



**Ursuline Academy of Dallas
Course Compendium
2019-2020**

The course descriptions in this booklet are intended to provide you with pertinent information concerning content, length, prerequisite(s), and credit value for each course.

Ursuline Academy of Dallas reserves the right to withdraw a course offering due to insufficient enrollment or unexpected staff changes.

Founded in 1874, Ursuline Academy of Dallas is an independent Catholic college preparatory school for young women sponsored by the Ursuline Sisters. The mission of Ursuline Academy is the total development of the individual student through spiritual formation, intellectual growth, service to others, and building of community. Ursuline Academy educates young women for leadership in a global society.

This compendium provides curriculum information for the 2019-2020 school year. It is designed to assist students, parents, counselors, advisors, the Dean of Academics, and the Registrar in selecting courses best suited to meet the needs of each student.

Students will consult with their counselors and advisors concerning curriculum choices and requirements. All students must be enrolled in a minimum of seven (7) credits during the official school day in each semester.

Student registration is a critical function at Ursuline Academy of Dallas. Based upon the registration data, courses are scheduled, and teachers are employed for the next year. **Course requests made at the time of registration are considered permanent for the academic year. All requested changes must be submitted via email to the Registrar at celias@ursulinedallas.org.**

On occasion, due to unusual conditions, changing a student's schedule is **justifiable** (see below).

A change is considered justifiable if:

1. An instructor and/or a Personal Counselor have determined that a student was scheduled for a course in which she has inadequate background.
2. The student was scheduled for a course for which she has not completed the required prerequisites.
3. The student was recommended for a specific course but was not scheduled into that course.
4. The student was scheduled for a course for which she has already received credit.
5. The student has special circumstances and the change is approved by the Dean of Academics.

GRADUATION REQUIREMENTS

To earn a diploma from Ursuline Academy, a student must meet the following requirements:

- Obtain the last seven credits from Ursuline Academy while enrolled as a full-time student
- Earn passing grades in all courses or remediate failures
- Fulfill all community service requirements
- Be enrolled in a minimum of seven courses in a given semester
- Complete the **required 28 credits** listed below:

4 credits	Theology
4 credits	English
4 credits	Math
4 credits	Social Studies (<i>Requirement is 4 credits to include Early World History, Modern World History, United States History, Macroeconomics, and Government</i>)
4 credits	Science (<i>Requirement is 4 credits to include Physics I, Chemistry I, Biology I, and one additional Science course.</i>)
3 credits	World Language (<i>Same language in consecutive years - beginning with Freshman year</i>)
1 ½ credits	Electives
1 credit	Physical Education
1 credit	Fine Arts
1 credit	Computer Science
½ credit	Speech
28 credits	Total

Ursuline Academy of Dallas does not give credit for any middle school course or high school course taken during the middle school years for incoming Freshman students. When applicable, students may place into an advanced class (i.e. World Language) but will not receive credit for the class taken during middle school. They are still subject to the graduation requirements set forth by Ursuline Academy of Dallas.

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Computer Science

The Computer Science department of Ursuline Academy of Dallas offers introductory courses in programming. The courses involve the development of computer programs to solve problems. Students will learn to organize ideas, develop algorithms, and gain experience with problem-solving techniques. Individual creativity is encouraged as students create workable solutions for projects.

3631 Introduction to Computer Science: (Sophomore-Senior) This core semester course provides students with an introduction to computer architecture, networking, and problem solving through programming. Using a high-level programming language, students learn how to read, modify, design, debug, and test algorithms that solve problems. Programming concepts include control structures, abstraction, modularity, and object-oriented design. Emphasis is placed on critical thinking skills to solve real-world problems. Relevance of computing to the student and society will be emphasized.

1 semester

1/2 credit

3632 Digital Graphics and Animation Design and Development: (Sophomore-Senior) This semester course will foster students' creativity and innovation by presenting opportunities to design, implement, and present stories and animations using software and a modern programming language. Students will learn how to debug and solve problems to achieve their intended programming goal. Object oriented environments will introduce the student to computer science concepts such as sequence-programming, loops, selection structures, and variables.

Prerequisite: Introduction to Computer Science

1 semester

1/2 credit

3637 Engineering Design Innovation: (Junior-Senior) Students learn how engineers create, design, and test technologies and devices of the 21st Century using math, science, computer science, and creative skills. Students learn multiple problem-solving strategies including Design Thinking, the 6 Ds, and the Engineering Design Process to solve real-world problems, build prototypes, and test their solutions. Students learn through classroom discussions and hands-on design projects. Students spend 80% of instructional time conducting engineering field and laboratory activities. The activities include mechanical engineering (robotics and rockets), civil engineering (drafting, architecture and construction), systems and logistics, computer engineering (digital logic design, programming, and 3D printed structures), and biomedical engineering.

Prerequisite: Physics I

Co-requisite: Algebra II

Note: Juniors receive one computer science credit. Seniors receive one science elective credit or computer science credit.

2 semesters

1 credit

3639 Introduction to Java Programming: (Sophomore-Senior) This semester-long course introduces fundamental object-oriented concepts using the Java programming language. Students will learn concepts such as classes, objects, data types, method design and control flow. Best programming practices are emphasized as students' design, code, and problem solve to write real-world programs.

Prerequisite: Introduction to Computer Science

1 semester

1/2 credit

3628 AP Computer Science A: (Sophomore-Senior) This year-long course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Prerequisite: Departmental Approval

Co-requisite: Algebra II/Pre-Calculus Honors or completion of Algebra II

2 semesters

1 credit

3641 AP Computer Science Principles: (Sophomore-Senior) This year-long course is compatible with the curriculum specified by College Board and offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Prerequisite: Departmental Approval

2 semesters

1 credit

English

The English Department of Ursuline Academy of Dallas strives to develop students who can enter college with the ability to read, think, and write, both analytically and creatively, and we hope to inspire a lifelong love of reading. In addition, the English program hopes to enable students to become more thoughtful about themselves and their relationship to their place in both the local and global community.

5131 English I: (Freshman) This course is designed to help students learn the fundamentals of effective writing, emphasizing reading and discussion to develop not only content for writing but also personal voice. Thematically the course will consider the hero's journey as a metaphor for self-discovery. Students will practice paragraph writing by developing a main idea, using supporting examples accompanied by critical commentary. This process will lead to the development of full-length essays through process writing and timed writing. In addition, this course is designed to introduce the students to the UA library resources, both print and online, by having students produce an annotated bibliography that follows MLA formatting. Ongoing study of grammar and vocabulary accompanies each reading assignment, emphasizing learning words in context and by association. In the second semester, all English I students will be given a grammar and usage test (standardized by the department) in order to evaluate their mastery of basic skills.

2 semesters

1 credit

5111 English I Honors: (Freshman) This course is designed to help students master the principles of sophisticated writing and in-depth literary analysis. Students will read, discuss, and analyze texts in a variety of genres including epic poetry, drama, and fiction. Students will engage extensively in the writing process, producing analytical essays, personal reflections, and annotated bibliographies. Thematically the course will consider the hero's journey as a metaphor for self-discovery. In addition, this course is designed to introduce students to the UA library resources, both print and online. Ongoing instruction will be provided in both grammar and vocabulary which will be evaluated in the second semester via a grammar and usage exam (standardized by the department).

Prerequisite: Departmental Approval

2 semesters

1 credit

5232 English II: (Sophomore) This course, The Female Voice, will explore common themes concerning women apparent through female authors and protagonists represented by a wide range of diverse cultural backgrounds which may include Asian, African, European, and Latina to offer students many perspectives on the female voice. The course narrows the freshman year's journey theme into that of women's journey towards identity. To develop analytical skills, sophomores incorporate literary analysis and literary terminology into multi-paragraph essays examining themes related to women. By applying the skills learned through analysis and the study of grammar usage, the students scrutinize their essays for content and style through the writing and revisions process. Furthermore, the students write a documented essay dealing with women's experiences to incorporate their developing research skills into an essay.

Prerequisite: English I

2 semesters

1 credit

5212 English II Honors: (Sophomore) This course, The Female Voice, will explore common themes concerning women apparent through female authors and protagonists represented by a wide range of diverse cultural backgrounds which may include Asian, African, European, and Latina to offer students many perspectives on the female voice. The course narrows the freshman year's journey theme into that of women's journey towards identity, exploring more difficult works than English II. Students for this course have demonstrated confidence in analysis, writing, and reading skills. Working at an accelerated pace, honors students will be expected to craft multi-paragraph literary analyses each quarter. Using writing as a process through which students can articulate their ideas more clearly, they will also gain experience in revising and editing their own work as well as the work of others. These students will be encouraged to read beyond the curriculum, as well as to complete a documented essay dealing with women's experiences as reflected in the course.

Prerequisite: English I Honors or English I and Departmental Approval

2 semesters

1 credit

5338 English III: American Voices (Junior) In the 1760s, Hector St. John de Crèvecoeur, a French immigrant and naturalized New York citizen, famously posed the question: “What then is the American, this new (wo)man?” This course will explore answers to this question, considering how the complex category “American” has been both imagined and challenged in a diverse range of American voices and genres. We will actively explore such themes as identity, individualism, the American dream, and tensions between inclusion and exclusion to determine what defines Americans, American literature, and the American experience. Students will be expected to write a documented essay and will also hone their writing skills in a variety of areas: literary analysis, the argumentative essay, and the personal essay. Greater emphasis on complex, thesis-driven essays, as well as on long-term reading assignments, will further prepare them for college-level work. Class discussions, various forms of writing, and creative projects will provide students an opportunity to think and respond critically and analytically. Potential thematic threads for this course could include: Constructed Communities, American Style and Rhetoric, the American Dream, and Public Conversation.

Prerequisite: English II

2 semesters

1 credit

5313 English III Honors: (Junior) The course, Literature of the United States Honors, will explore the diverse voices in literature from the United States to determine what defines the American experience from a variety of viewpoints. We will examine such themes as the immigrant experience, slavery and its impact on literature, freedom, independence, and the American Dream. Each student will hone her writing skills in a variety of areas and will focus on analytical and critical thinking and writing. Students are expected to discuss these works, write, and analyze to the high standard of an honors class.

Prerequisite: English II Honors or English II and Departmental Approval

2 semesters

1 credit

5302 AP English Language and Composition: (Junior-Senior) This is a college-level course which combines extensive instruction and practice of writing with the study of American fiction and non-fiction. The readings serve as a springboard to discussion and analysis of American thought and voice, as well as provide illustrative models for the student's ongoing understanding of language and its use. Students will write in a variety of modes (including expository, analytical, argumentative, and personal) for a variety of purposes and audiences. Students will develop an understanding of writing and language while striving to develop a lucid, individualized writing style. The course prepares students for the AP Language and Composition College Board exam.

Prerequisite: English II Honors or English II and Departmental Approval

2 semesters

1 credit

5430 English IV: Shakespeare as Literature and Drama: (Senior) We have all heard of William Shakespeare, but why and how is he still relevant in our contemporary global society? What is the impact of his life and works? This interdisciplinary course seeks to answer those questions by exploring key play texts as academics as well as actors. Critical analysis, both written and through class discussion, historical context, and acting techniques will be combined to give a comprehensive experience of the Bard. No prior acting experience is necessary for success in this course. Students will engage in various forms of critical, analytical, and creative writing to refine their writing skills.

Prerequisite: English III

2 semesters

1 credit

5431 English IV: Many Perspectives, One World: (Senior) This course will explore the many perspectives of the world, both contemporary and from the past, through literature written from many different points of view. Recognizing that individual perspectives vary in every culture and every time period, this course will explore individual human perspectives that both reflect and conflict with the values and priorities of their times and places. Different approaches to literature, from satire to science fiction to poetry, will be included in this exploration. This course will continue the teaching of writing as a process, teaching analytical skills and preparing students for the challenges of college writing.

Prerequisite: English III

2 semesters

1 credit

5432 English IV: The Magical Mundane: Magical Realism and its Contemporaries: (Senior) Magical Realism immediately presents us with a paradoxical question: how can something be both real and magical? By definition, the real requires something tangible; it exists, and we can see/feel it. Magic, on the other hand, cannot be quantified or rationalized or even explained. Yet, in a magical realist text it is reality that is strange – not the magic. Here, magical realism explores the marvelous, the bizarre, the unexplainable everyday of mundane reality to expose the meaning we cannot explain. In this course, we will explore this marvelous real by reading magical realist literature from a variety of cultures and genres and putting these texts in conversation with the social movements that precluded/ followed it. Students will need strong reading, writing, and critical thinking practices, as well as the ability to think/write in several different ways: visual, creative, written. The course will explore writing (and the writing process) through a rhetorical lens, requiring students to produce thesis-driven, argumentative essays that put the texts in conversation with the issues surrounding it.

Prerequisite: English III

2 semesters

1 credit

5411 Topics in World Literature Honors: Myths, Fairy Tales, and Their Retellings: (Senior) The course will be comparative by nature, using a yearly or bi-yearly theme to tease out experiences shared by a wide variety of cultures. The current theme, “Myths, Fairy Tales, and Their Retellings,” explores the way(s) these stories are borrowed and retold throughout time and through different cultural traditions in order to explore the questions: why are these stories told and retold over thousands of years, and what does that tell us about the world and our place in it? Students will be required to read complex works of literature including some philosophy and mixed-medium works and will complete a variety of assignments that include written essays, creative re-interpretations, self-selected reading lists, and a bestiary (to name a few). Accordingly, students will need strong reading, writing, and critical thinking practices and the self-discipline fitting of an Honors student.

Prerequisite: AP Language and Composition or English III Honors or English III and Departmental Approval

2 semesters

1 credit

5403 AP English Literature and Composition: (Senior) Building on the foundations of AP Language and Composition and English III Honors, blending what is taught in each class, this college-level course will provide students the opportunity to develop interpretive skills in the rich and rewarding study of world literature. Writing assignments, including formal timed, and creative essays, will encourage the close reading of texts, examining structural devices and thematic language in order to arrive at literary meaning that brings insight into human experience. Through lecture, seminar, and collaborative activities, students will prepare for the College Board Advanced Placement exam in Literature and Composition.

Prerequisite: AP Language and Composition or English III Honors and Departmental Approval

2 semesters

1 credit

Electives

5654 Creative Writing: (Sophomore-Senior) This elective course provides a forum for students seeking an opportunity for written self-expression and an opportunity to develop skills to enhance the power and clarity of that expression. The course will focus on two specific areas of creative writing: poetry and short fiction. Much of the class will employ a workshop format in which activities include modeling, class discussion, and peer review. Essential to the success of the class is the willingness of students to submit their work to the critical response of their peers, as well as their ability to evaluate candidly the work of those same peers.

1 semester

1/2 credit

5711 Journalism: (Freshman-Junior) This elective course is designed to increase students' understanding of the communication process within the context of journalistic writing and page design. Students will develop research and documentation skills while applying their ability to conduct interviews to obtain information and to verify facts. They will also learn to discern credible sources and to recognize the positive and negative effects of digital media and interactive journalism. In addition to writing skills, students will develop page layouts incorporating design elements in page production using computer software packages including InDesign, Photoshop 7.0, Illustrator 7.0, and Adobe CS, version 6. This journalism course also focuses on the impact of the Internet on the news, studying and contributing to newspapers online, and investigating other forms of modern media from podcasts to blogs.

