester algebra-based college Physics course. Prior coursework in Physics is not required. Course content includes mechanics, energy and power, mechanical waves and sound, electrostatics, and introductory circuits. Significant class time will be devoted to hands-on laboratory work. Students should be prepared to spend a minimum of five hours per week completing course work outside of class. Students are required to complete a summer assignment before the start of first semester and are expected to take the AP exam in May. The course fee covers consumable materials.

GRADES: 11-12

CREDIT: 1

LENGTH: 2 semester

PREREQUISITE: Successful completion of Honors Chemistry or A average in Physics

FEE: \$50 plus AP exam fee

REQUIRED: scientific or graphing calculator

TIME: This class meets for an additional regularly scheduled 30 minutes each week (either before school or during Dasher time, depending on the hour the class is scheduled).

HONORS HUMAN ANATOMY AND PHYSIOLOGY – 7361 and 7362

This course is an elective, academic science credit offered to a student after completion of biology and chemistry. It is an in-depth study of the structure and function of the organ systems of the human body, their interdependence, and the consequences of the dysfunction of these organs and systems. Laboratory work based on each system will be performed, and well documented lab reports will be submitted by the student. A comparative study of human anatomy to cat anatomy will be made through an extensive lab dissection of the cat. The course fee covers the preserved materials for dissection.

GRADES: 11-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: Completion of Chemistry or Honors Chemistry, B- in Accelerated Biology

FEE: \$50

INDEPENDENT SCIENCE RESEARCH PROJECTS (ISRP) – 7401 and 7402

This independent-study course is designed for the **highly motivated, self-directed** student who wishes to design and conduct her own in-depth scientific research project and present her findings at local, district, state and/ or national competitions. A student should expect to work up to **8 hours per week** on her ISRP project and Moodle - accessible resources will be provided that will help the student with such topics as reviewing the scientific method, writing abstracts, graphing, and statistics.

Student requirements: Each student interested in registering for ISRP must secure her own outside mentor or conduct a project that does not require an outside mentor. Additionally, each student's parent(s) must be willing to provide transportation and supervision at competitions in the event that the course instructor is not able to, due to other professional obligations.

Format: The class will meet face-to-face 2 or 3 times each week. The other days of the week will be spent conducting research, analyzing data, writing the research paper and completing course readings and assignments. Please note, the course must fit into the student's daily schedule (i.e. due to the time-intensive nature of the course, only students who can fit ISRP into their schedule can register for the course and receive teacher instruction and feedback.) Class size will be limited to 12 students due to the individuality of each project and the truly student-driven independent nature of the class

GRADES: 11-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITES: B+ cumulative GPA, ability to learn independently, completion of Biology or Accelerated Biology AND completion of Chemistry or Honors Chemistry students planning to complete research offsite must be able to drive

FEE: \$50

SOCIAL STUDIES DEPARTMENT

Through its course of study, the department provides a comprehensive view of a complex whole at each grade level. The program offers students a global perspective of a shared history as well as an interdependent future for all cultures. Learning concepts, skills, and values is cumulative. Topics and skill sets will be continually expanded, illuminated and applied according to student development.

Students can expect, on average, approximately two hours of homework a week from the freshmen/sophomore Social Studies courses (Cultures & Civilizations, U.S. History). Students can expect, on average, approximately three hours of homework a week from the various junior/senior Social Studies courses.

*Please note: For a student to be considered for Badger Girls State, she must have taken AP U.S. Government by the end of her junior year.

CULTURES & CIVILIZATIONS – 8001 and 8002

Cultures & Civilizations is an introductory survey course examining the geography, history, culture, religions, and the socio-economic and political systems of selected countries of North and South America, Europe, the Middle East, Asia, and Africa. This course is intended to help the student become aware of the increasing interdependence of the global community while discovering the relationship that past events have on the present. Activities include lecture, discussion, written assignments, and collaborative projects. A paper and/or project is assigned each semester.

GRADE: 9

CREDIT: 1

LENGTH: 2 semesters

REQUIRED COURSE

UNITED STATES HISTORY – 8051 and 8052

This course provides an overview of the development of the United States initially introduced in Cultures & Civilizations. This year is spent in a more concentrated examination of the history, geography, culture, and the socioeconomic and political systems of our nation. These aspects of our nation's evolution are explored from the Constitutional Era to the present. Activities include lecture, small group activities, projects, discussion, geography, and written assignments. The written assignments, given at the

discretion of the teacher, include four or more papers or projects during the course of the year, at least one per quarter.

GRADES: 10-11
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: Cultures & Civilizations

INTERCULTURAL HISTORY: LATIN AMERICA – 8250

A study of the histories and culture of Latin America, this course starts with the ancient roots of many of the early civilizations such as the Inca, Maya and Aztecs, traces the impact of European conquest, the fights for independence and the growth of the new nations. Focusing on peacemaking, the course examines the opportunities lost and won as well as this continent's attempt to come to terms with its turbulent past. This course provides a study of Latin America from a multidisciplinary perspective, with a deeper concentration of issues covered than in Cultures & Civilizations. IH Latin America focuses on the histories, peoples, cultures, and geographies that unify the region, as well as differences that distinguish countries in Latin America. This course will explore and analyze the following topics: indigenous cultures, key figures, European colonization and its effects, independence movements and nation-building, neocolonialism, revolutions, authoritarianism, the impact of the Cold War, recent challenges (including migration and globalization issues), achievements, issues of race, class and gender, and future outlook. In this semester long course, certain nations have been selected as case studies to exemplify broader regional trends in different time periods. One common theme in the later units will be the interest and involvement of the United States in the affairs of its geopolitical neighbors to the south. Students will be expected to further develop critical thinking and communication skills, as well as to form a reflective attitude through writing, research, analytical reading of primary sources, and discussing with regards to issues faced by the peoples of Latin America.