2 semesters

1 credit

5721 Newspaper Journalism: (Sophomore-Senior) This elective course is a laboratory class for journalism students to design and produce a publication that serves the school community. Students will build interview skills to gather information and use direct quotes from participants to report the news. Using Adobe InDesign publishing software, students will apply their design skills to the page production process. In addition to the computer and writing skills used, students will study and practice components of photojournalism, business management, and advertising to complete the project. The class is also responsible for the school's online newspaper and its constant updating with stories, pictures, and videos. This course may be repeated for credit.

Prerequisite: Journalism I or Instructor Approval

2 semesters

1 credit

5731 Yearbook Journalism: (Sophomore-Senior) Throughout this elective laboratory course, students will apply the basic skills of design and copy writing learned in Journalism I as they pertain to this type of publication. The magazine format and graphic design require good photograph editing and cropping skills to create designs that are visually appealing and effective. This class may be repeated for credit.

Prerequisites: Journalism I and Instructor Approval

2 semesters

1 credit

Mathematics

All courses offered by the Ursuline Academy of Dallas Mathematics Department are aligned with the National Council of Teachers of Mathematics Standard to encompass the conceptual underpinnings of Calculus, mathematics as problem solving, reasoning and communication, and mathematical connections with integration of technology.

Note: Any student interested in double tracking should contact the Math Department Chair for the approval process.

3132 Algebra I/Geometry Year 1: (Freshman) This two-year course integrates content typically covered in a traditional Algebra 1 and Geometry sequence. The integration of the two branches of mathematics allows students to see the connections between the two disciplines and reinforce understandings. Topics include linear and quadratic functions, Euclidean geometry, algebraic manipulation and problem solving, and right-triangle trigonometry. Emphasis is placed on communication, justification, and real-world applications. Technology is incorporated into the learning activities when applicable and used to enforce conceptual understanding.

2 semesters

1 credit

3136 Algebra I/Geometry Honors Year 1: (Freshman) This two-year course integrates content typically covered in a traditional Algebra I Honors and Geometry Honors sequence. The integration of the two branches of mathematics allows students to see the connections between the two disciplines and reinforce understandings. Students conduct an in-depth analysis of functions, algebraic manipulation and problem solving, and right-triangle trigonometry. Emphasis is placed on communication, justification, and real-world applications. Technology is incorporated into the learning activities when applicable and used to enforce conceptual understanding. Students should be capable of making mathematical inferences and understanding technical mathematical language. There is an emphasis on independent work.

Prerequisite: Departmental Approval

2 semesters

1 credit

3134 Algebra I/Geometry Year 2: (Sophomore) This course is a continuation of a two-year course that integrates content typically covered in a traditional Algebra I and Geometry sequence. The integration of the two branches of mathematics allows students to see the connections between the two disciplines and reinforce understandings. Topics include linear and quadratic functions, Euclidean geometry, algebraic manipulation and problem solving, volume and surface area analysis, and right-triangle trigonometry. Emphasis is placed on communication, justification, and real-world applications. Technology is incorporated into the learning activities when applicable and used to enforce conceptual understanding.

Prerequisite: Algebra I/Geometry Year 1

2 semesters

1 credit

3138 Algebra I/Geometry Honors Year 2: (Sophomore) This course is a continuation of a two-year course that integrates content typically covered in a traditional Algebra I Honors and Geometry Honors sequence. The integration of the two branches of mathematics allows students to see the connections between the two disciplines and reinforce understandings. Students conduct an in-depth analysis of functions, Euclidean geometry algebraic manipulation and problem solving, volume and surface area analysis, and right-triangle trigonometry. Emphasis is placed on communication, justification, and real-world applications. Technology is incorporated into the learning activities when applicable and used to enforce conceptual understanding. Students should be capable of making mathematical inferences and understanding technical mathematical language. Students are expected to critically think and apply concepts into real world scenarios. There is an emphasis on independent work.

Prerequisite: Algebra I/Geometry Honors Year 1 or Algebra I/Geometry Year 1 and Departmental Approval

2 semesters

1 credit

3212 Geometry Honors: (Freshman-Sophomore) This course covers a more in-depth examination of the content covered in a regular Geometry course. Students analyze plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Weight is placed on developing critical thinking skills as they relate to logical reasoning and argument. Students should be capable of making mathematical inferences and understanding the technical language of mathematics. There is emphasis on independent work.

Prerequisite: Departmental Approval

2 semesters

1 credit

3333 Algebra II: (Sophomore-Junior) This course continues development of the student's ability to recognize, represent and solve problems involving functions and equations, emphasizing relationships between algebra and geometry. With modeling and use of technology playing key roles, students explore functions (including linear, quadratic, exponential, rational, and logarithmic), data analysis, systems of equations and inequalities, introduction to probability and statistics, and sequences and series. Integral to the program is an emphasis on mathematical processes that underlie the content: computation in problem-solving contexts, language and communications, connections within and outside mathematics, reasoning, justification and proof, and applications and modeling.

Prerequisite: Algebra I/Geometry Year 2

2 semesters

1 credit

3335 Algebra II/Pre-Calculus Honors: (Sophomore-Junior) This course combines algebraic and trigonometric concepts into a preparatory course for calculus. Arithmetic and geometric sequences and series and the binomial theorem are developed and applied. Matrices and linear programming are used to model and analyze real-world scenarios. Complex numbers are introduced. Exponential, logarithmic, linear, polynomial, and rational function transformations are analyzed with emphasis on graphing and interpreting intercepts, minimum and maximum values, end behaviors, and domain and range. Trigonometry, trigonometric functions and their inverses are evaluated for domain and range and applied to the unit circle and sinusoidal curve fitting. Trigonometric identities and equations are studied for their application in sum and difference formulas, double and half angle formulas. Students are expected to strengthen symbolic and verbal fluency and to study both independently and collaboratively.

Prerequisite: Algebra I/Geometry Honors Year 2 or Geometry Honors and Departmental Approval

2 semesters

1 credit

3432 Statistics: (Senior) This introductory course emphasizing work with data and statistical ideas. The areas covered include data analysis with graphical and numerical examination of distributions and relationships, producing data using random sampling and randomized comparative experiments, and sampling distributions and probability. There is also a study of statistical inference starting with an introduction to confidence levels, significance tests, and errors, extending into inference for distribution and proportions. Importance is placed on active learning in the development of statistical thinking and understanding of data concepts. Technology is integrated throughout the course, with instruction using the statistics feature of the graphing calculator.

Prerequisite: Algebra II

2 semesters

1 credit

3614 Pre-Calculus: (Junior-Senior) This course examines the concepts of elementary functions with an emphasis on data analysis and the study of algebraic, exponential, logarithmic, trigonometric, parametric, and polar functions. Laws associated with each class of functions are explored, as well as applications of these laws. Topics also include vectors and complex numbers. The concepts necessary for preparing for calculus are examined in depth, including the notion of limits. Importance is placed on graphing techniques as a precursor to Calculus. Integral to the course is the problem-solving approach to real-world situations, with appropriate use of technology.

Prerequisite: Algebra II

2 semesters

1 credit

3390 Calculus Honors: (Junior-Senior) This course incorporates pre-calculus concepts with a calculus approach to lay the foundation for success in AP Calculus BC. It includes an analysis and exploration of limits and differentiation. Rate of change as a derivative is explored within related rates applications. Functions are modeled graphically, numerically, analytically, and verbally. The connections between these different types of representations are emphasized. Solutions are analyzed for reasonableness, including relative accuracy and units of measurement. Students are expected to communicate mathematics both orally and in well-written sentences to explain problem solutions.

Prerequisite: Algebra II/Pre-Calculus Honors or Pre-Calculus and Departmental Approval

2 semesters

1 credit

3401 Calculus: (Junior-Senior) Students will investigate elementary calculus including differentiation and integration with algebraic, graphical, and verbal representations. Students will be able to identify maxima and minima of functions by analyzing the first and second derivatives. Business and economic models are utilized to demonstrate profit, loss, and consumer/producer surplus. Use of graphing calculators and application software are emphasized.

Prerequisite: Pre-Calculus or Algebra II/Pre-Calculus Honors

2 semesters

1 credit

3403 AP Calculus AB: (Senior) This course is concerned with a multi-representational approach to the concepts of elementary calculus. Functional behavior is examined in a local and global perspective. The derivative is explored in terms of rate of change and local linear approximations. In the area of integral calculus, the topics explored include antiderivatives, techniques of integration, the definite integral and applications. The relationship between the derivative and the definite integral is explored through the fundamental Theorem of Calculus. The definite integral is explored both as a Riemann sum and as a net accumulation of a rate of change. Each of these topics is examined from a numeric, algebraic, graphic, and verbal perspective. The connections among these representations are also emphasized. The course prepares students for the AP Calculus AB College Board exam.

Prerequisite: Calculus Honors, Algebra II/Pre-Calculus Honors, or Pre-Calculus and Departmental Approval

2 semesters

1 credit

3402 AP Calculus BC: (Senior) This course is concerned with a multi-representational approach to the concepts of elementary calculus. Functional behavior is examined in a local and global perspective. The derivative is explored in terms of rate of change and local linear approximations. In the area of integral calculus, the topics explored include antiderivative, techniques of integration, the definite integral and applications. The relationship between the derivative and the definite integral is explored through the fundamental Theorem of Calculus. The definite integral is explored both as a Riemann sum and as a net accumulation of a rate of change. Sequence and series topic deals with tests for convergence and power series. Additional topics include the study of vectors and parametric and polar functions in context of differentiation and integration. Each of these topics is examined from a numerical, algebraic, graphical and verbal perspective. The connections among these representations are also emphasized. The course prepares students for the AP Calculus BC College Board exam.

Prerequisite: Calculus Honors

2 semesters

1 credit

3404 AP Statistics: (Junior-Senior) This elective course is an in-depth study of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students examine broad conceptual themes: exploratory analysis of data, with use of graphical and numerical techniques to study patterns and departures from patterns; planning a study with emphasis on data collection, modeling, and validity of conjectures obtained; probability, the tool used for describing distributions of data in modeling; statistical inferences starting with confidence levels, significance tests and errors, and then investigating inference for distributions and proportions, followed by more advanced topics in inference. Technology is integrated throughout the course with instructions utilizing the statistics features of the graphing calculator as well as statistical software. Independent projects will be required. Strong verbal ability is recommended. The course prepares students for the AP Statistics College Board exam.

Prerequisite: Concurrently with Algebra II/Pre-Calculus Honors or higher-level course

2 semesters

1 credit

Performing Arts

The performing arts department of Ursuline Academy of Dallas believes the performing arts constitute a fundamental component of basic education, whose primary purpose is to foster cultural literacy, and provide opportunity to develop the social, intellectual, physical, emotional, and spiritual potential necessary to improve society and the quality of life. Many classes in the Performing Arts Department may be repeated for credit. This allows the student to delve deeper into a subject and more fully develop skills in a particular area of interest. Participation in the performing arts should be a positive, integrative experience, which allows students the opportunity to take risks and realize both successes and failures in a nurturing environment.

No civilization has existed without some form of artistic expression; it is one of the most glorious manifestations of our nation, our world, and our cultural heritage.

Music

2701 Freshman Choir: (Freshman) Prior experience in a choral ensemble or previous musical instruction is desired but is not a prerequisite for enrollment. A student audition is also not required. The musical literature studied ranges from Renaissance to contemporary. Major performances will be presented each semester. Students are instructed in basic music reading and theory, and history and literature. Opportunities also exist for solo, ensemble, honor choir, and liturgical performance.

2 semesters

1 credit

2708 Concert Choir I, II, III: (Sophomore-Senior) This is a performance class. Prior experience in a choral ensemble or previous musical instruction is desired but not a prerequisite. A student audition is also not required. The musical literature studied ranges from Renaissance to contemporary, and major performances are presented each semester. Students are instructed in basic music reading, theory, history, and literature. Opportunities also exist for solo, ensemble, honor choir, and liturgical performance.

2 semesters

1 credit

2710/2711 Band I, II, III, and IV: (Freshman-Senior) This is a performance class open to wind and percussion instrumentalists. Prior experience is desired but not required for admission to the class. Beginning students will be recommended for private study outside of the class when necessary. Band functions as a marching organization during part of the fall semester and as a concert ensemble for the remainder of the year. Students enrolled in the class prior to the beginning of the school year will be informed of summer band activities. Opportunities exist for solo, ensemble, honor band/orchestra, and jazz band performance. Class is held at Jesuit College Prep from 7:00- 8:30 a.m. daily; students travel to Ursuline for the remainder of the school day. Band students must take both courses 2710 and 2711. In course 2710, the student can receive ½ credit Physical Education or ½ elective credit once PE requirements are met. In course 2711, the student can receive ½ credit Fine Arts or ½ elective credit once Fine Arts requirements are met.

2 semesters

1 credit

2712 Color Guard: (Freshman-Senior) Please see listing in Physical Education.

2713 String Ensemble I, II, III, and IV: (Freshman-Senior) This is a performance class of orchestral string instrumentalists. Prior experience is desired but not required for enrollment. Beginning students will be recommended for private study outside of the class when necessary. The class develops individual playing skills through the study and performance of a range of music literature. Performances are scheduled throughout the year and the string ensembles from Ursuline Academy and Jesuit College Prep periodically combine for rehearsals and performances. Aspects of music theory and history are presented in the study of specific compositions. Piano students are encouraged to enroll for the course as student accompanists. Opportunities exist for solo, ensemble, and honor orchestra performances.

2 semesters

1 credit

2714 AP Music Theory: (Sophomore-Senior) This course provides a sequential study of the elements of music including melody, harmony, texture, structure, and timbre through ear training, sight singing, and score analysis. Students will learn and demonstrate basic music theory concepts, both written and aural, including melodic and rhythmic notation, chord progression and harmonization of melody. This course is designed for only those sophomore-senior students who have previous musical training and experience. It does not provide the opportunity for creative expression.

Prerequisite: Instructor Approval

2 semesters

1 credit

Technical Theater

2743 Light and Sound Design: (Freshman-Senior) “Every child is an artist. The problem is how to remain an artist once they grow up.” --Pablo Picasso. This class will cover the basic principles of light and sound design. Students will have hands on experience with stage lighting, recording, and editing techniques. They will have the opportunity create and communicate their ideas through their own designs. Students are required to participate in at least five (5) extracurricular practicum hours for a UA production outside of class, and parent approval required to work with various shop tools under supervision. This course may be repeated one time for credit.

1 semester

1/2 credit

2745 Set Design and Stagecraft: (Freshman-Senior) “The world always seems brighter when you’ve just made something that wasn’t there before.” --Neil Gaiman. Set Design is the art of creating a complete environment in which a theatrical work can exist. It uses all elements of study to bring a world to life onstage. Students will have the opportunity to be creative with lights, sound, set, math, science, history, and visual arts while creating their own designs. They will have hands on experience with set construction and scene painting techniques. Students are required to participate in five (5) extracurricular practicum hours for a UA production outside of class and parent approval required to work with various shop tools under supervision. This course may be repeated one time for credit.

1 semester

1/2 credit

2761 Stage Makeup Design: (Freshman-Senior) This is an introductory course that studies the theory and practice of make-up design and its application for stage. Students will explore basic makeup principles, old-age makeup techniques, and fantasy makeup design, including the creation of special effects. Students will be applying make-up to themselves for majority of the classes. Students are encouraged to be a part of the makeup crew during the Ursuline main stage production. Parent approval is required to work with various shop tools under supervision. This course may be repeated once for credit.