**** Students will be eligible to receive 3 transferable college credits from Cardinal Stritch University by enrolling in the Concurrent Enrollment dual-credit program.**

GRADES: 11-12
CREDIT: ½
LENGTH: 1 semester
PREREQUISITE: Cultures & Civilizations AND U. S. History or AP U.S. History or AP Gov.

BEHAVIORAL SCIENCE – 8225

This is an interdisciplinary approach designed to further investigate areas of American social life introduced in U.S. History, with a comparative perspective to other cultures as well. This course is a "workshop" for the behavioral sciences. The focus of the class will include the concepts and descriptive materials of sociology, anthropology and psychology. This course will address current issues, events and cultural phenomena which form the focal topics for the basis of discussion within the course. Students will assess methods and knowledge of the behavioral sciences and synthesize them using case studies and global issues. The students are expected to participate in class discussions and problem-solving sessions. Activities include lectures, discussions, reflection, projects and synthesis of skills and knowledge.

GRADES: 11-12
CREDIT: ½
LENGTH: semester
PREREQUISITES: Cultures & Civilizations, U. S. History or AP US History or AP Government

ACCELERATED ECONOMICS – 8150

This course offers a lively, interesting and important investigation into one aspect of American life studied in U.S. History—the American market system. The course is an introduction to the foundation of economics and the economic way of thinking. The focus will be on the concepts, principles and models of micro-economics and the application to real world events. Microeconomics is concerned with the analysis of economic phenomena from the perspective of the individual. This course covers the concepts and tools needed to undertake the analysis of such problems that are created by the law of scarcity. Emphasis will be placed on the characteristics of free market system, supply and demand, competition and

markets. The students will be expected to apply these concepts, principles and models in problem-solving activities. Activities include lecture, discussion, and problem-solving real world events and challenges.

GRADES: 11-12

CREDIT: ½

LENGTH: semester

PREREQUISITES: Cultures & Civilizations, U. S. History or AP US History or AP Government

AMERICAN FOREIGN POLICY – 8216

Building on what students have learned in Cultures & Civilizations and U.S. History, US Foreign Policy is a challenging college-level course that provides an overview and analytic framework that focuses on the process and politics by which U.S. foreign policy is made. In addition, this course will explore in detail the core principles, complexities, and possibilities in applying those principles concerning US policies in the 21st Century. During the semester, you will be provided with the opportunity to examine primary and secondary sources which provide you with the opportunity to develop your analytical and interpretive writing skills, collaborative skills, and communication skills.

The semester of study includes, but is not limited to:

- US Foreign Policy framework
- US-North Korean relations
 - Middle East – issues such as possible Iranian nuclear power, Arab-Israeli peace, Syrian conflict and migration crisis, civil war in other Southwest Asian conflicts.
- Relations with Western Europe, the EU, and Russia.
- Terrorism, counter-terrorism, and weapons of mass destruction.
- Global health, border disputes, sustainable development and environmental concerns.
- Transregional Issues: Pandemics, Human Trafficking, Immigration, Global
 - Environmental Issues, sustainability, and international collaboration concerning nuclear
 - proliferation.

**** Students will be eligible to receive 3 transferable college credits from Cardinal Stritch University by enrolling in the Concurrent Enrollment dual-credit program.**

GRADES: 11-12

CREDIT: ½

LENGTH: semester

PREREQUISITES: Cultures & Civilizations, U. S. History or AP US History or AP Government

INTERNATIONAL RELATIONS: FOCUS AFRICA - Colonial to Present – 8210

This course provides a study of the African continent (Sub-Saharan) with a deeper concentration of issues covered in Cultures & Civilizations. Through research, interpretation, and dissemination of knowledge, the objective of this course is to increase the student's awareness and understanding of the major challenges and achievements Sub-Saharan nations faced / face during colonization and after winning independence. FOCUS AFRICA will explore and analyze the following topics: colonization, contemporary history, political and economic issues, culture, key figures, challenges and achievements and significant contributions. The Sub-Saharan region is highly competitive both geo-politically and economically which makes it a dominant force in the global marketplace. Therefore, understanding role of the region is critical in shaping global decision-making and economic competition. This course will develop the student's critical thinking ability by emphasizing the necessity to understand developments on the continent in their proper human, historical, and international contexts. Case studies will include South Africa and Democratic Republic of the Congo.

The student will “adopt-a-country” and research a variety of topics, culminating with the completion of her Portfolio addressing a variety of Objectives focusing on the contributing role her country plays in the development of the African continent and the global community.

As a class, students will partake in a field trip to Chicago. Students will hear first-hand the experience of a refugee who fled Angola with his family during Angola's civil war. He is an artist and a collector of African artifacts. Through him, students will learn about the cultural significance of the artifacts. Students will then visit the African exhibit at the Art Institute. Lunch at an Ethiopian restaurant is included in the course fee.

This course will be offered alternating school years with FOCUS ASIA.

This course will be offered for 2017-18 school year, but will not be offered 2018-19.