1 semester

1/2 credit

2762 Introduction to Costuming: (Freshman-Senior) Interested in costume design but don’t think you can sew or draw? Don’t worry! Time and budget constraints challenge students to consider “conversion” costuming. This creative practical approach to costuming involves reimagining, recycling and reinventing rather than pattern drafting and construction. The emphasis in the course will be creative costume design. Elements of costume history and care will also be explored. Class will have practical experience by participating in costuming for Ursuline productions. Students are encouraged to be a part of the costume crew during the Ursuline main stage productions. Parent approval is required to work with various shop tools under supervision. This course may be repeated once for credit.

1 semester

1/2 credit

Theatre Arts

2731 Introduction to Theatre: (Freshman-Sophomore) This is a one-semester class offering students an overview of the world of theater arts. Students will explore theatre history, design, and performance. An emphasis is placed on participation in activities encouraging community, creativity, and confidence, including using some class time to work on the school productions. Parent approval required to work with various shop tools under supervision.

1 semester

1/2 credit

2732 Fundamentals of Acting: (Freshman-Senior) This is a one-semester class designed to develop basic acting skills. Students will explore the fundamentals of acting through voice and body work, script and character analysis, and appreciation of various theories on the craft of acting. Students will use some class time participating in the mounting of the school productions Parent approval required to work with various shop tools under supervision.

Prerequisite: A semester of a theatre class or Instructor Approval

1 semester

1/2 credit

2765 Improvisation: (Freshman-Senior) Fun and games? Creative and critical thinking? Improvisation is an accepted teaching and learning strategy applied to academic, scientific, and professional settings to improve communication skills, foster creative and critical thinking, and increase confident responses to unexpected challenges. Students will explore a variety of exercises and activities to develop creativity, confidence, and cooperation. On line, printed and multimedia resources will be incorporated in the exploration of the history, theory, and application of improvisation. Parent approval is required to work with various shop tools under supervision. This course may be repeated once for credit.

1 semester

1/2 credit

2739 Advanced Theatre Production: (Junior-Senior) This year-long course is designed for advanced students with previous theatre experience. Students will have opportunities to enrich understanding, and experiment with application of knowledge as they explore all aspects of theatre production, as well as explore some theatre history and literature. The cornerstone or culmination of this course will be a student production. Students will take responsibility for all production elements; play choice, directing, design, construction and other areas of participation necessary for a successful artistic collaboration. Students participating in this course must be available for a significant time commitment outside of class for meetings, rehearsals, and production work. Parent approval required to work with various shop tools under supervision. This course may be repeated once for credit. This class may be taken for a Pass/Fail option.

Prerequisites: Instructor approval is required for this course.

2 semesters

1 credit

2740 Musical Theatre: (Freshman-Senior) This semester-long course gives the student a crash course in musical theatre. The student will be exposed simultaneously to dance, acting, and vocal training. At the end of the semester, there will be a showcase for family and friends. This course may be repeated once for credit.

1 semester

1/2 credit

Dance

2719/2720 Dance I, II, III and IV: (Freshman-Senior) During this year-long course, students will be taught proper conditioning as well as correct dance movements and performance poise. Theory and practice will be combined to introduce the students to the principles and techniques of performing ballet, lyrical, musical theater, hip hop, jazz styles, and basic stage movement. In addition, the students will develop a working knowledge of dance vocabulary necessary for performance both as an individual and as a member of a dance company. Part of the discipline of dance includes appropriate rehearsal and performance wear which makes an enforced dress code essential for dance class. Appearance is important; students are expected to wear clean clothes to class to contribute to the pre-professional atmosphere. Dancers must provide their own shoes. Dancers will perform in 1-2 dance recitals each school year. The student must commit to these performances at the beginning of the year. Class attendance and promptitude are crucial for the class and part of the student's grade. This is a zero-hour class that meets at 7:00 - 8:15a.m. on A Days or B Days. Some outside rehearsal time may be necessary. Dance students must take both courses 2719 and 2720. In course 2719, the student can receive ½ credit Physical Education or ½ elective credit once PE requirements are met. In course 2720, the student can receive ½ credit Fine Arts or ½ elective credit once Fine Arts requirements are met. This course may be repeated for credit.

2 semesters

1 credit

Advanced Dance

2725/2726 Dance I, II, III and IV: (Freshman-Senior) This class is designed for those students with previous dance training. During this year-long course, students will be taught proper conditioning as well as correct dance movements and performance poise. Theory and practice will be combined to introduce the students to the principles and techniques of performing ballet, lyrical, musical theater, hip hop, jazz styles, and basic stage movement. In addition, the students will develop a working knowledge of dance vocabulary necessary for performance both as an individual and as a member of a dance company. Part of the discipline of dance includes appropriate rehearsal and performance wear which makes an enforced dress code essential for dance class. Appearance is important; students are expected to wear clean clothes to class to contribute to the pre-professional atmosphere. Dancers must provide their own shoes. Dancers will perform in 1-2 dance recitals each school year. The student must commit to these performances at the beginning of the year. Class attendance and promptitude are crucial for the class and part of the student's grade. This is a zero-hour class that meets at 7:00 - 8:15 a.m. on A Days or B Days. Some outside rehearsal time may be necessary. Dance students must take both courses 2725 and 2726. In course 2725, the student can receive ½ credit Physical Education or ½ elective credit once PE requirements are met. In course 2726, the student can receive ½ credit Fine Arts or ½ elective credit once Fine Arts requirements are met. This course may be repeated for credit.

Prerequisite: Students must audition for placement in this class.

2 semesters

1 credit

Speech

2201 Introduction to Speech Communication: (Freshman-Sophomore) This one-semester course is designed to enhance the student's ability to express her thoughts and feelings in a public venue with greater ease, clarity, efficacy, and confidence. Class content includes the essential elements of communication as well as the application of these elements for use in presentations. The student will prepare and deliver four to six major speeches as well as a number of impromptu speeches which will vary in scope and sophistication. Emphasis will be placed on preparation/writing of speeches, the critical thought process involved, and the development of executive presentation skills and techniques including the use and incorporation of current technological tools to enhance presentations.

Note: This course does not satisfy the Fine Arts requirement.

1 semester

½ credit

Electives

2709 Jazz Choir I, II, III, IV: (Freshman-Senior) This after school performance class is designed for students desiring specific knowledge and performance experience in jazz and contemporary music styles. Emphasis will be placed upon the history, literature, and vocal performance of twentieth century American jazz and related popular music. Students will develop a working knowledge of jazz style and technique, rehearse and perform literature in two, three, and four parts, both accompanied and unaccompanied, explore jazz improvisation, and study the history and representatives of the genre. The students will present public performances throughout the year. Class meets after school on Tuesday and Thursday during the year with elective credit awarded in the spring. This course cannot be used to meet the Fine Arts requirement.

Prerequisite: Participation by audition only

1 semester

1/2 credit

8705 Rangerettes Drill Team: (Freshman-Senior) Please see listing in Athletics.

2750 Theatre Production: (Freshman-Senior) This after school class provides practical hands-on experiences in acting, singing, dancing, and stagecraft through the rehearsal and public performance of plays and/or musicals at Ursuline Academy. This opportunity for exploration, development, and synthesis of the elements of theatre is open to all grade levels. All attendance rules of the Academy apply even though the class meets after regular school hours. Each student is expected to read the *Production Handbook* and be familiar with all course requirements. A one-half graded elective credit per semester may be earned after a student completes 80 cumulative hours of satisfactory work in rehearsals and performance. This course cannot be used to meet the Fine Arts requirement but may be repeated for elective credit. This class may be taken for a Pass/Fail option.

Prerequisite: Participation by audition only

1 semester

1/2 credit

Physical Education

The goal of Physical Education at Ursuline Academy is to enable students to gain the awareness, knowledge and skills essential for a healthy future. Wellness emphasizes the importance of making good choices and the impact those choices have on an individual and society. Students are encouraged to learn about the various components of Wellness, including spiritual, physical, mental, emotional, and social well-being. Students are challenged to discuss issues pertinent to their own lives and develop ways to bring awareness to their peers about such important topics. The curriculum includes topics of Nutrition, Fitness, Cardio Pulmonary Resuscitation (CPR) certification, Stress Management, Body Image, and Teen Issues. Through project-based learning and various forms of physical activity, Wellness and Physical Education classes allow students to develop leadership, team work, and respect for individual differences.

Note: Beginning with the School Year 2014-2015: All students must complete ½ credit of Wellness and ½ credit in one of the following: another Physical Education course, Band, Color Guard, Dance, Rangerettes, Cheer, or one of the Athletic Sport teams offered by Ursuline Academy.

8132 Wellness: (Freshman-Sophomore) This course is designed to guide students throughout the many dimensions of Wellness (spiritual, physical, mental, emotional, occupational, and social) and provide an atmosphere to discuss and learn about how to live a healthy and stress-free life. Students will develop skills needed to maintain an active lifestyle, learn the importance of nutrition, and discover how to find a healthy balance of all facets of Wellness. Students will also engage in building essential skills needed to maintain optimal health while developing ways to promote healthy lifestyles in our diverse society. In addition, students will complete a course in Heartsaver CPR, Embody Love, Managing Stress, Teen Issues, Nutrition, and Fitness.

1 semester

½ credit

Electives

8230 Strength and Conditioning for Athletic Performance: (Sophomore-Senior) This course will teach athletes proper biomechanics and techniques for lifting and sport related movements. Athletes will learn the importance of proper lifting techniques to enhance athletic performance and prevent injuries. Athletes will start with basic body weight exercises and advance to plyometric and sport specific activities as the semester progresses. This class will be offered to complement the strength and conditioning programs of each sport at Ursuline, as well as offering a safe environment for students to increase their strength and conditioning if they do not participate in Ursuline Athletics.

Prerequisite: Wellness

1 semester

½ credit

8235 Sports Medicine: (Sophomore-Senior) This course provides an overview of the various fields of sports medicine and basic musculoskeletal anatomy. Students will learn about the evaluation, prevention and rehabilitation of sports injuries. Students will learn how to use training equipment and materials and learn up to date procedures for athletic training. Students will gain an understanding of current issues and events within the sport, athletic training, and medical community. This course will also provide students with the opportunity to shadow a medical professional. Student must complete the application process before acceptance into class. This course cannot be taken to meet the Physical Education requirement for graduation.

Prerequisite: Wellness

1 semester

½ credit

8245 Spinning 101: (Sophomore-Senior) Students will explore working their heart, lungs, muscles, and mind together in this fitness journey that applies real training principles of bicycle racing, in a non-competitive environment. In class, the students will participate in cycling and discover how the intensity of the workout is influenced by cadence, resistance of the bike's wheel and the student's body position on the bike. Typical workouts will include warm-up, steady up-tempo cadences, sprints, climbs, and cool-downs. This is a multi-level class and requires no outside cycling experience.

Prerequisite: Wellness

1 semester

½ credit

8246 Fitness for Life: (Sophomore-Senior) This course will emphasize the importance of lifelong physical fitness. Students will explore a wide variety of activities that contribute to a healthy lifestyle by participating in sports, games, dance, circuit training, aerobic exercises, and meditation. This is a student-driven curriculum, based on the needs and interest of each class.

Prerequisite: Wellness

1 semester

½ credit

8250 Mindfulness and Stress Management: (Sophomore-Senior) This course will teach students to evaluate stress triggers and how to handle them appropriately. Students will learn the basics of Mindfulness, Meditation, and Yoga as an active stress relief. The class will also learn and discuss other daily habits that influence stress such as sleep, nutrition, time management, and social media. Students will explore multiple stress management techniques and determine the ones that best fit their needs. Students will practice mindfulness, breathing exercises, or yoga for a portion of each class period as a way for students to de-stress and refocus. This course does not fulfill the physical education credit requirement.

Prerequisite: Wellness

1 semester

½ credit

2710/2711 Band I, II, III, and IV: See Performing Arts Page 13 for description.

2712 Color Guard: (Freshman-Senior) This is a one-semester course working in cooperation with the Band class. Students are selected through an audition process held in May of the previous year. Class is held at Jesuit College Prep from 7:00-8:30 a.m. daily in the fall semester. Students travel to Ursuline for the remainder of the school day. After school practices may be scheduled throughout the semester. If the student intends to continue in Concert Band for the spring semester, she needs to sign up for Band. The student will receive ½ credit Physical Education the first year taken or can receive ½ elective credit once PE requirements have been met.

Prerequisite: Participation by audition only

1 semester Fall

½ credit

2719/2720 Dance I, II, III, IV: See Performing Arts page 16 for description.

2725/2726 Advanced Dance I, II, III, IV: See Performing Arts page 16 for description.

Athletics

All athletic PE credits will be Pass/Fail. For the courses listed below, students can only receive a 1/2 credit of PE. Participation in additional seasons may be repeated for elective credit. A student cannot receive more than 1/2 credits per semester for Athletics. Students receiving PE credit for Athletics are required to follow the policies and procedures stated in the UA Student Handbook, as well as the rules and regulations stated in the UA Athletic Paperwork.

Participation in additional athletic seasons may be repeated for elective credit.

8550 Fall Freshman Sports: (Freshman) In order to receive PE credit, the student-athletes must actively participate from the starting date of try-outs/practices to the last day of practice/competition. Freshman sport meeting this condition is volleyball. Student-athletes must meet requirements and criteria of the program regarding absences, competition, and uniform/equipment collection in order to receive credit.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

8555 Spring Freshman Sports: (Freshman) In order to receive PE credit, student-athletes must actively participate from the starting date of try-outs/practices to the last day of practice/competition. Freshman sport meeting this condition is basketball. Student-athletes must meet requirements and criteria of the program regarding absences, competition, and uniform/equipment collection in order to receive credit.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

8600 Fall Junior Varsity Sports: (Freshman-Junior) In order to receive PE credit, the student-athletes must actively participate from the starting date of try-outs/practices to the last day of practice/competition. Junior varsity sports meeting this condition are cross country and volleyball. Student-athletes must meet requirements and criteria of the program regarding absences, competition, and uniform/equipment collection in order to receive credit.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

8610 Spring Junior Varsity Sports: (Freshman-Junior) In order to receive PE credit, student-athletes must actively participate from the starting date of try-outs/practices to the last day of practice/competition. Junior varsity sports meeting this condition are soccer, basketball, swimming, softball, track and field, tennis, golf, crew, and lacrosse. Student-athletes must meet requirements and criteria of the program regarding absences, competition, and uniform/equipment collection in order to receive credit.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

8620 Fall Varsity Sports: (Freshman-Senior) In order to receive PE credit, student-athletes must actively participate from the starting date of try-outs/practices to the last day of practice/competition. Varsity sports meeting this condition are cross country and volleyball. Student-athletes must meet requirements and criteria of the program regarding absences, competition, and uniform/equipment collection in order to receive credit.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

8630 Spring Varsity Sports: (Freshman-Senior) In order to receive PE credit, student-athletes must actively participate from the starting date of try-outs/practices to the last day of practice/competition. Varsity sports meeting this condition are soccer, basketball, swimming, softball, track and field, tennis, golf, crew, and lacrosse. Student-athletes must meet requirements and criteria of the program regarding absences, competition, and uniform/equipment collection in order to receive credit.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

8705 Rangerettes Drill Team: (Freshman-Senior) In order to receive PE credit, the student must actively participate from the starting date of try-outs/practices to the last required practice/event during the fall semester. Rangerette students must meet requirements and criteria of the program including but not limited to absences, performances, uniform/equipment collection and/or financial commitments in order to receive credit. The student will receive Pass/Fail designations at the end of the fall semester.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

8710 Cheer: (Freshman-Senior) In order to receive PE credit, the student must actively participate from the starting date of try-outs/practices to the last day of practice/competition in the spring. Activities meeting this condition are: Cistercian Cheer, and Jesuit Cheer. Students must meet requirements and criteria of the program regarding absences, performances and competitions in order to receive credit. The student will receive Pass/Fail designations at the end of the spring semester.

Prerequisites: Athletic Director and Coach Approval

1 semester

1/2 credit

Science

The science department at Ursuline Academy offers interactive, relevant, and rigorous curricula that both challenge and engage students in the process of science. The curricula are designed to pique the student's natural curiosity about science, train her to use scientific equipment, and encourage her to ask meaningful questions about scientific events occurring throughout the world, as well as in her daily life. Inquiry based science laboratory work encourages conceptual learning and development of problem-solving skills in each discipline. The ultimate goal of this department is to develop the individual student's critical thinking skills, to enable her to become a scientifically literate citizen who embraces the challenges of working in a global society.

Note: Any student interested in double tracking needs to contact the Science Department Chair for the approval process.

4109 Physics I: (Freshman) This course is designed to introduce students to scientific inquiry through the study of mechanics. Students will develop problem-solving skills as they build graphical and mathematical models from their laboratory results. These models will then be used to explain and describe the world we live in. The emphasis of the course will be on linear motion, forces, energy, mechanical waves, momentum, projectile motion, and circular motion. Students will also develop laboratory skills using the scientific method and oral and written presentation of laboratory investigations.

2 semesters

1 credit

4110 Physics I Honors: (Freshman) This course is designed to introduce students to scientific inquiry through the study of mechanics. Students will develop problem solving skills as they build graphical and mathematical models from their laboratory results to explain the world they live in. Students are expected to have a solid understanding of basic Algebra I concepts as the models developed will be applied to complex situations. The emphasis of the course will be on linear motion, forces, energy, and mechanical waves, as well as laboratory skills, the scientific method, and oral and written presentation of laboratory investigations.

Prerequisite: Departmental Approval

2 semesters

1 credit

4221 Chemistry I: (Sophomore) This course is designed to provide a basic knowledge of chemistry. Topics studied include matter, energy, and the SI system of measurement, the periodic table, molecular structure, chemical bonding, nomenclature, chemical equations, stoichiometry, equilibrium and modeling the atom. Appropriate laboratory investigations accompany course units. Written laboratory reports and quarter reports are assigned throughout the year.

Prerequisite: Physics I

2 semesters

1 credit

4223 Chemistry I Honors: (Sophomore) This is an introductory laboratory course in chemistry. Emphasis will be placed on the particle nature of matter, with special focus towards the role of energy in chemistry. Students will learn to analyze data and hone critical thinking skills rather than memorize a wide breadth of knowledge. Honors laboratory exercises emphasize great care in observation and measurement, the preparation of data tables and their interpretation. The Honors course requires special projects with written reports.

Prerequisite: Physics I Honors or Physics I with Departmental Approval

2 semesters

1 credit

4328 Biology I: (Junior) This is an inquiry-based course that introduces students to the world of living things. The students will explore basic life processes at the molecular, cellular, systemic, organismal, and ecological levels of organization within the biosphere. Concepts from physics and chemistry will be integrated into the curriculum to better understand how organisms work at the cellular level. Interdependence and interactions within the environment will be examined and natural phenomena, such as energy and homeostasis, will be observed. The nature of science and how to correctly implement the scientific method will be emphasized regularly during inquiry-based labs.

Prerequisite: Chemistry I

2 semesters

1 credit

4329 Biology I Honors: (Junior) This is an inquiry-based course that will emphasize how living organisms work at the molecular and cellular levels. This class will build upon the models developed in physics and chemistry to better explain how a cell, energy, genetics, and homeostasis work within organisms. Interdependence of living things will be emphasized, and natural scientific phenomena will be observed and tested. Inquiry-based labs will be used to help students better understand how organisms operate, change, and interact in the complex biosphere over both the short and long term.

Prerequisite: Chemistry I Honors or Chemistry I with Departmental Approval

2 semesters

1 credit

Electives

4211 Environmental Science: (Senior) This is a laboratory science course that introduces the student to the fundamental concepts and terminology of environmental science. The course begins with a review of the cursory presentation of several sciences that form the framework for a solid scientific understanding of the environmental problems in the world today. These include biology, ecology, chemistry, demography, and philosophy. Students are encouraged to discover and understand the interconnectedness of all the earth's systems and the impact that each system has on the others. Students will perform controlled experiments, field studies and modeling in order to better understand the dynamics affecting the environment. Each student is expected to develop her own environmental perspective based on what she has learned in the course.

Prerequisites: Physics I, Chemistry I, and Biology I

2 semesters

1 credit

4215 Geology, Meteorology, Oceanography (GMO): (Senior) In Geology, Meteorology, & Oceanography (GMO), students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics and conditions of the Earth, including formation and history of the Earth, plate tectonics, origin and composition of minerals and rocks and the rock cycle, processes and products of weathering, characteristics of oceans, characteristics of the atmosphere, and the role of energy in weather and climate.

Prerequisites: Physics I, Chemistry I, and Biology I

2 semesters

1 credit

4411 Anatomy and Physiology: (Senior) This course is designed to be a fast-paced class for seniors who are interested in health-related careers, such as medicine, nursing, physical therapy, or athletic training. The goal of the course is to prepare students with necessary skills and knowledge to be successful in their future anatomy and biology classes in college. The environment in the class provides opportunities for analysis of data through experiments, observation of tissues, construction of models, identification of interrelationships among body systems, and exploration of relationships between structure and function in the human body.

Prerequisites: Physics I, Chemistry I, and Biology I

2 semesters

1 credit

4415 Engineering Design Innovation: (Senior) Students learn how engineers create, design, and test the technologies and devices of the 21st Century using math, science, computer science and creative skills. Students learn multiple problem-solving strategies including Design Thinking, the 6 D's, and the Engineering Design Process. They use these ways of thinking to solve real-world problems, build prototypes, and test their solutions. Students learn from both regular classroom instruction and from hands-on design projects. Students spend 80% of instructional time conducting engineering field and laboratory activities. The activities include mechanical engineering (robotics, ballistic devices and drones), civil engineering (drafting, architecture and construction), systems and logistics, computer engineering (digital logic design, coding, and 3D printed structures) and biomedical engineering. Juniors receive one computer science elective credit. Seniors receive one computer science elective or science elective credit.

Prerequisite: Physics I, Chemistry I, and Biology I

2 semesters

1 credit

4432 Human Anatomy Honors: (Senior) This course examines the relationships between structure and function of the integumentary, skeletal, muscular, nervous, endocrine, sensory, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body. Cat dissection and other laboratory experiments are performed, along with computer simulations of various physiological processes. There will be an emphasis on conditions of medical significance throughout the course.

Prerequisite: Departmental Approval

2 semesters

1 credit

4335 Physics II Honors: (Junior-Senior) This course is a continuation of Physics I and Physics I Honors and will complete the set of topics required for the SAT subject test in physics. The course is appropriate for students who have an interest in the physical sciences and may be considering a STEM or related degree in college. Topics studied will be fluids, thermodynamics, electricity, magnetism, waves, ray and particle models of light, quantum and nuclear physics, with a strong emphasis on laboratory investigation. Successful completion of Physics II Honors will provide a good foundation for students who plan to enroll in advanced college physics courses.

Prerequisite: Physics I Honors or Physics I with Departmental Approval

2 semesters

1 credit

4533 AP Physics C: Mechanics: (Senior) This is a college-level Physics course restricted to mechanics, including kinematics and dynamics in one and two dimensions, energy, momentum, universal gravitation, rotation of rigid bodies, and simple harmonic motion. Its mathematical treatment requires Calculus, and it is equivalent to college level courses in calculus-based physics, the entry level course for those majoring in most STEM fields. Solving complex problems will be the norm in this course. Laboratory work involves equipment familiarity, experimental design and analysis of results in graphical, mathematical and conceptual formats. The course prepares students for the AP Physics C College Board examination.

Prerequisite: Physics I Honors or Physics I with Departmental Approval

Corequisite: Calculus Honors, AP Calculus AB, or AP Calculus BC

2 semesters

1 credit

4436 AP Chemistry: (Junior-Senior) This college-level course follows a stated curriculum submitted by the College Board for Advanced Placement. The course centers around six “big ideas” which include the structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. Students will develop a deep understanding of these big ideas through the application of seven science practices which are reinforced through a minimum of 16 hands-on lab investigations. Several of these lab investigations will be inquiry-based with guidance. The course is taken with the idea in mind that students will take the AP Exam to receive college credit equivalent to the general chemistry course usually taken during the first year of college.

Prerequisite: Chemistry I Honors or Chemistry I with Departmental Approval

2 semesters

1 credit

4511 AP Biology: (Senior) This college-level Biology course follows a stated curriculum developed by the College Board for Advanced Placement to provide students with the conceptual framework, factual knowledge, and analytical skills needed to understand and critically evaluate the unifying principles and rapidly changing issues of a biological science. Four overarching ideas, or themes, provide the main organizing structure of the course. These themes are evolution, cellular processes, genetics and information transfer, and ecology. Approximately 25 percent of instructional time is dedicated to laboratory investigations, including inquiry-based, student-directed labs. The reading load reflects that of a college level course, including a college approved textbook. Major research projects and case studies will be included. Students are expected to be independent learners concerning prerequisite material, and a summer project may be assigned to fulfill this requirement.

Prerequisites: Physics I, Chemistry I, Biology I and Departmental Approval

2 semesters

1 credit

4605 Medical Microbiology: (Senior) This lab science course focuses on the classification, cell structure, metabolism, and historical concepts of microorganisms, including bacteria, viruses, fungi, and protists. Methods of transmission and prevention and treatment of diseases caused by pathogenic organisms will be studied. Laboratory methods will include experimentation with pure cultures of microorganisms, staining techniques, culturing of bacterial stocks, antibiotic sensitivity testing, and diagnostic techniques including serological testing.

Prerequisites: Physics I, Chemistry I, and Biology I

1 semester Fall

1/2 credit

4610 Immunology: (Senior) This survey course focuses on the study of the vertebrate immune system. Topics covered include general properties and development of specific and nonspecific types of immunity, the immune system in health and disease, antibody and antigen interactions, hypersensitivity, inflammation, immunodeficiency diseases, autoimmunity, transplantation immunology, and vaccines. Laboratory activities will reinforce concepts and principles presented.

Prerequisites: Physics I, Chemistry I, and Biology I

1 semester Spring

1/2 credit

4615 Zoology: (Senior) This is considered a STEM course. Zoology is the study of animal life, including the relatedness of animals and their roles in their respective environments. The curriculum examines their anatomy and physiology, genetics, behavior, and ecology. Units include classification and phylogeny of the Animal Kingdom, the major animal phyla, and the role of zoos and Zoological Societies in conservation efforts. Lectures and class activities will provide fundamental information. Labs will include both microscopy and scientific dissections. Assessments will include written exams, lab practicals, and reports on a species from each phylum.

Prerequisites: Physics I, Chemistry I, and Biology I

2 semesters

1 credit

Service Learning

The mission of St. Angela Merici emphasizes the importance of service to others as a lived reality. This department fosters this lived reality by giving students the opportunity to serve their community through service learning experiences.

9000 Service Learning Experience (Junior-Senior): Students will explore purpose, passion, and action in the community through a service-learning partnership with a non-profit organization. Through the development of students' unique personal skills, creative interests, and academic endeavors, students will drive a service experience of their passion, building a solid partnership with a non-profit agency the student has sought out to serve. Students will be active service leaders, investigating a service experience and community partner, preparing and implementing this service experience, and eventually demonstrating their work to community supporters. Using technology programs that allow for flexibility outside the classroom, the blended-learning format of this class will provide a foundation for communication with professionals across the Dallas metroplex and Teacher Service Mentors from Ursuline Academy of Dallas. Students will serve in at least ten direct service opportunities unrelated to their experience project, and at least ten indirect service opportunities related to their experience project, fulfilling their *Serviam* requirements throughout this course.

2 semesters

1 credit

Social Studies

The core values and mission statement of Ursuline Academy of Dallas are woven throughout the study of history and the social sciences. Through the Social Studies curriculum, students explore the relationship between the present and the past. Within that framework, the members of the Social Studies department are dedicated to preparing young women for leadership in a global society by instilling in their students a curiosity for and understanding of the major political, economic, social, and cultural developments that have created the modern world.

6132 Early World History: (Freshman) This course examines the interaction and exchange of ideas and cultures in early world history. It explores the impact of politics, art, religion, society, technology, and geography in shaping civilizations. Using primary and secondary sources and with the application of available technology, students will develop essential learning skills to provide a foundation for future studies in history and the social sciences. Students will study societies ranging from Ancient Mesopotamia to the Middle Ages, and they will conclude the year with a deeper investigation into one of the following topics:

The Hellenistic World: The diffusion of Ancient Greek culture.

The Early Islamic World: The spread of Islam through trade and conquest.

The Silk Road: The transfer of ideas and culture between Asia and Europe.

2 semesters

1 credit

6233 Modern World History: Renaissance through the Present: (Sophomore) This course focuses on the history of the world through the study of people, events and issues. Through the use of primary and secondary sources and with application of available technology, this course examines the impact of geographical, political, social/cultural, and economic factors on the contemporary world.

Prerequisite: Early World History

2 semesters

1 credit

6212 Modern World History Honors: Renaissance through the Present: (Sophomore) This course encompasses major civilizations in a global context beginning in 1500 concluding with the onset of the Cold War. It challenges students to think in interregional contexts while focusing on the integration and evolvement of major historical themes. There is a marked focus on analysis of primary sources and class discussions. The course builds upon the freshman year's ancient and medieval curricula. Students will develop a large historical written and oral vocabulary, write analytical essays, present individual and group research and improve their presentation skills. There is a continuous focus on perceiving world news viewed in historical context.

Prerequisites: Early World History and Departmental Approval

2 semesters

1 credit

6333 United States History: (Junior) This course is a survey of significant American events from the Age of Colonization to the late 20th century. Emphasis is placed on the economic, political and cultural events that contributed to the formation of an American society that reflects pluralism. The rise to power of the United States is traced as well as its acceptance of global responsibility.

Prerequisite: Modern World History

2 semesters

1 credit

6303 AP United States History: (Junior) This course is a survey of significant American events and themes from Pre-Columbian America to present. Emphasis is placed on concepts, connections, and historical thinking skills outlined by the College Board. The seven themes are: identity, work, exchange, and technology, peopling, politics and power, America in the world, environment and geography, ideas, beliefs and culture. The course will follow how these themes have formed, changed and guided the history of America. In doing so, students will continue to develop the ability to think like a historian specifically honing: chronological reasoning, comparison and contextualization, crafting historical arguments, and historical interpretation and synthesis. This course is designed to fulfill state requirements for high school graduation, while preparing the student for the AP U.S. History College Board Exam. In addition, the study of U.S. history provides the student with a better understanding of American's role in an interconnected world.