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

PREREQUISITES: Cultures & Civilizations, U. S. History or AP US History or AP Government

FEE: \$55.00

INTERNATIONAL RELATIONS: FOCUS ASIA, 20th Century to Present – 8220

India, China, and North Korea - democratic, communist, and militarist states.

FOCUS ASIA will meaningfully integrate and thoughtfully analyze, from a geopolitical and socio-economic perspective, the events of the 20th century that played a role in the development of these three case-study countries. This approach will give students the tools to compare similarities and differences in the ways these countries define individual rights and responsibilities, compete for economic hegemony and develop national policies (both political and economic). Where Cultures & Civilizations has a broad focus and covers many regions of the world, FOCUS ASIA concentrates on three major states in south and east Asia. China is especially important for students to understand the political and economic dynamics since it has recently become an important and challenging global economic power. The student will “adopt-a-country” and research a variety of topics, culminating with the completion of her Portfolio addressing a variety of Objectives focusing on the contributing role her country plays in the development of the Asian continent and the global community.

As a class, students will partake in a field trip to Chinatown to experience the culture and traditions of the Chinese. Students will then visit Art Institute to gain a better understanding of Asian cultures through the artwork from southeast and south Asia. Lunch at a Chinese restaurant is included in the course fee.

This course will be offered alternating school years with FOCUS AFRICA.

This course will not be offered for 2017-18 school year, but will be offered 2018-19.

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

PREREQUISITES: Cultures & Civilizations, U. S. History or AP US History or AP Government

FEE: \$55.00

THE TUMULTUOUS 1960s – 8065

This course focuses on the years 1946 to 1980, with emphasis on the 1960s decade. The class delves into the events and issues that led up to and dominated the 1960s, such as the Cold War and protest movements, as well as the ramifications of these and other events and issues. This class chronicles both America’s and the world’s roller-coaster journey through the decades since World War II, building on topics introduced in the *U.S. History* and *Cultures & Civilizations* survey courses. The Cold War, which kept the world on edge for over 50 years and remains an influence, will be highlighted. In addition significant cultural and political themes that have colored our recent past and present will be explored, including issues of foreign policy, economic and social reform, race, class and gender. Students will be expected to further develop critical thinking and communication skills, as well as to form a reflective attitude through writing, research, analytical reading, and discussing in regards to issues of our postwar world.

***** Depending on the scheduling of teachers, students may be eligible to receive 3 transferable college credits from Cardinal Stritch University by enrolling in the Concurrent Enrollment dual-credit program.***

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

PREREQUISITES: Cultures & Civilizations, U. S. History or AP US History or AP Government

GENDER STUDIES – 8110

This course will focus on both historical and contemporary events and issues that affect women, men and families. The primary goal of the class is to provide an educational foundation from which each student can examine and ultimately create her own opinion on women's roles and rights within our society. Moreover, students will examine the effect of that role within the context of gender stereotypes for both men and women. Thus, the course offers students the opportunity to examine the role that gender has on a personal, professional, psychological, and familial level. Exploration of major historical documents in the move toward women's social, political, and economic rights will be read and analyzed, as well as a broad study of contemporary examples of gender's impact socially, politically and economically. Students will be expected to further develop research skills, tools, and resources, as well as to form a reflective attitude through discussing, writing, and reading in regards to issues facing and concerning gender.

GRADES: 11-12

CREDIT: ½

LENGTH: 1 semester

PREREQUISITES: Cultures & Civilizations, U. S. History or AP US History or AP Government

ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS – 8301 and 8302

This college-level course is designed to give the student a critical perspective of government and politics in the U.S. The course involves an in-depth study of the general concepts introduced in U.S. History. It also presents an analysis of the various institutions, groups, beliefs, and ideas that make up American political reality:

1. The Constitutional Framework of American Government.
2. Political Beliefs and Behaviors.
3. Political Parties, Interest Groups, and Mass Media.
4. Institutions and Policy Processes of National Government.
5. Civil Liberties and Civil Rights.

Most colleges offer three semester credits for successful completion of the Advanced Placement Exam taken by students in May. It is expected that students will take the AP Exam.

SPECIAL NOTE: Those who are interested in taking this course must fulfill each of the following requirements:

- Current Sophomores and Juniors – Prerequisite: Cultures & Civilizations. This course is open to all who will be juniors and seniors.
- Current Freshmen – This class will be an available option for your sophomore year during online registration only if you received an A for 1st semester in Cultures & Civilizations, and an A- for 1st semester in College Prep English I. Signatures from Social Studies and English teachers are not necessary.

GRADES: 10-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITES: Cultures & Civilizations

AP HUMAN GEOGRAPHY – 8421 and 8422

The curriculum for this course consists of topics drawn from seven interrelated units of study outlined in the AP Human Geography Course Description booklet published by the College Board. The purpose of the course is to utilize geographic processes to systematically study and understand the following concepts:

1. Geography: Its Nature and Perspectives
2. Population
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Agriculture and Rural Land Use
6. Industrialization and Economic Development
7. Cities and Urban Land Use

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Many of these concepts, ideas and models were introduced in *Cultures and Civilizations*. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This class is designed to meet AP standards and requirements (these can be found on the AP College Board website). The class will prepare students to take the AP Human Geography test in the spring. **STUDENTS ARE ENCOURAGED TO PREPARE FOR AND TO TAKE THE AP TEST.**

GRADE: Open to all juniors and seniors

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITES: Cultures & Civilizations, U. S. History or AP US History or AP Government

ADVANCED PLACEMENT UNITED STATES HISTORY – 8451 and 8452

Advanced Placement United States History is a challenging course that is designed to be the equivalent of a freshman level college course. Upon successful completion of the Advanced Placement United States History Examination students may earn college credits. AP US History is a two-semester survey of American history from pre-Columbian societies to the present. Students will need to devote a considerable amount of time to out of class reading, writing, homework and study. Course emphasis is placed on critical thinking skills, essay writing, interpretation of primary documents and historiography. Multiple assessments will be used to measure student comprehension that will mirror the AP US History Exam.

Students will be expected to spend a considerable amount of time preparing for class. A significant amount of reading will be required for each unit of study and for special projects and assignments. There will also be a large amount of time devoted to assignments, projects and test preparation. For each unit students will complete a series of objective questions, and in most cases will also complete either a Free Response Question or Document Based Question. It is expected that at the end of the second semester every student will take the Advanced Placement United States History Examination.

GRADES: 11-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: Cultures & Civilizations.

ADVANCED PLACEMENT EUROPEAN HISTORY – 8401 and 8402

AP European History is a challenging college-level course that is structured around the investigation of five course themes and 19 key concepts in four different chronological periods from the Renaissance to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires you to master nine historical thinking skills. During the year, you will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, you will be provided with exposure to both factual narrative and to the interpretations of European history from the perspectives of a variety of different writers and historians. Historiography is the history of history. You will be examining how people have thought about and written about historical events over the course of time. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay question essays. This class is designed to meet AP standards and requirements (these can be found on the AP College Board website). The class will prepare students to take the AP European History exam in the spring. **STUDENTS ARE ENCOURAGED TO PREPARE FOR AND TO TAKE THE AP TEST.**

GRADES: 12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITES: Cultures & Civilizations, U. S. History or AP US History or AP Government

THEOLOGY DEPARTMENT

The mission of the theology department at Divine Savior Holy Angels is rooted in Saint Augustine's understanding of theology as faith seeking understanding. Our primary goal is to nurture spirituality through knowledge of faith and to engage students in service to God and others. Department faculty commit themselves, with the entire DSHA faith community, to transforming students to transform the world. Courses and curriculum are aligned with the United States Catholic Bishops document, *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age*. The theology department is committed to the school's focus on daily prayer, annual retreats, service, and liturgy and worship experiences that contribute to an environment in which faith formation is valued and nurtured.

FRESHMEN YEAR: THEOLOGY I – 9051 and 9052

Semester 1: The Bible: The Living Word of God—9051

This freshmen course provides an introduction to The Sacred Scriptures unfolding story of salvation, with a particular focus on Jesus Christ as its fulfillment revealed in the New Testament. Divine and natural revelation is explored, as are biblical inspiration and interpretation. This course guides students in coming to know the people and events of salvation history, and in understanding important themes of creation, human dignity, and covenant.

Semester 2: Christology: Jesus Christ and the Paschal Mystery - 9052

In this second semester freshmen course students more fully encounter Jesus Christ, the Second Person of the Trinity. Students are led toward a deeper understanding of divine revelation, the Trinity, Incarnation, Christian discipleship, and salvation through the Paschal Mystery. This course guides students in understanding important themes of the Kingdom of God, the Beatitudes, miracles, forgiveness, and human suffering.

SOPHOMORE YEAR: THEOLOGY II – 9101 and 9102

Semester 1: The Sacramental Life: Encounters with Christ - 9101

This course provides an opportunity to encounter Jesus Christ in a full and real way through an examination of the history, scriptural foundation, and current practices of the seven sacraments. In addition, students develop a deep understanding of the Eucharistic Liturgy, different forms of prayer through our Catholic tradition, and the general sacramental outlook rooted in our faith.

Semester 2: Catholic Morality: Our Response to God's Love - 9102

This course is a survey of Christian morality, rooted in the belief that morality is an ongoing developmental process of discernment and application. Students are presented methods of conscience development and decision-making. These skills are applied as they examine the teaching and traditions of the Catholic faith as they apply to living a moral life within the context of Christ-centered values. Sexual morality, the consistent ethic of life, and modern ethical issues challenge the students to make moral decisions commensurate with the Catholic tradition.

JUNIOR YEAR: THEOLOGY III – 9201 and 9202

Semester 1: The New Testament: The Good News Of Jesus - 9201

This course is an in-depth study of the New Testament. Through an exploration of the 4 distinct Gospels, the person and message of Jesus Christ emerges. Further study of the Acts of the Apostles, Letters, and Revelation reveals the development and organization of the 1st century Christian Church. Scripture is approached using Catholic contextual interpretation which requires knowledge of the history, literature and culture of the original writings. The Good News then and the Good News now is the spoken Word of God to us.

Semester 2: The Church: Its Message and Mission - 9202

Using the writings and teachings of many great Catholic thinkers throughout our history, this course guides the students in exploring and understanding the Catholic Church, as well as its historical origin, structure and mission. The roles of the hierarchy, those in religious life, and the laity will be addressed as supporting the mission of the Church and our universal call to holiness.

SENIOR YEAR : THEOLOGY IV – 9303, 9310 and 9305

Semester 1: Electives

Vocations: Living the Gospel - 9303

This course focuses on helping seniors make healthy, Christ-oriented decisions about the future. It is meant to develop a deeper appreciation of one's sexuality while embracing both the gift and the challenge therein, as rooted in Catholic teaching and tradition. The developmental tasks of adulthood are explored: identity, autonomy, love, work, money, and leisure. Relevant information will be shared on "all states of life" focusing on the single life, married life, and religious life.