Prerequisites: Modern World History and Departmental Approval

2 semesters

1 credit

6434 Government: (Senior) This course introduces students to the fundamentals of American government and politics, particularly the major institutions and processes. It also aims to develop students' skills and abilities in analyzing and evaluating issues and public policies in American politics as well as the role of the United States on the world stage.

Prerequisite: United States History

1 semester

1/2 credit

6404 AP United States Government and Politics: (Senior) This course is an intensive study of the formal and informal structures of the United States government and the processes of the American political system. Students will analyze the framework of government (the legislative, judicial, and executive branches), with an emphasis on policy-making and implementation. This course facilitates the preparation for the AP Government College Board Exam.

Prerequisites: United States History and Departmental Approval

1 semester

1/2 credit

6435 Macroeconomics: (Senior) This course is the study of American society and the free enterprise system. Emphasis is placed upon how society uses its limited resources and produces, distributes and, consumes goods, and services in order to satisfy the unlimited wants of its members. General principles of economics are presented including theory of supply and demand, money and banking, and monetary and fiscal policies.

Prerequisite: United States History

1 semester

1/2 credit

6405 AP Macroeconomics: (Senior) This course gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth and international economics. This course prepares students to take the AP Macroeconomics College Board Exam.

Prerequisites: United States History and Departmental Approval

1 semester

1/2 credit

Electives

6633 Psychology: (Junior-Senior) This course is designed to examine the principles of human behavior, the challenges of human experience, and the universal aspects of our diverse global society. Additional topics considered include heredity and environment, motivation and emotions, cognition and language, social psychology, abnormal psychology, and intelligence. The study of psychology offers useful insight into the behavior and mental processes of oneself and others. The study of the behavior of the individual correlates directly with the Ursuline core value, "respect for the uniqueness of the individual," and the global nature of human culture, and is an investment in the lifelong process of education. It is an investment in the lifelong process of education.

1 semester

1/2 credit

6603 AP Psychology: (Junior-Senior) This course is designed to examine the principles of human behavior, the challenges of human experience, and the universal aspects of our diverse global society. Additional topics considered include heredity and environment, motivation and emotions, cognition and language, social psychology, abnormal psychology, and intelligence. The course is also designed to prepare the student to take the AP Psychology Exam administered by the College Board each May. The study of Psychology offers useful insight into the behavior and mental processes of oneself and others. The study of the behavior of the individual correlates directly with the Ursuline core value, "respect for the uniqueness of the individual," and the global nature of human culture and is an investment in the lifelong process of education.

Prerequisite: Departmental Approval

2 semesters

1 credit

6401 AP European History: (Junior-Senior) This course will investigate significant individuals, events, and developments in European History from the late Middle Ages through the present day. Students will develop and practice skills employed by historians. Students will read extensively from primary and secondary sources, practicing evaluating historical arguments, making historical comparisons, and contextualizing events. In addition, students will analyze and contextualize works of art. This course will prepare students to take the AP European History Exam in May.

Prerequisite: Departmental Approval

2 semesters

1 credit

6655 Inside Nazi Germany: (Sophomore-Senior): This course will focus on the central question of whether Nazism is a uniquely German experience or a potential danger to any highly developed society. We will examine reasons for Hitler's rise to power, the nature and purposes of his dictatorship, the move toward war, and the genocide of racial 'undesirables.' Focus will be given to a series of central ideas and questions: Moving from the horrors and depravity of the First World War to an attempt at German democracy under the Weimar Republic, we will investigate the roots of German Nazism. Once the Nazis secured power, we will study the role of all aspects of German society under Nazi control. Were the Nazis inevitable in their conquest or could they have been stopped? Throughout the course, we will look at ordinary Germans, and eventually other Europeans, to see how they felt about and acted towards the regime. Why did Hitler start, and then expand, a war that was similar to the war Germany had just fought and lost a generation before? How did the Holocaust come about and why was so little done during the war, despite many governments and relief agencies knowing what was happening?

Excerpts adapted from Dr. Donald Nienyk

Prerequisite: World History

1 semester

1/2 credit

6660 Personal Finance: (Junior-Senior) Just thinking about money makes people nervous, but does it really have to be that hard? This course will go in depth into how to understand money matters and make good financial decisions that will promote future economic well-being. The course will cover fundamentals of financial literacy such as credit, budgeting, saving and investing, banking, and taxes. Students will play a stock market game and learn essential knowledge for having a bright financial future. At age 35, this is the course all students wish they would have taken in high school!

1 semester

1/2 credit

6665 Introduction to Philosophy: (Junior-Senior) This elective course introduces students to philosophic questions and to how philosophers have approached and attempted to answer them. Students also grapple with the great questions of philosophy themselves, both individually and as part of a group. In other words, students both study philosophy and do philosophy. The course focuses on Western philosophy, but students receive assignments which allow them to explore philosophers and thought from any tradition. The course draws from multiple disciplines for material, perspectives, questions, and speakers.

1 semester

1/2 credit

Theology

The Theology Department of Ursuline Academy of Dallas is committed to the academic and spiritual formation of our students, helping each young woman explore the mystery of God's relationship with humanity. Our academic curriculum guides the students in seeking a mature understanding of Catholic Church teaching and the ministry of Jesus Christ, emphasizing the role of disciples in the life of the Church and the greater world. Our spiritual formation encourages students to embody a lifestyle motivated by self-giving love which is expressed through prayer and service. The Theology department enhances the Ursuline charism of Serviam through an ongoing exploration of how one lives out Jesus' Greatest Commandment in love of God and love of neighbor.

7132 Revelation and Scripture: (Freshman)

The Revelation of Jesus Christ in Scripture: During the fall semester, students will delve into the Old Testament and see it come to life, as they experience God's Word in a personalized manner and discover Biblical inspiration and theological truths. Particular attention will be given to the overall scope of salvation history, divine authorship of Scripture, and God's unfailing relationship with His people which bridges the gap between the Old and New Covenants, leading up to the Christmas story.

1 semester

1/2 credit

Who is Jesus Christ?: During the spring semester, students will journey throughout the New Testament, experiencing the living Word of God in the person of Jesus Christ. As the living Word of God and the second person of the Blessed Trinity, Jesus brings new meaning to the exploration of the Gospels. Themes covered include Jesus' infancy, ministry, miracles, parables, crucifixion, resurrection, and how the world has been forever changed.

1 semester

1/2 credit

Note: Both semesters are required to fulfill Theology requirement for Freshman year

7232 Jesus, Salvation and the Church: (Sophomore)

The Mission of Jesus Christ (The Paschal Mystery): Where does true happiness come from? How does what happened in the garden of Eden affect the world we live in today? Why did these events require the death and resurrection of the Son of God? How does God's becoming man ultimately reveal the depth of the Father's love for humanity? How does Jesus' earthly life 2,000 years ago serve as a model for us today? What does it mean to become a partaker in the divine nature? How does one follow Jesus and what does life look like after death? All these questions and more will be examined and answered in this course during the fall semester

Prerequisite: Freshman Theology

1 semester

1/2 credit

Jesus Christ's Mission Continues in the Church: The purpose of this course is to discuss and explore the following during the spring semester: Why did Christ establish the Church? Who were the first appointed leaders of the Church? How does the Holy Spirit lead and guide the Church today? How is the Church both human and divine? What are the models of the Church, and what are some examples of how the Church has lived them out in her 2,000-year history? How does the Church operate in the world today? Why would one want to belong to an organized religion?

Prerequisite: Freshman Theology

1 semester

1/2 credit

Note: Both semesters required to fulfill Theology requirement for Sophomore year

7335 Sacraments: Privileged Encounters with Jesus Christ: (Junior) During the fall semester, this course guides students to better understand how Jesus is personally and visibly present in the actions of the sacraments. Students discover how the sacraments fulfill our human need for physical manifestations of the spiritual. The course ultimately aims at instilling the value of sacraments as tools to help us on our journey to heaven and as personal experiences of Christ's grace.

Prerequisite: Sophomore Theology

1 semester

1/2 credit

7336 Morality: Life in Christ: (Junior) During the spring semester, this course aims at directing students to virtue as a path to true and lasting happiness. It challenges students to ask hard and honest questions concerning their actions and moral choices as young disciples living in the 21st century. At the end of this course, students should better understand the moral reasoning of the Church's teachings and how it applies to their own lives.

Prerequisite: Sacraments

1 semester Spring

1/2 credit

Note: Both semesters are required to fulfill Theology requirements for Junior year.

All Seniors are required to select two of the following:

7440 Living as a Disciple of Jesus Christ in Society: (Senior) Living as a Disciple prepares students for living in a just manner beyond graduation. The Christian understanding reveals that God desires a world in which all facets of life are guided by justice and charity. Jesus has called upon us to build his kingdom on earth. The Church, therefore, has been faithful to fostering a just and peaceful world. This course, integrating the learning of the past three years, uses the Gospels and Catholic Social Teaching to help students appreciate the richness of the Church's social mission. Topics to be addressed include the dignity of the human person, poverty, homelessness, older adults, discrimination, and ecology.

Prerequisite: Junior Theology

1 semester

1/2 credit

7442 Ecumenical and Interreligious Issues: (Senior) The purpose of this course is to acquaint students with the different major world religions and various Christian faith traditions. By engaging in a detailed study of the sacred writings and works of several world religions in addition to various Christian communities, the course will introduce students to diverse traditions, doctrines, cultures, and histories. Additionally, students will be exposed to the way these communities share similar beliefs with the Catholic Church. The course will also help students identify what common threads join humanity together in its search to understand God. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course will help students to recognize the ways in which important spiritual truths can also be found in the varied Christian faith traditions as well as in the major world religions. This course is also intended to help them recognize the ways in which other systems of belief and practice differ from the Catholic faith.

Prerequisite: Junior Theology

1 semester

1/2 credit

7444 Sacred Scripture: (Senior) The purpose of this course is to develop an appreciation and understanding of the principles found within Sacred Scripture. As a survey course, specific sections of the Old and New Testament will be presented in order to create an overview of the importance of Scripture study and its relationship to our faith life. The Old Testament will have an emphasis on the Pentateuch, historical books, prophets, and wisdom literature. The New Testament focus will be on a survey of the gospels and the letters of Paul. The course is designed to project a sense of unity between the Old and New Testament. The students will benefit from this course by learning about the history of salvation as it relates to our present-day faith experiences with our loving, merciful God.

Prerequisite: Junior Theology

1 semester

1/2 credit

7450 Church History: (Senior) Discover the epic story written over the past 2000 years, a story in which you have a part to play. Throughout this course, students will encounter the key figures of Catholicism and the impact their lives have had on the development of the faith handed on today. Students will analyze how Christianity is different from other world religions, examine evidence for belief in Christ, and explore the life and radical witness of the early Church. Opportunities are provided for students to directly interact with monks, have a firsthand encounter with Eastern rite Christianity, evaluate the blending of Church and State throughout the centuries, address the challenges and controversies, study the theology of sacred art and architecture, and learn from those saints of history whose lives and grace have carried over into our lives today. This is the family history of the Catholic Church, a Church both human and divine, and a story which begs the question, “What will your contribution be?”

Prerequisite: Junior Theology

1 semester

½ credit

7455 Responding to the Call of Jesus Christ: (Senior) The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. In this course, students will learn how all vocations are similar and how they differ. The course will be structured around married life, single life, priestly life, and consecrated life. Students will learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community. Because we serve young women at Ursuline, the course will highlight in a special way women’s consecrated life and single life. In the class we will explore how these two ways are lived out in the various orders and states in the Catholic Church and throughout the world.

Prerequisite: Junior Theology

1 semester

½ credit

Elective

7531 Peer Ministry and Liturgy: (Junior - Senior) In this year-long course, students will receive formation to cultivate and integrate their faith in daily life. Through the witness of their lives, peer ministers will be servant leaders, accompanying peers along the journey of faith, planning and serving in liturgies and prayer services, and deepening their own relationships with God. The course will include class discussions, planning sessions, some assigned readings, and an occasional written reflection. Grades are determined on a Pass/Fail basis and will be included on the transcript.

Note: This course cannot be taken in place of Junior or Senior-level required Theology courses. Students may take this course in addition to their other classes.

Prerequisites: Application and Interview

2 semesters

1 credit

Visual Arts

The Visual Arts Department Ursuline Academy of Dallas strives to foster the creative and artistic development of each individual student in a Christian environment. Students are challenged to effectively express their personal thoughts and ideas creatively. Instructors strive to challenge and inspire each student's imaginative and reflective thinking while developing their technical and problem-solving skills. A discipline-based Visual Arts curriculum promotes learning from observation, developing technical skills, exploring a variety of art mediums, and encouraging an individual voice through hands-on projects and analysis of historical and contemporary art. The department seeks to cultivate self-esteem and support Serviam by encouraging students to produce socially conscious art work, using the medium of fine art to address issues or concerns and advocate for or contribute to the improvement of the local, regional, or global community.

2538 Studio Art I: Drawing, Painting, and Design Foundations: (Freshman-Senior) In this class students develop an understanding of the elements of art: line, shape, color, value, form, texture, and space, as the fundamental building blocks for creating a work of art. Students focus on applying the elements of art in a wide variety of artistic challenges by engaging in sketchbook activities and creating works of art. These creative exercises support a working knowledge of each element and allow students to explore a variety of mediums and art forms including drawing, painting, and collage. Students complete the class with a portfolio of approximately four to five works of art. This hands-on art class is designed to benefit the beginning art student as well as challenge the advanced student. Completion of this class prepares students with a foundation of skill and vocabulary to proceed into any upper level art class.

1 semester

1/2 credit

2539 Studio Art II: Drawing: (Freshman-Senior) Students in this class focus on building basic skills and techniques for drawing from direct observation while exploring a variety of drawing media including graphite, charcoal, chalk pastel, and colored pencil. Students continue to develop skills and concepts pertaining to the elements of art learned in Studio Art I, while introducing the principles of design: balance, contrast, emphasis, movement, pattern and unity. Drawing assignments include subject matter such as still-life, portraiture and mixed media abstraction. Students complete the class with a portfolio of approximately four finished works demonstrating a deeper understanding of content, concept, and composition. Class critiques, discussions, and art analysis are designed to build vocabulary and enrich students' understanding of drawing. Completion of this class prepares students with the skills and confidence needed for taking Studio Art III: Painting.

Prerequisite: Studio Art I

1 semester

1/2 credit

2541 Studio Art III: Painting: (Sophomore-Senior) Students in this class develop a foundation in the practices and materials associated with painting. Students explore a variety of painting mediums including watercolor, acrylic, and oil paint. Working from a variety of sources, students develop an understanding of formal concerns and techniques in paint manipulation to produce strong works of art. This class explores various approaches to painting from realism to abstraction while investigating both historical and contemporary artists and art movements. Students continue to build on skills developed in Studio Art I and II and work on developing a strong portfolio of work. Completion of this class gives students the experience and technical skills needed to prepare them for Studio Art IV: Mixed Media Painting.

Prerequisite: Studio Art II

1 semester

1/2 credit

2542 Studio Art IV: Mixed Media Painting: (Sophomore-Senior) In the first quarter of this class, students are introduced to advanced painting techniques and non-traditional mixed media processes. Students learn to use Adobe Photoshop as a method for generating ideas and developing sources of inspiration for their paintings. In the second quarter of this class, students focus on developing a body of three works of art with a centralized concept while focusing on developing a personal artistic style and voice. Various stylistic approaches may be explored from realism to abstraction along with a study of historical and contemporary artists and art movements associated with painting. Completion of this class gives students experience and skills that prepare them for AP Studio Art.

Prerequisite: Studio Art III

1 semester

1/2 credit

AP Studio Art: (Senior) This class is designed for highly-motivated students who are committed to the serious study of art. Advanced Placement work involves significantly more time than the other art classes. Therefore, the program is not intended for the casually-interested art student. This course reflects two portfolio requirements:

- 1) Sustained Investigation: 15 digital images that include works of art and design and process documentation;
- 2) Selected Works: Five actual works that best demonstrate the student's understanding of and engagement with design; A digital slide portfolio (15 images of the student's work) and five original pieces are submitted to the College Board for evaluation.

Students in AP Studio Art will select one of the following portfolios during the first quarter of the school year.

2603 AP Studio Art: 2-D Art and Design

2604 AP Studio Art: 3-D Art and Design

2605 AP Studio Art: Drawing

Prerequisites: The equivalent of two credits of art and Departmental Approval

2 semesters

1 credit

2549 Fused Glass: (Junior-Senior) In this class, students explore the ancient art form of fused glass. Students learn the proper process involved in stacking, or layering thin sheets of colored glass, to create their own artistic designs as they develop patterns or simple images. Students may choose to incorporate glass frits and liquid glass to enhance their designs. The stacked glass design is then fused by placing it inside an electric kiln and heating it until the design is fused into one piece. With this process, students may choose to create non-functional works of art or functional plates, bowls, and tiles. Students also learn to make glass beads using a propane torch and glass rods and then experiment with incorporating the beads into jewelry. Students will investigate the historical context and origin of this art form and discover how various cultures have embraced and defined the art of fused glass.

1 semester

1/2 credit

2575 Book Arts and Papermaking: (Junior-Senior) In this class, students explore the art and craft of making books with handmade paper. Artistic applications of handmade paper will be explored in various ways including constructing both utilitarian and artistic books, creating a unique watermark, and using handmade paper as a sculptural method by designing lightweight, sculptural installations. Students learn about papermaking throughout history and how this ancient technique can be applied to modern day art forms. Students also learn about the elements of art and the principals of design with special emphasis in color and unity.

1 semester

1/2 credit

2583 Screen Printing: (Freshman-Senior) In this hands-on studio art class, students learn the process of screen printing. Students learn how to squeegee ink through stencils to create beautiful works of art in multiples. The use of color, among other elements of design, is a hallmark of this process. Both hand-drawn and photographic imagery may be used as sources for creating these prints as students exercise creativity and broaden their art portfolio. Through demonstrations, lectures, and hands on assignments, students learn tools, techniques, and vocabulary associated with screen printing, and the rich history of this process.

1 semester

1/2 credit

2584 Relief and Engraving: (Freshman-Senior) In this hands-on studio art class, students learn two methods of printmaking — relief and engraving. Students learn how to carve a block and engrave a plate as they use a printing press to transform their own creative designs, drawings, and photographs into beautiful works of art, in multiple. The use of line, shape, and value, among other elements of design, are hallmarks of this process. Through demonstrations, lectures, and hands on assignments, students learn tools, techniques, and vocabulary associated with printmaking as they exercise creativity and broaden their portfolio. Students also learn about the contemporary use of relief and engraving, and its rich history.

1 semester

1/2 credit

2550 Ceramic Basics I: (Freshman-Senior) In this introductory class in the art of clay, students learn basic hand- building techniques in both additive and subtractive processes using the coil, pinch, and slab method of constructing to create a variety of functional and nonfunctional sculptures, objects, and vessels. Students are also introduced to the potter's wheel and learn techniques for throwing an assortment of functional and sculptural forms. Through demonstrations and hands on assignments, students explore various methods of glazing and firing their work while learning the history of this ancient art form.

1 semester

1/2 credit

2551 Ceramic Basics II: (Freshman-Senior) In this class, students build and refine the throwing and hand-building skills learned in Ceramics I. Through demonstrations and hands-on assignments, students experiment with various methods of glazing and firing their work as they continue their study the historical development of ceramics.

Prerequisite: Ceramic Basics I

1 semester

1/2 credit

2552 Ceramics III: (Sophomore-Senior) In this class, students will build upon the basic skills learned in Ceramic Basics I and II. Students continue to construct more complex slab-building projects, further develop their skills in throwing on the potter's wheel, and experiment with making small glaze test batches. Students may also experiment with Raku firing. Students glaze and fire their work and continue their study of the historical development of ceramics.

Prerequisite: Ceramic Basics II

1 semester

1/2 credit

2553 Ceramics IV: (Junior-Senior) Students in this class continue to refine their skills on the potter's wheel with the creation of more complicated forms that can be combined with hand-building techniques using the extruder and slab roller. Through self-directed projects, students develop a body of work that expresses their own artistic voice and style. Students study contemporary trends in ceramics while also learning to develop simple glaze calculations on the computer, assist in the loading and firing of the work, explore the Raku firing process at a more advanced level, and participate in art exhibitions.

Prerequisite: Ceramics III

1 semester

1/2 credit

2564 Digital Photography I: (Freshman-Senior) In this class, students learn to see photographically as they exercise their creativity through an exploration of the basic tools, techniques, and aesthetics of digital photography. Students learn to creatively use camera controls, exposure, and Adobe Photoshop for artistic purposes. Through a combination of lectures, demonstrations, assignments, and critiques, students learn about photography's rich heritage, how to use their camera to its fullest potential, the elements and principals of design, a digital workflow for archiving and imaging in Photoshop, and the printing and presentation of digital prints. Students are required to provide their own digital camera with full manual control over shutter and aperture. This will be evident on the camera by letters on a dial: P, S, A, M (Nikon), or P, Tv, Av, M (Canon) or a comparable variation.

2 semesters

1 credit

2565 Digital Photography II: (Sophomore-Senior) In this class, students build upon the knowledge and skills learned in Digital Photo I while exploring advanced photographic techniques and equipment in a variety of shooting situations. Students work to develop a personal artistic vision and style. Students also continue to develop technical skills in Adobe Photoshop and participate in competitive photo exhibitions. Students are required to provide their own digital single-lens-reflex camera.

Prerequisite: Digital Photography I

2 semesters

1 credit

2570 Film Making I: (Freshman-Senior) In this class, students learn the basics of moviemaking by producing, directing, shooting, and editing their own short film. Students begin by developing an individual story concept, planning the project from concept to screenplay, scheduling and shooting the script on HD video, and learning to edit the visual story using a professional level non-linear editing program. In addition to learning how to edit footage in Adobe Premiere Pro software, students learn camera operation, lighting for movies, and sound recording techniques using the school's video equipment. Various story genres are explored including scripted movies, documentaries, music videos, and more.

2 semesters

1 credit

2572 Film Making II: (Sophomore-Senior) Students who have successfully completed Film Making I may continue their film making studies in an independent study format with the goal of producing a collected body of their film work or "reel". Advanced film techniques in shooting, lighting and editing are explored as well as special effects in Adobe After Effects software. This is a self-directed and project-based film production class for the motivated student who is interested in producing independent films or planning to study film further in college.

Prerequisites: Film Making I and Instructor Approval

2 semesters

1 credit

World Languages

The World Languages Department of Ursuline Academy of Dallas follows the World-Readiness Standards for Learning Languages. It has a curriculum that emphasizes communication, cultures, connections, comparisons and communities as articulated in the National Standards for the Teaching of Foreign Language. Classes are often immersion environments, and teachers underscore three modes of communication: interpersonal, interpretive and presentational. The goal is to prepare students to apply the skills and understanding and to bring a global competence to their future careers. It recognizes the importance of becoming proficient and working on fluency is key in the daily teaching while communication is assessed by performance descriptors grouped in the domains of comprehensibility, comprehension, language control, vocabulary, cultural awareness, and communication strategies. The department goals are the acquisition of communicative proficiencies in the second language of study, and to instill in the students the love of languages while preparing them to be college ready. The cultural component emphasized at every level promotes a deeper understanding, appreciation and acceptance of other cultures. In keeping with the school's mission statement, the language program seeks to inspire life-long learners prepared to live in a global society.

Note: Any student interested in double tracking needs to contact the World Language Department Chair for the approval process.

Arabic

1011 Arabic I: This course is an introduction to Modern Standard Arabic (MSA), a modernized version of the Literary Arabic. Students are introduced to spoken Arabic from Middle East and West. The class will give students an overview of Arabic language and culture, its alphabet and numbering system. Pronunciation and basic grammatical structures will be covered. This course will develop the necessary skills to acquire spoken and written communication skills at the Novice-Low proficiency level as defined by the American Council for Teachers of Foreign Languages. It will also cover culture and traditions in order to familiarize students with the history and foundation of spoken Arabic. No previous study of Arabic is required.

2 semesters

1 credit

1012 Arabic II: This course continues to build on the language skills learned in Arabic I. It is designed to build and develop a stronger understanding of the Arabic language and its culture. It will further enhance the student's ability to communicate in Arabic in the written and spoken forms. Students are expected to be at a Novice-Mid proficiency level as defined by the American Council for Teachers of Foreign Languages. This course will work on improving the student's confidence in reading and interpreting Arabic text and communicating with others.

Prerequisite: Arabic I

2 semesters

1 credit

1013 Arabic III: This third-year course will continue expanding vocabulary, adding more grammatical structures, and exploring the Arabic culture and heritage. It will further strengthen overall language proficiency and cultural knowledge through more advanced vocabulary and structures. Students will develop presentational skills in compositions and presentations of social issues. This course addresses all four communication skills: reading, speaking, listening, and writing. Arabic III will enhance the student's ability to communicate in Arabic at a Novice- High level of performance as defined by the American Council for Teachers of Foreign Languages.

Prerequisite: Arabic II

2 semesters

1 credit

1014 Arabic IV: This fourth-year course is taught to develop an Intermediate-Low level of proficiency as defined by the American Council for Teachers of Foreign Languages. Using authentic sources such as newspapers, movies, and internet, students learn more complex structures and vocabulary to achieve proficiency in the listening, speaking, reading, and writing language skills. Students will learn Arabic history, geography, traditions and aspects of modern life to develop a deeper understanding of Arabic people and its culture. Students are given the opportunity to use all the skills learned in the previous levels through authentic projects (events, service, scrapbooks).

Prerequisite: Arabic III

2 semesters

1 credit

Chinese

1111 Mandarin Chinese I: This course provides an introduction to Modern Standard Mandarin Chinese and an overview of Chinese language and culture. Students will learn pronunciation rules (pin yin) and tones, simple characters, vocabulary, and basic grammatical structures in order to develop the skills of listening, speaking, reading and writing as beginners or at a Novice-Low level of proficiency as defined by the American Council for Teachers of Foreign Languages. The course will provide the opportunity to develop an appreciation of Chinese traditions and people. No previous background in Chinese is required.

2 semesters

1 credit

1211 Mandarin Chinese II: This course continues to build on the listening, speaking, reading, and writing language skills learned in Chinese I. Grammatical constructions will be reinforced, and new structures will be introduced. While many of the linguistic tasks will be like those of first-year Chinese, the language level required will be more advanced at a Novice-Mid level of proficiency, as defined by the American Council for Teachers of Foreign Languages. In this course students begin to use the computer to type Chinese characters. By the end of this second year, students will be able to communicate basic needs in a Chinese-speaking community and read and/or write simple paragraphs.

Prerequisite: Mandarin Chinese I

2 semesters

1 credit

1212 Mandarin Chinese II Honors: This course introduces new grammatical concepts and keeps building on the thematic vocabulary units introduced in level I. It continues to build on the language skills learned in Chinese I in order to advance to a Novice-High level of proficiency, as defined by the American Council for Teachers of Foreign Languages. While this course will help students advance in the three communication modes, it focuses more on the presentational mode of communication. Students are expected to move at a fast pace and work with authentic materials to make the cultural connections as they work more on integrated performance assessments. Students are required to complete special projects. Participation in the annual Chinese Proficiency Test (HSK) is highly recommended.

Prerequisites: Mandarin Chinese I and Departmental Approval

2 semesters

1 credit

1311 Mandarin Chinese III: This course is designed to improve the development of the listening, speaking, reading and writing skills. The main objective of the course is to provide students with enough vocabulary and grammatical structures so that they can communicate in the target language. The focus is to strengthen the overall language proficiency and cultural knowledge to advance to a Novice-High level of performance, as defined by the American Council for Teachers of Foreign Languages. Students are required to complete special projects. Participation in the Annual Chinese Proficiency Test (HSK) is recommended.

Prerequisite: Mandarin Chinese II

2 semesters

1 credit

1312 Mandarin Chinese III Honors: This course will continue expanding vocabulary, more grammatical structures and some authentic sources, such as Chinese story books, movies, and websites. Students are expected to communicate using Chinese most of the time and accomplish the goal of reaching an Intermediate-Low level of proficiency, as defined by the American Council for Teachers of Foreign Languages. In this course, students write both formally and creatively in Chinese. Students may also anticipate a variety of short presentations, selected standard based exams throughout the course. Participation in the annual Chinese Proficiency Test (HSK) is highly recommended.

Prerequisites: Mandarin Chinese II Honors and Departmental Approval

2 semesters

1 credit

1411 Mandarin Chinese IV Honors: In this course students are working towards the Intermediate-Mid level of proficiency, as defined by the American Council for Teachers of Foreign Languages. Using authentic sources from Chinese television, newspapers, movies, and websites, students learn advanced vocabulary and grammatical structures needed to achieve a higher level of proficiency in the listening, speaking, reading, and writing language skills. A variety of topics on Chinese history, geography, literature, traditions, and aspects of modern life will be addressed. This course also focuses on developing informal speaking and writing skills necessary to write emails and application letters, read short stories and advertisements, and exchange currency. With extra intensive language practice, some students may choose to take the AP Chinese Language and Culture test. Participation in the annual Chinese Proficiency Test (HSK) and/or special projects is required.

Prerequisites: Mandarin Chinese III and Departmental Approval

2 semesters

1 credit

French

1121 French I: This course introduces students to the French language and culture while developing the communication skills of listening, speaking, reading, and writing. Communication, acquisition of vocabulary, and basic structures are emphasized. French-speaking cultures around the world and their traditions are introduced. Students are working towards Novice-Low proficiency as defined by the American Council for Teachers of Foreign Languages. Participation in the annual National French Contest is required.

2 semesters

1 credit

1222 French II: This course develops interpretive, interpersonal, and presentational communication in the French language within the context of exploring francophone cultures. It builds on the listening, speaking, reading and writing language skills learned in French I while developing the structures needed for communication. Students work with authentic materials to make cultural connections. Much of the class is conducted in French and students are expected to communicate in French. Students are working towards Novice-Mid proficiency as defined by the American Council for Teachers of Foreign Languages. Participation in the annual National French Contest is recommended.

Prerequisite: French I

2 semesters

1 credit

1221 French II Honors: This course develops interpretive, interpersonal, and presentational communication in the French language within the context of exploring francophone cultures. It builds on the listening, speaking, reading, and writing language skills learned in French I while developing the structures needed for communication. Students work with authentic materials to make cultural connections. Most of the class is conducted in French and students are expected to communicate in French. Students are working towards Novice-High level of proficiency as defined by the American Council for Teachers of Foreign Languages. Participation in the annual National French Contest is required.