REL 104: WORLD RELIGIONS - 9310

This course introduces the following major religious traditions: Christianity, Hinduism, Buddhism, Sikhism, Confucianism/Taoism, Judaism, and Islam. Study includes the major founders (where applicable), beliefs, scriptures, practices and ethics of the traditions as well as contemporary internal issues, the impact of globalization on the traditions, an introduction to the concept of contextualization in the study of religion as well as interfaith dialogue around common issues of concern to the traditions.

**** Students will be eligible to receive 3 transferable college credits from Cardinal Stritch University by enrolling in the Concurrent Enrollment dual-credit program.**

Semester 2: Catholic Social Teaching: A Call to Discipleship - 9305

During this course we turn our attention in a more focused way to Catholic Social Teaching and the desire of all people to live in a world committed to fostering human dignity and justice. Christians understand the desire to genuinely study and follow the message of Jesus Christ to love our neighbor. Through an examination of Scripture, papal encyclicals, documents of the USCCB, and conciliar teachings, we will discuss various issues in the world and in the Church. Students will gain a deeper understanding of how and when the Church developed its current social positions and, more importantly, how we can reflect these teaching on our own lives.

WORLD LANGUAGES DEPARTMENT

The purpose of the World Languages requirement at DSHA is to move students towards proficiency in another language and to instill in them an understanding of different peoples and cultures around the world. The department offers a four or five year sequence of classes in French, Latin and Spanish. All courses are one year in length. While two years of the same world language are required for graduation, we strongly recommend that a student begin her language study as a freshman and that she study the same language for four years in order to develop basic proficiency in that language. In addition, since most colleges have procedures for awarding students advanced placement and free college credit for their high school world language study, completing four years of language study at DSHA usually allows students to skip over three or four semesters of college language courses without taking a formal AP course or exam. Please check with the colleges directly for specific information about their language placement policies.

Advice on which world language to choose can be found in the brochure included with the incoming freshman registration packet or by contacting one of the World Languages teachers. Students who speak

Spanish at home or who are fluent Spanish speakers and who wish to continue their study of Spanish at DSHA should take Spanish for Spanish Speakers I & II which are designed specifically to help them refine their spoken and written Spanish.

At registration time, incoming freshmen will be placed in level I of the language they wish to study. Those with previous experience in a world language, who wish to continue studying that language at DSHA will be required to take a placement test in May. Based on the results of this test, they may be moved into a higher level course.

In addition to the regular course offerings, the World Languages Department also offers exchange programs and trips to foreign countries. These programs are generally open to juniors and seniors in advanced level courses. In French, there is a yearly two week exchange program with the Lycée St. Jean in Limoges, France. The Spanish program offers a trip to Barcelona every other year, and a yearly service trip to the Working Boys Center in Quito, Ecuador. Latin students have the opportunity to travel every other year to areas where Roman culture was prevalent such as Italy and Greece.

SPANISH FOR SPANISH SPEAKERS I – 3031 and 3032

Spanish for Spanish Speakers I is designed to help native speakers to study Spanish formally in an academic setting. Students develop strategic Spanish academic vocabulary, learn to critically analyze a text, and acquire new information related to different academic content areas. For Spanish speakers to maintain the language, a formal study of Spanish needs to occur with instructional goals focusing on grammar, reading and writing, vocabulary development, exposure to the language and culture, and consciousness-raising activities about Spanish language and identity. Many students are partially bilingual and vary in their language skills. Students will produce writing in various formats and genres, while continuing to develop skills in the correct use of grammar, spelling, punctuation, and capitalization. Homework in this course consists of daily assignments ranging in time from an average of 15 to 20 minutes.

Spanish for Spanish Speakers I I está diseñada para ayudar a los estudiantes hispanohablantes a estudiar el Español en un entorno académico. Los estudiantes adquirirán un vocabulario académicamente estratégico, aprenderán a analizar críticamente texto escrito y adquirir nueva información relacionada con otras materias escolares. Con objeto de mantener el idioma Español , se necesita un estudio formal con objetivos centrados en gramática, lectura y escritura; desarrollo del vocabulario, exposición al lenguaje, cultura, y actividades en español orientadas a sensibilizar al estudiante sobre su identidad. Algunos estudiantes son parcialmente bilingües y difieren en sus habilidades lingüísticas. Los estudiantes generarán escritura en diferentes géneros y formatos mientras continúan perfeccionando el correcto uso de la gramática, pronunciación y reglas de escritura. La tarea consistirá en ejercicios variados o estudio del texto, con un promedio de 15 o 20 minutos diarios.

GRADES: 9-12

LENGTH: 2 semesters

PREREQUISITE: Consent of instructor

CREDIT: 1

SPANISH FOR SPANISH SPEAKERS II – 3041 and 3042

Spanish for Spanish Speakers II extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about various genres of Hispanic literature, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, and literary insights into the Spanish-speaking world. Spanish for Spanish Speakers II presents more advanced grammatical structures and expands vocabulary as well as the cultural themes presented in Spanish for Spanish Speakers I. The student will concentrate on an in-depth review of all verb tenses and grammar structures as she continues to expand her vocabulary. During this course, students will gain proficiency in using Spanish in increasingly complex ways to express

thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources. Homework in this course consists of daily assignments ranging in time from an average of 15 to 20 minutes.