Prerequisites: French I and Departmental Approval

2 semesters

1 credit

1323 French III: This course further develops interpretive, interpersonal and presentational communication in the French language within the context of exploring contemporary issues in francophone cultures. It continues to build on the listening, speaking, reading and writing language skills learned in French II while building mastery of the grammatical structures needed for communication. Students work with authentic materials to make cultural connections. The class is conducted in French and students are expected to communicate in French, working towards Novice-High level of proficiency as defined by the American Council for Teachers of Foreign Languages. Participation in the annual National French Content is recommended.

Prerequisite: French II

2 semesters

1 credit

1322 French III Honors: This course further develops interpretive, interpersonal and presentational communication in the French language within the context of exploring contemporary issues in francophone cultures. It continues to build on the listening, speaking, reading and writing language skills learned in French II Honors while building mastery of the grammatical structures needed for communication. Students work with authentic materials to make cultural connections. The course is conducted in French and students are expected to communicate in French, working toward an Intermediate-Low level of proficiency as defined by the American Council for Teachers of Foreign Languages. Particular emphasis is placed on preparation for the AP World Language and Culture courses. Participation in the annual National French Contest is required.

Prerequisites: French II Honors and Departmental Approval

2 semesters

1 credit

1424 French IV: This course continues developing the skills needed to communicate effectively in French. Students will listen to, watch, read, discuss and critique traditional and contemporary cultural products such as music, film, news media and literature. Through daily discussions of the literary and cultural content, students gain confidence and competence in interpersonal communication. Students execute projects designed to display their improving communication skills and understanding of cultural topics covered in the course. Students are working towards Intermediate-Low proficiency as defined by the American Council for Teachers of Foreign Languages.

Prerequisite: French III

2 semesters

1 credit

426 AP French Language and Culture: This course continues to develop the student's ability to understand and accurately communicate in written and spoken French. Course content includes literary excerpts, written and audio news media, and many other authentic sources from global francophone cultures, as well as review of the vocabulary and grammatical structures needed to communicate at a high level. This fast-paced course includes extensive practice in the organization and writing of compositions, and proficiency in extemporaneous speaking. Students should keep in mind that the primary focus is preparation for the AP exam and that the content is equivalent to college level work. They are encouraged to take the AP exam and are required to participate in the National French Examination. Students are working towards Intermediate-Mid proficiency level as defined by the American Council for Teachers of Foreign Languages.

Prerequisites: French III Honors and Departmental Approval

2 semesters

1 credit

Spanish

1161 Spanish I: This introductory course is for non-heritage and non-native speakers. It introduces students to the Spanish language and culture while developing the communication skills of listening, speaking, writing, and reading. Interpersonal communication, acquisition of vocabulary and mastery of basic grammar concepts are emphasized. This course is conducted mainly in Spanish. Students are working towards Novice-Low level of proficiency as defined by the American Council for Teachers of Foreign Languages. During the second semester, students take part in the annual National Spanish Exam. This course is a level one introductory course for students with no previous background; for all other students with Spanish background, a placement test is required.

2 semesters

1 credit

1165 Spanish I Honors: Designed for students with some experience at the Novice level of Spanish proficiency, this class is a fast-paced review of the basic skills of language: listening, speaking, writing, and reading. This course is designed for highly motivated students who are interested in pursuing the Honors sequence. The class is conducted mainly in Spanish. Review and broadening of vocabulary and the mastery of basic grammar structures are emphasized. Students are working towards Novice-Mid proficiency level as defined by the American Council for Teachers of Foreign Languages. During the second semester, students take part in the annual National Spanish Exam. This course is for non-native speakers; all heritage Spanish speakers must take the placement test in the spring.

Prerequisite: Departmental Approval

2 semesters

1 credit

1262 Spanish II: This course continues to build the four language skills learned in Spanish I. Students continue developing the communication skills of listening, speaking, writing and reading at the Novice-Mid proficiency level. It introduces major and new grammatical structures of the language including the 3 verb moods: indicative, imperative and subjunctive. The class is mostly conducted in Spanish and students are expected to communicate using the target language. Practice of language skills through interpersonal communicative activities will be conducted on a variety of topics with emphasis on the Spanish-speaking countries and cultures.

Prerequisite: Spanish I

2 semesters

1 credit

1261 Spanish II Honors: This course introduces major and new grammatical structures of the language including the 3 verb moods: indicative, imperative and subjunctive. Students work on integrated performance assessments to develop their communication skills. Authentic and culturally driven materials are used. While the course will help students to advance in their communication skills, this class focuses particularly in interpersonal communication. The class is conducted mostly in Spanish and students are expected to communicate using the target language. Students are working towards Novice-High level of proficiency as defined by the American Council for Teachers of Foreign Languages. Participation in the annual National Spanish Examination and/or special projects is required.

Prerequisites: Spanish I and Departmental Approval

2 semesters

1 credit

1363 Spanish III: This course is designed to improve the development of the listening, speaking, reading and writing skills. The main objective of the course is to provide students with enough pertinent vocabulary and grammatical structures so that they can communicate in the interpretive, interpersonal, and presentational modes. The focus is to strengthen the overall language proficiency and cultural knowledge to advance to an Intermediate-Low level of proficiency. The class is conducted mostly in Spanish and students are expected to communicate using the target language.

Prerequisite: Spanish II

2 semesters

1 credit

1361 Spanish III Honors: This course continues to develop the listening, speaking, reading, and writing skills in the Spanish language. It focuses on communication strategies based on the AP World Languages thematic areas: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. By the end of the year, students should be able to communicate with fluency, using new vocabulary and grammatical structures at an Intermediate-mid level of proficiency. The class is conducted in Spanish and students are expected to communicate in the target language. Emphasis is placed in the history, art, culture and geography of Latin America and Spain. Students are introduced to the major artists and authors of the Hispanic world. Participation in the annual National Spanish Examination and/or special projects is required.

Prerequisites: Spanish II Honors and Departmental Approval

2 semesters

1 credit

1464 Spanish IV: This course is designed to continue improving the development of listening, speaking, reading and writing skills, with a conversational focus. The program aims to foster active participation of the students in the language and develop proficiency in communication. Students apply all grammar concepts previously learned that are essential to communicate effectively in every day real-life situations, and to discuss current events. The main objective of this course is to provide students with enough practice so that they can communicate in the three modes: presentational, interpersonal and interpretive. Spanish IV will prepare the students for the SAT subject Spanish test. The class is conducted in Spanish and students are expected to communicate using the target language. Students are working towards Intermediate-Mid proficiency as defined by the American Council for Teachers of Foreign Languages.

Prerequisite: Spanish III

2 semesters

1 credit

1466 AP Spanish Language and Culture: This honors course is equivalent to a college course in advanced Spanish composition and conversation. Several integrated performance assessments will be completed throughout the school year. The AP Spanish class emphasizes the use of Spanish for active communication; it encompasses aural/oral skills, reading comprehension, grammar, and composition. The course is structured around the six AP themes which are presented through authentic materials from the Spanish and Latin American world. Students are working towards Intermediate-High proficiency as defined by the American Council for Teachers of Foreign Languages. Students are encouraged to take the AP exam and will be required to take the annual National Spanish Exam.

Prerequisites: Spanish III Honors and Departmental Approval

2 semesters

1 credit

1567 Spanish V: This course continues developing communication and cultural competency skills in Spanish. Students will listen, watch, read, discuss and critique traditional and contemporary cultural products such as music, film, news media and literature. Students will complete projects designed to demonstrate fluency and interpretive comprehension and will be required to use the language in a service project. Students are working towards Intermediate-High proficiency as defined by the American Council for Teachers of Foreign Languages.

Prerequisite: Spanish IV or AP Spanish Language and Culture

2 semesters

1 credit

1566/1566OLSG AP Spanish Literature and Culture: * This course is designed to provide students with a learning experience equivalent to that of an introductory college course in Spanish literature. It introduces the Peninsular Spanish, Latin American, and U.S. Hispanic literature. The class provides ample opportunities to further develop the student's proficiencies across a full range of language skills. It gives special attention to critical reading and analytical writing and encourages students to reflect on the many voices and cultures of Spanish literature. Emphasis is placed on the study of literature through global, historical and contemporary cultural contexts. Students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. The course aims to help students to read with critical, historical and literary sensitivity. It exposes students to the methods of literary analysis, critical interpretation and evaluation. Students are working towards Advanced level of proficiency as defined by the American Council for Teachers of Foreign Languages.

Prerequisites: AP Spanish Language and Culture and Departmental and Personal Counseling Approval

2 semesters

1 credit

*Depending on enrollment this course might be offered only online

Online Courses

One Schoolhouse provides an exceptional all-girl and co-ed educational experience by connecting girls worldwide through relevant and engaging coursework in a dynamic online learning community. Guided by current research on how girls learn best, the School has dedicated itself to the following principles:

- Emphasize connection among participants
- Incorporate collaboration into the learning process
- Inspire and reward creativity
- Engage in real-world problems and applications while having students probe the social and ethical dynamics that define and stretch our global society

Online courses require a great deal of self-motivation, discipline, and time management. Students who enroll in an online course will have an online instructor, not an Ursuline instructor. A designated Ursuline administrator acts as the liaison with the One Schoolhouse and shadows the progress of the students taking online courses. The Ursuline administrator monitors tests and periodically checks in with the students. The online course credit and grade will be reflected on the Ursuline transcript and included in the Ursuline GPA.

Students taking One Schoolhouse classes follow the calendar and due dates of One Schoolhouse. First semester is September through December and second semester is mid-January through the end of April. There is an extended winter break but **no spring break**. One Schoolhouse gives quarter grades along with projects/exams. There is no senior exemption with One Schoolhouse. **There is no additional charge for these classes. Parents will receive an email showing the amount charged for the class, but this is not a bill. Ursuline pays for all charges.** Failures follow Ursuline Academic policies.

Science

4922OLSG AP Environmental Science: (Junior-Senior) AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for preventing and/or resolving them. Students make real-world connections between the topics introduced in class and those in their own “backyard.” They participate in ethical discussions and collaborative projects designed to probe how different cultures and social structures affect the environment, and to explore potential solutions to today’s environmental issues. Students engage authentically and creatively with their classmates through a variety of discussions, activities, labs, and projects to investigate the real-world problems that face our environment today. They study our environment and work collaboratively to understand our role in it. Students taking this course are well prepared for the AP Environmental Science Exam in May.

Prerequisites: Algebra I and two years of high school laboratory Science and Personal Counseling Approval
2 semesters *1 credit*

4934OLSG AP Physics I: (Junior-Senior) AP Physics I is an Algebra-Trigonometry based, introductory college level physics course. The course is based on first semester introductory college physics and is designed for students planning to enter life science or pre-med programs in college. The goal of the course is to develop an understanding of physics through inquiry-based investigations. Students explore principles of Newtonian mechanics, work, energy, power, waves, sound, and simple circuits. Additional supplemental topics are covered that build understanding of the primary College Board curriculum. Developing the ability to reason qualitatively and quantitatively is a principal focus. Those skills are developed through the use of modeling, graphing, diagramming, unit analysis, symbolic algebra, and data analysis. Laboratory exercises are used to enhance the investigation of each topic. This course is intended to prepare students for the College Board AP Physics I Exam.

Prerequisites: Algebra II and Personal Counseling Approval
2 semesters *1 credit*

4926OLSG Astronomy Co-ed Fall Semester: (Sophomore-Senior) The objective of this course is to familiarize students with the basics of astronomy, with particular emphasis on the role of astronomy in their everyday lives. Students will study the planets of our solar system; the sun and other stars; and galaxies and the universe. The course seeks to foster students' innate curiosity in the unknown final frontier of space as humans boldly go forth in exploration. Students' culminating projects will analyze the current state of space exploration, both manned and unmanned endeavors, as well as the search for life outside of our planet. By the end of this course, students will have an orientation for observing the night sky and a framework for understanding that which is beyond what we can see from our own speck of the universe.

Prerequisites: One year of high school level science and Personal Counseling Approval

Fall semester

1/2 credit

4925OLSG Astronomy Co-ed Yearlong: (Sophomore-Senior) The objective of this course is to familiarize students with the basics of astronomy, with particular emphasis on the role of astronomy in their everyday lives. Students will study the planets of our solar system; the sun and other stars; and galaxies and the universe. The course seeks to foster students' innate curiosity in the unknown final frontier of space as humans boldly go forth in exploration. Students' culminating projects will analyze the current state of space exploration, both manned and unmanned endeavors, as well as the search for life outside of our planet. By the end of this course, students will have an orientation for observing the night sky and a framework for understanding that which is beyond what we can see from our own speck of the universe. Students wishing to pursue an astronomy research or design project in Semester II may enroll in the Research/Design Seminar.

For students continuing into Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term research or design project on the topic of their choosing. Guided by their One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students might choose include:

- *Spring Design Seminar:* In this seminar, students design a solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- *Spring Research Seminar:* In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written, multimedia, or artistic product in this seminar.

Upon completion of their inquiry-driven project, students will have gained academic maturity and expanded their ability to engage in a diverse and changing world. They will be able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they will have created and tested something useful of their own design or will be able to defend a position based on their own research.

Prerequisites: One year of high school level science and Personal Counseling Approval

2 semesters

1 credit

4914OLSG Engineering Fall Semester: (Sophomore-Senior) Engineers create things. They are the designers of the modern world. The works they create drive society forward. This course will introduce students to many engineering disciplines including civil, architectural, mechanical, electrical, aerospace, chemical, and biomedical engineering. Students will learn the engineering design process used by practicing engineers, create authentic engineering drawings, conduct a variety of hands-on projects, and consider the ethical issues within the field of engineering. Students will develop an array of specific skills including: applying the engineering design process to a specific problem, demonstrating originality and resourcefulness in their work, reflecting critically to improve creative efforts in problem solving, and viewing success as a cyclical process.

Prerequisites: One year of high school level science and Personal Counseling Approval

Fall semester

1/2 credit

4910OLSG Engineering Yearlong: (Sophomore-Senior) Engineers create things. They are the designers of the modern world. The works they create drive society forward. This course will introduce students to many engineering disciplines including civil, architectural, mechanical, electrical, aerospace, chemical, and biomedical engineering. Students will learn the engineering design process used by practicing engineers, create authentic engineering drawings, conduct a variety of hands-on projects, and consider the ethical issues within the field of engineering. Students will develop an array of specific skills including: applying the engineering design process to a specific problem, demonstrating originality and resourcefulness in their work, reflecting critically to improve creative efforts in problem solving, and viewing success as a cyclical process. Students wishing to pursue an engineering research or design project in Semester II may enroll in the Research/Design Seminar.

- For students continuing into Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term research or design project on the topic of their choosing. Guided by their One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students might choose include: Spring Design Seminar: In this seminar, students design a solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- Spring Research Seminar: In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written, multimedia, or artistic product in this seminar.

Upon completion of their inquiry-driven project, students will have gained academic maturity and expanded their ability to engage in a diverse and changing world. They will be able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they will have created and tested something useful of their own design or will be able to defend a position based on their own research.