GRADES: 10-12

LENGTH: 2 semesters

PREREQUISITE: Spanish for Spanish Speakers I

CREDIT: 1

SPANISH I – 3051 and 3052

This course is intended for non-native speakers of Spanish and for students who want to establish a firm basis for language acquisition. In Spanish I, the student will attain a command of basic vocabulary and grammatical structures necessary for personal communication. She will ask and answer, in oral and written form, basic questions dealing with such subjects as her health, weather, time, interests, family, and personal experiences. The student will develop the listening and speaking skills necessary to conduct most classroom activities in Spanish. Students will relate their personal experiences in the present and immediate future tenses. Students will read from materials provided in the text. The student is responsible for correct spelling and punctuation. Each student is expected to participate and to use the target language in class. Good pronunciation will be emphasized. Activities will be used to reinforce class content as well as to introduce Hispanic culture. Homework in this course has a specific focus which directly relates to a previously taught lesson. It consists of spending about 15 minutes per night on shorter assignments and doing longer assignments 2-3 times per week.

GRADES: 9-12

CREDIT: 1

LENGTH: 2 semesters

SPANISH II – 3101 and 3102

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit of this course consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing practice, multimedia cultural presentations, and interactive activities and practice which reinforce vocabulary and grammar. Students will be studying past tenses and the imperative and subjunctive moods will also be introduced in this level. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to use terms and phrases and a wide range of grammar patterns in their speaking and writing, and to respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. Students should expect an average of 15-20 minutes per day of homework related to the unit being study.

GRADES: 9-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: Spanish I or equivalent

SPANISH III – 3151 and 3152

Spanish III presents more advanced grammatical structures and expands vocabulary as well as the cultural themes presented in Spanish I and II. This course emphasizes all four skills: oral communication, listening comprehension, writing, and reading. The student will create a variety of written and spoken forms with the language including oral presentations, creative writing, and other projects. She will also participate in more challenging conversations and continue to practice communicating in basic survival situations. The student will review uses of the preterit and the imperfect, will learn compound tenses, the future, and will be introduced to the subjunctive construction. In addition, the student will read short pieces related to Hispanic cultures and other authentic pieces of literature. Homework in this course

consists of daily written assignments as well as 15 minutes of working on memorizing vocabulary. There are 2 major presentations/skits per quarter. The course is conducted almost entirely in Spanish.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: Spanish II or equivalent

SPANISH IV – 3201 and 3202

Spanish IV, conducted in Spanish, presents a complete review of verbs and includes new grammatical structures including the past subjunctive. Spanish IV aids the student to reach a higher level of spoken communication and to develop writing skills through both formal and informal compositions, interviews, and other projects. Emphasis for both writing and speaking is on clear, well-developed, and well-organized communication of ideas. Students will also further develop reading skills through a variety of literary forms and make valuable comparisons between Hispanic cultures and her own. Students may practice test-taking skills for college placement exams. Homework in this course has a specific focus which directly relates to a previously taught lesson. It consists of spending about 15 minutes per night on shorter assignments and doing longer assignments 2-3 times per week.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: Spanish III or equivalent

AP SPANISH LANGUAGE and CULTURE – 3261 and 3262

This AP Spanish class will prepare students to take the AP Placement exam in Spanish Language and Culture. The exam tests students on their ability to speak and write about identity and family, current global challenges, art and literature, and science and technology. The course will introduce students to the necessary grammar and language structures required to express themselves in written and spoken form and will emphasize the students' critical thinking and presentation skills in Spanish. Through the study of short works of literature and the history of art in the Spanish-speaking world, the students will be able to express the role of art in Spain and Latin America. The students will study and express the concept of "identity" both in their own lives and in Spanish-speaking cultures across the world. Through the study of current events, students will be able to express the important political and scientific issues of our time. Emphasis in class will be on active student participation, discussion and seminar-style presentations.

NOTE: This course would be appropriate for native speakers after they have completed the Spanish for Spanish Speakers I & II, and very skilled and motivated Spanish III or IV students, who are looking to add an AP language course to their repertoire.

GRADES: 11-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: Spanish III or IV; or Spanish for Spanish Speakers I & II, **AND** recommendation of current Spanish teacher

SPANISH V – 3251 and 3252

In Spanish V, the student will concentrate on an in-depth review of all verb tenses and grammar structures as she continues to expand her vocabulary. The student's communicative ability will be fostered through informal discussions, impromptu skits, and formal and informal oral presentations. A student will fine tune her reading comprehension skills through the use of authentic Hispanic literature. The students will also be exposed to language through different sources of multimedia. Written assignments will be designed to perfect writing skills and grammar use as well as one's ability to generate and communicate original ideas. Homework in this course consists of follow-up class assignments, readings and projects. Average amount of homework times varies; approximately 90 minutes per week. The student may also continue to practice

test-taking skills for college placement exams and at completion of this course, should be able to communicate effectively with most native speakers of Spanish.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: Spanish IV or equivalent

LATIN I – 3301 and 3302

In Latin I the student will develop the ability to read and comprehend Latin. The student beginning Latin must understand that daily preparation is an essential part of building a foundation to succeed in the language and to advance to the next level. The basic grammar and cultural concepts are taught through textbooks, reading selections, teacher lecture, and student production. Each student will be responsible for word derivation, grammar rules, and vocabulary forms. Homework in this course consists of daily assignments, vocabulary quizzes for every chapter and a test after every concept is covered. Students will also spend a short amount of time per day memorizing and reviewing vocabulary. In addition, students will complete cultural projects throughout the year.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters

LATIN II – 3351 and 3352

The Latin II student will continue the development of reading and comprehending Latin. The student will be taught the elements of Latin grammar as they are needed. Students study and understand cultural differences in greater depth. Each student is expected to be able to read Latin passages and answer questions about the passages in both Latin and English, as well as to think abstractly about reasons for some of the information within the passages. Homework in this course consists of short daily written assignments, vocabulary quizzes for every chapter and a test after every concept is covered. Students will also spend a short amount of time per day memorizing and reviewing vocabulary. In addition, students will complete cultural projects throughout the year.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: Latin I or equivalent

LATIN III – 3411 and 3412

The goal of Latin III is to further refine translation skills, and become acquainted with more advanced grammatical topics. An extensive grammatical review will be utilized at the beginning of the year. Latin III will contain a general survey of Roman history and cultural topics. Students will complete projects on Roman history throughout the year. Homework in this course consists of short daily written assignments, vocabulary quizzes for every chapter and a test after each concept is covered. Students will also spend a short amount of time per day memorizing and reviewing vocabulary.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: Latin II or equivalent

ADVANCED LATIN IV – 3421 and 3422

The goal of Advanced Latin IV is to develop a better appreciation for the Latin language through careful study of authentic Latin texts. It is offered every other year, alternating with the AP Latin curriculum to accommodate Latin V students who may be in the same class. Pending approval, this course will be offered as dual-credit with the University of Minnesota, thus allowing students to earn college credit. In this course, students study a different text at the same level of depth as the AP. Such authors may include Ovid, Catullus, Petronius, Horace, Cicero, Suetonius, Livy, or Pliny the Younger. Homework in this course consists primarily of daily translation preparations. Additionally, students learn to write argumentative

essays, analyze unseen passages of Latin, and complete cultural/thematic projects throughout the year. There is a test after every book or section of chapters is completed. Students spend a short amount of time per day memorizing and reviewing vocabulary.

GRADES: 9-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: Latin III or equivalent

ADVANCED LATIN V – 3431 and 3432

A student at the Advanced Latin V level will join the Advanced Latin IV class and the Latin IV curriculum will be appropriately adjusted so that the Latin V students will not be reading material they covered in IV. Every other year, we cover the AP Latin curriculum, reading Vergil's *Aeneid* and Julius Caesar's *De Bello Gallico*. On alternate years, we study a different text at the same depth as the AP. **Pending approval, the non-AP course will be offered as dual-credit with the University of Minnesota, thus allowing students to earn college credit.** Such authors may include Ovid, Catullus, Petronius, Horace, Cicero, Suetonius, Livy, or Pliny the Younger. Homework in this course consists primarily of daily translation preparations. Additionally, students learn to write argumentative essays, analyze unseen passages of Latin, and complete cultural/thematic projects throughout the year. There may be additional work or depth required for Latin V students. There is a test after every book or section of chapters is completed. Students spend a short amount of time per day memorizing and reviewing vocabulary.

GRADES: 9-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: Latin IV or its equivalent

AP LATIN IV/V – 3423 and 3424

In AP Latin, students develop a deeper appreciation for the Latin language through careful study of Vergil's *Aeneid* and Julius Caesar's *De Bello Gallico*. This course is offered every other year and students have the opportunity to gain college credit by taking the AP Latin exam in May. **(On alternate years, we offer the Advanced Latin IV/V class, in which students may choose to receive college credit through the University of Minnesota, pending approval.)** The AP course is split between the two texts, *Aeneid* and *De Bello Gallico*. Through these texts, students hone their language skills by reading high-level Latin and also learn about the fall of the Roman Republic and the rise of the Julio-Claudian Dynasty through the words of the Romans themselves. Homework in this course consists primarily of daily translation preparations. Additionally, throughout the year, students learn to write argumentative essays, analyze unseen passages of Latin, and explore thematic commonalities in a year-long project. There is a test after every book or section of chapters is completed. Students spend a short amount of time per day memorizing and reviewing vocabulary.

GRADES: 9-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: Latin III or equivalent

FRENCH I – 3451 and 3452

This course is intended for non-native speakers of French and for students who have not yet studied the language. In the first year of French, emphasis is placed on speaking and listening skills with reading and writing introduced gradually. The student will acquire the vocabulary and grammar to function in a classroom where only French is spoken and to talk about their personal experiences and daily activities. Cultural material will focus on the daily life of French-speaking people and the importance of French in the world. Homework in this course consists of shorter daily written assignments, 2-3 longer written

assignments per quarter and 2-3 skits per quarter. Students are also encouraged to spend approximately 10 minutes a day working on memorizing vocabulary.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters

FRENCH II – 3501 and 3502

French II expands on the vocabulary, grammar, and cultural material in French I. The student will develop the skills necessary for simple, everyday survival in a French-speaking country. A slightly heavier emphasis will be placed on reading and writing. Homework in this course consists of shorter daily written assignments, 2-3 longer written assignments per quarter and 2-3 skits per quarter. Students are also encouraged to spend approximately 10 minutes a day working on memorizing vocabulary.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: French I or equivalent

FRENCH III – 3551 and 3552

This course is the equivalent of the first part of an intermediate college-level curriculum. In French III, the student will study more complex vocabulary and grammatical structures. Emphasis is placed on extended discourse and formal presentational speech as well as longer, authentic reading assignments and both creative and analytical writing assignments. Students will learn to communicate their opinions and feelings about various topics and events and to solve problems that might occur in a French speaking country. Culture, traditions, and daily life in France and French speaking countries will be studied in greater depth. Homework in this course consists of shorter daily written assignments, 2-3 longer written assignments and 2-3 skits per quarter. In addition, there are 1-2 projects/presentations per year. Students are also encouraged to spend approximately 10 minutes a day working on memorizing vocabulary.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: French II or equivalent

FRENCH IV – 3601 and 3602

This course is the equivalent of the middle part of an intermediate college-level curriculum. In French IV, the student continues to study complex grammar and to enrich her vocabulary. She will also polish her communication skills through advanced discussion, authentic readings, and writing assignments based on French films, current events, literature, art, music, and history. Homework in this course consists of shorter daily written assignments, 2-3 longer written assignments, 2-3 skits and 2-3 reading assignments per quarter. In addition, there are 1-2 projects/presentations per year. Students are also encouraged to spend approximately 10 minutes a day working on memorizing vocabulary.

GRADES: 9-12
CREDIT: 1
LENGTH: 2 semesters
PREREQUISITE: French III or equivalent
FEE: \$50 (includes materials plus cost of planned field trips.
Cost of unanticipated field trips will be billed separately.

FRENCH V – 3651 and 3652

This course is the equivalent of the last part of an intermediate college-level curriculum. In French V, the student will study the fine points of French grammar and phrasing as she continues to expand her vocabulary. Communication skills will be refined through discussion, working with videos and recordings of native speakers, and reading and writing assignments based mostly on current French culture. Homework in this course consists of shorter daily written assignments, 2-3 longer written assignments, 2-3 skits and 2-3 reading assignments per quarter. Students are also encouraged to spend approximately 10

minutes a day working on memorizing vocabulary. In addition, students will read several works of authentic French literature.

GRADES: 9-12

CREDIT: 1

LENGTH: 2 semesters

PREREQUISITE: French IV or equivalent

SUMMER SCHOOL (FOR CREDIT)

Registration and fees for Summer School

Registration for summer school classes (for credit) takes place in February. All credit classes will be billed at the end of February, with full payment due by April 14. Please note: if payment is not received by April 14, your registration may be cancelled and your spot offered to a student on the waiting list.

Cancellation policy for Summer School

*DSHA reserves the right to cancel any class based on low enrollment. The decision to hold a class will be made based on the number of registrations for which full payment has been received by the due date of April 14. Full refunds will be made for courses cancelled by DSHA due to low enrollment. **After April 14, no refunds will be made unless a medical excuse is submitted.** Cancellations prior to April 14 are eligible for a refund, less a \$50.00 cancellation fee.*

Accounting I – 4010 SS

Accounting is often called the "language of business." Accounting I introduces students to basic accounting concepts, principles, and practices used in completing an accounting cycle. Understanding how accounting data is accumulated through the double-entry procedure and how to use such data are important outcomes of the course. Accounting careers and becoming a CPA will also be discussed. This course is a must for any student considering a business major in college!

Grades 9-12

One-half credit course • \$675

June 12 - June 30, 2017

Monday-Friday

8:00 a.m.- 12:00 p.m.

Class is limited to 28 students. If enrollment exceeds limits, students in academic support will be given priority, and then a lottery system will be used, if needed.

Required text:

Century 21 Accounting, **9E**, by Gilbertson

ISBN: 9780538447560

Working Papers: ISBN: 9780538447652

Manual Simulation: Rico Sanchez, DJ

ISBN: 9780538447683

(Textbook may be purchased used.

Working Papers and Simulation must be purchased new!)

Online Women's Health – 6700 SS

If you are a highly motivated student who can initiate independent learning- this online class will allow you to work at your own pace! Topics include: wellness, self-esteem/body image, emotional problems, nutrition, alcohol, drugs, tobacco, reproductive systems and disease prevention (STD's, lifestyle, and infectious diseases). Assignments, quizzes, discussions, interactive activities, and web resources are used in this course. There will be one **mandatory** face-to-face date: May 26th 8:00-9:30 a.m. or 9:30-11:00 a.m. and Final Exam online July 14th 7:00 a.m.-11:59 p.m.

*No extensions or early exams

Grade 10

One-half credit course • \$675

May 26 - July 14, 2017 (7 week class)

Registration deadline: December 22, 2016

Required text:

ISBN# 1538429852, *Health: Making Life Choices*,
McGraw-Hill/Glencoe

Course requirements:

1. Attend mandatory face- to-face classes on May 26th and complete final exam on July 14th
2. Demonstrated computer literacy.
3. Access to the internet and a computer during the duration of the course.
4. Completion of the Mini Introduction to Online Courses prior to registration. Parents and students will complete this one hour course that will introduce the concept of online learning and help answer any questions or concerns. The online class will be available through January 17, 2017. Instructions on how to take this course can be obtained at www.dsha.info, then to Academics, to teacher resources and web pages, and then Hutchinson. Click on Summer Online Health.

There may be a lottery if more than 70 students enroll. You will be notified before the 2017-2018 registration deadline if you are eligible to register for the course. Please contact Mrs. Hutchinson for further questions: hutchinsona@dsha.k12.wi.us or Cindy Wanie at waniec@dsha.k12.wi.us 414-721-2907.

ⁱ From 2016 ACT data

ⁱⁱ College Board 2016 data

ⁱ From 2016 ACT data

ⁱⁱ College Board 2016 data