Prerequisites: One year of high school level science and Personal Counseling Approval

2 semesters

1 credit

4900OLSG Forensic Science: (Sophomore-Senior) Forensic Science examines the application of science to the criminal and civil laws enforced by the criminal justice system. Students explore the science of criminology by using a combination of science disciplines. As students learn to differentiate between actual techniques and some of those portrayed on popular television shows, they evaluate current procedures used by real crime labs to understand some of the limitations of the law, police, and forensics science. Students examine scientific techniques behind the analysis of physical and eyewitness evidence, toxicology, DNA fingerprinting, fire and explosives, bones, handwriting and document analysis, and other relevant pieces of evidence. Throughout the course, students investigate simulated crime and accident scenes, collect and analyze evidence, and develop observation skills and deductive reasoning. The course includes a study of the variety of careers in forensic science. This exploration is completed through a mixture of laboratory exercises, class discussions and projects, online simulations and games, and analysis of representation of forensic science in the media.

Prerequisites: One year of high school level science and Personal Counseling Approval

2 semesters

1 credit

4915OLSG Marine Science: (Senior) Marine Science introduces students to oceanography through a review of earth science concepts, an investigation of physical and chemical ocean systems, the exploration of marine organisms and ecology, and the role of climate change in both marine and global systems. Students read and dissect scientific literature; integrate their knowledge of marine ecological systems into practical applications of science; and bridge connections between science, society, and political interests. Perhaps most importantly, students foster critical thinking skills and a keen understanding of the scientific process necessary to become well-informed and scientifically aware citizens, whether students' futures directly involve marine science or not. Students learn through virtual and at-home laboratory exercises, scientific literature analysis; reading and video assignments, and research using online journals and current oceanographic data. This work is largely collaborative as students engage with the teacher and with their classmates on projects and labs. There is a significant emphasis on the application of creativity and innovation in dealing with environmental challenges.

Prerequisites: Biology I and Personal Counseling Approval

2 semesters

1 credit

4918OLSG Neuroscience: (Sophomore-Senior) In this project-based course, students learn the structure of the brain and how the brain senses, thinks, behaves, and creates memories for learning and language. They explore brain diseases, disorders, imaging techniques and treatments, as well as how the environment impacts the brain. Armed with this solid foundation in neuroscience, students spend the second semester learning to think like doctors. Students engage in group and individual research projects and seminar-style problem solving which will help to develop the ability to find answers to questions that may not be addressed specifically in the course. They review actual cases in the neuroscience field and follow the doctrine of ethical analysis with patients. Students are guided through a self-designed, long-term research project. This course is designed for students who are considering college majors in a medical or health related field; by the end of it, students will have a basic knowledge of Neuroscience.

Prerequisites: One year of high school level science and Personal Counseling Approval

2 semesters

1 credit

Social Studies

6910OLSG AP Human Geography: (Sophomore-Senior) AP Human Geography is a yearlong course that addresses three basic questions: when? where? and why? Students interrogate sources regularly and build arguments that analyze region, diffusion, and sustainability - all with a goal of solving real world problems. The course emphasizes geographic models and their applications. Students compare case studies from around the globe to local and national situations to address complex scenarios, such as: How do geographers create models to understand and explain complex patterns in demography, migration, development, and the distribution of goods and people? How does globalization produce space-time compression? How does chain migration affect the distribution of ethnicities, languages, religions? What variables are likely to result in desired outcomes and unintended consequences when tackling a geographical challenge? Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Formative and summative assessments are modeled upon the format of AP tests and evaluate a student's skill development in five course competencies: remembering and understanding; contextual awareness; reasoning, analysis, and synthesis; communication skills; and independent and collaborative work. Students taking this course are well prepared for the AP Human Geography Exam in May.

Prerequisites: 1 year of Social Studies and Personal Counseling Approval

2 semesters

1 elective credit

6906OLSG AP United States Government and Politics and AP Comparative Government and Politics: (Junior-Senior) AP United States Government and Politics and AP Comparative Government and Politics is a yearlong course that provides students with an in-depth understanding of the American government as well as various political systems around the world. The fall focuses on American government, including how different agencies within the government interact, and how these agencies and their policies affect the daily lives of Americans. The spring covers AP Comparative Government and Politics, which is an introduction to the methodology of comparative politics, and an in-depth look at six different states: Iran, Nigeria, China, Russia, Mexico, and Great Britain. Students will understand what factors contributed to the development of the American political system, and the structure of the United States government and the American political process. They will also recognize major comparative political concepts and how to apply them. Finally, students will be able to compare political institutions and processes from across the world, and to form sound conclusions based on those comparisons. This course prepares students for both AP exams in the spring.

Prerequisites: Departmental Approval and Personal Counseling Approval

Corequisite: United States History

2 semesters

1 credit

6905OLSG AP Macroeconomics: (Junior-Senior) AP Macroeconomics introduces students to major economic issues such as basic market analysis, the causes of the cycle of economic growth and recession, the problems of inflation and unemployment, the causes and consequences of federal budget deficits, and the causes and effects of international trade imbalances and currency fluctuations. Students analyze the impact of fiscal and monetary policies as well as the debates surrounding the implementation of each. This course involves extensive reading, problem-solving exercises, online discussions, and research and writing about contemporary macroeconomic issues. Multiple modalities are employed for content presentation so as to encourage personalization; assessment evaluates each student's ability to utilize skill sets related to economic decision making. Strong reading, algebra, and analytical skills are necessary for success, as is strong motivation. AP Macroeconomics prepares students to become informed and thoughtful and will thoroughly prepare students to take the Advanced Placement exam in the spring. AP Macroeconomics is recommended for juniors and seniors.

Prerequisite: Algebra II, Departmental Approval, and Personal Counseling Approval

2 semesters

1 credit

6904OLSG AP Microeconomics: (Junior-Senior) AP Microeconomics is a course that examines how individuals (such as consumers and producers) make decisions and how these decisions affect our everyday lives. Topics discussed include the forces of supply and demand, costs of production, consumer choice, and behavioral economics, amongst others. Throughout the course, students examine various models that are used to conceptualize how our economy operates and explore the role that government plays in a given economy. Students analyze societal issues through the lens of economic reasoning and develop skills that promote time management and intrinsic motivation. Students complete collaborative projects, group discussions, problem sets, quizzes, and tests. The curriculum is developed to prepare students for the AP Microeconomics examination in May and is recommended for juniors and seniors with strong mathematical reasoning skills and an interest in finance, business, or government.

Prerequisite: Algebra II, Departmental Approval, and Personal Counseling Approval

2 semesters

1 elective credit

6925OLSG Business and Economics Co-ed Fall Semester: (Junior-Senior) Business and Economics students gain fluency in foundational economic principles and explore business planning, development, and management. Students study the fundamentals of microeconomics, including supply and demand, incentives, pricing, and production, followed by macroeconomic concepts such as economic indexes, The Federal Reserve, and financial markets; as well as trade agreements and globalization. This is an ideal survey course for students considering a college degree in economics, business, or management. By the end of semester I, students will have a working foundation to analyze current events in the corporate world and the international economy.

Prerequisite: Algebra II and Personal Counseling Approval

Fall semester

1/2 elective credit

6926OLSG Business and Economics Co-ed Yearlong: (Junior-Senior) Business and Economics students gain fluency in foundational economic principles and explore business planning, development, and management. Students study the fundamentals of microeconomics, including supply and demand, incentives, pricing, and production, followed by macroeconomic concepts such as economic indexes, The Federal Reserve, and financial markets; as well as trade agreements and globalization. This is an ideal survey course for students considering a college degree in economics, business, or management. By the end of semester I, students will have a working foundation to analyze current events in the corporate world and the international economy. Students wishing to pursue a research or design project in business or economics during semester II may enroll in the Research/Design Seminar.

For students continuing into semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term research or design project on the topic of their choosing. Guided by their One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students might choose include:

- **Spring Design Seminar:** In this seminar, students design a solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- **Spring Research Seminar:** In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written, multimedia, or artistic product in this seminar.

Upon completion of their inquiry-driven project, students will have gained academic maturity and expanded their ability to engage in a diverse and changing world. They will be able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they will have created and tested something useful of their own design or will be able to defend a position based on their own research.

Prerequisite: Algebra II and Personal Counseling Approval

2 semesters

1 elective credit

6916OLSG Civics and Politics Fall Semester Co-ed: (Sophomore-Senior) We are part of many different communities that shape who we are and what we believe. This course provides students with opportunities to understand better how our society and political system shape their various identities. By exploring aspects of our identities and lived experiences, we evaluate how the concept of citizenship and the individual citizen work together to create the communities that we inhabit. From the launching point of the knowledge, values, and feelings we bring into the class, we uncover our own biases, explore the difference between fact and opinion, practice empathy, and learn to voice our own perspectives without silencing the perspectives of others. We investigate how power structures in our society, ranging from government to the media affect us. Students who take this course will leave with an increased understanding of our political system and society, the structural framework that shape our identities, increased empathy, and global awareness.

Prerequisite: Personal Counseling Approval

Fall semester

1/2 elective credit

6915OLSG Civics and Politics Yearlong Co-ed: (Sophomore-Senior) We are part of many different communities that shape who we are and what we believe. This course provides students with opportunities to understand better how our society and political system shape their various identities. By exploring aspects of our identities and lived experiences, we evaluate how the concept of citizenship and the individual citizen work together to create the communities that we inhabit. From the launching point of the knowledge, values, and feelings we bring into the class, we uncover our own biases, explore the difference between fact and opinion, practice empathy, and learn to voice our own perspectives without silencing the perspectives of others. We investigate how power structures in our society, ranging from government to the media affect us. Students who take this course will leave with an increased understanding of our political system and society, the structural framework that shape our identities, increased empathy, and global awareness. Students wishing to pursue a civics or politics research or design project in semester II may enroll in the Research/Design Seminar.

For students continuing into Semester II, the course shifts into personalized, project-based work, where students engage in deep, sustained inquiry, authentic and iterative research, critical analysis, and rigorous reflection, revision, and assessment as they journey through a self-designed, long-term research or design project on the topic of their choosing. Guided by their One Schoolhouse teacher, students pursue individual study/self-assessment or collaborative seminar/peer-review. Pathway options from which students might choose include:

- **Spring Design Seminar:** In this seminar, students design a solution to a real-world problem. Through the engineering design process/scientific method, students gather and analyze data to determine the effectiveness of their model or the accuracy of their hypothesis. Students may prototype and produce a public product in this seminar.
- **Spring Research Seminar:** In this seminar, students answer a theoretical or ethical question. Utilizing the social science/humanities tools for source evaluation, students collect, critique, and evaluate artifacts or primary source documents to explore their thesis. Students may create a written, multimedia, or artistic product in this seminar.

Upon completion of their inquiry-driven project, students will have gained academic maturity and expanded their ability to engage in a diverse and changing world. They will be able to draw and defend conclusions from theoretical underpinnings, contextual background, and mathematical analysis or source evaluation. Finally, they will have created and tested something useful of their own design or will be able to defend a position based on their own research.

Prerequisite: Personal Counseling Approval

2 semesters

1 elective credit

Visual Arts

2916OLSG Art History: (Sophomore-Senior) Students in Art History examine and critically analyze major forms of artistic expression from diverse cultures spanning 27,000 years. By investigating an image set of 250 works, students develop a contextual understanding of art history from a global perspective. Influences such as patronage, politics, class, belief systems, gender, ethnicity, and cross-cultural interactions inform students' analysis of the style and content of art. Emphasis is placed on analytical and critical thinking skills, the language of art history, and the methods used by art historians to interpret art objects. Students experience, research, discuss, and write about art, artists, and art making. Upon completion of this course, students will have the tools to recognize important works of art and historical styles as well as understand historical and cultural context.

Prerequisite: Personal Counseling Approval

2 semesters

1 credit

2915OLSG AP Art History: (Junior-Senior) Students in AP Art History examine and critically analyze major forms of artistic expression from diverse cultures spanning 27,000 years. By investigating an image set of 250 works, students develop a contextual understanding of art history from a global perspective. Influences such as patronage, politics, class, belief systems, gender, ethnicity, and cross-cultural interactions inform students' analysis of the style and content of art. Emphasis is placed on analytical and critical thinking skills, the language of art history, and the methods used by art historians to interpret art objects. Students experience, research, discuss, and write about art, artists, and art making. Upon completion of this course, students will have the tools to recognize important works of art and historical styles as well as understand historical and cultural context. Students choosing the AP class are expected to delve deeper into the topics, take AP-style assessments, and prepare for the AP exam in the spring.

Prerequisite: Personal Counseling Approval

2 semesters

1 credit

World Language

1910OLSG Latin 1 Co-ed: (Sophomore-Senior) Beginning Latin is intended for students who have not previously studied Latin. The course develops competencies in reading and interpreting, as well as oral expression and aural comprehension. Students learn the foundational components and structures of Latin that allow them to develop basic reading strategies, which they use to build critical-thinking skills. By completing of this course, students will acquire proper pronunciation; essential grammar; the vocabulary to be able to understand and read short passages; the ability to engage in simple verbal exchanges; and a greater knowledge of English vocabulary and grammar. Students study Roman culture and history so they can examine the indebtedness of modern society to the Roman world, from legendary heroes to myths, gods, and politics. Students take quizzes and have tests, but they also write stories, sing songs, play games, and work together on short research projects to further understand how their developing knowledge of Roman culture applies to their own lives.

Prerequisite: Personal Counseling Approval

2 semesters

1 credit

1902OLSG AP Chinese Language and Culture Co-ed: AP Chinese Language and Culture provides deeper understanding and broader application of Chinese language and culture for advanced or heritage Chinese learners. This course focuses on applying Chinese language and cultural skills in real-world situations, and exploring a variety of topics in Chinese history, geography, music and arts, literature, daily life, and national and global issues. Students use team work, group online seminars, one-on-one conferences with the teacher, and a variety of engaging activities and experiential projects to meet individual needs. Students gain the high language proficiency and cultural competency to compare, examine, evaluate and solve conflicts successfully. Students may select the AP or Advanced Chinese track. AP students are expected to delve deeper into the topics, take AP-style assessments, and prepare for the AP exam.

Prerequisites: Successful completion of Chinese III; Departmental and Personal Counseling Approval

2 semesters

1 credit

1566OLSG AP Spanish Literature and Culture Co-ed: The AP Spanish Literature and Culture course provides a college level survey of texts from Peninsular, Latin American and U.S. Hispanic authors. Students complete readings from the College Board required reading list, and analyze the works within their social, literary, and historical contexts. Students build an understanding of form, structure, theme and literary devices; they then analyze and evaluate the global interdependence that fosters the evolution of Hispanic and Latino literatures. The course is organized around the six themes designated by the AP curriculum framework and conducted entirely in Spanish.

Prerequisite: Successful completion of AP Spanish Language and Culture and Departmental and Personal Counseling Approval

2 semesters

1 credit

Summer Program

Ursuline's summer program fosters academic and personal growth through diverse courses and enrichment possibilities. Students can fulfill credit requirements, experience new cultures, and prepare for college and future professions. With a variety of course selections, students are offered the opportunity to explore their personal interests, unique abilities, and talents. Ursuline's faculty coupled with a student's desire to learn provides ample opportunity to experience success in the summer program.

The five types of summer learning opportunities offered by Ursuline Academy are:

- Summer Credit Courses – traditional or blended (on campus and online) ½ credit courses in an accelerated format
- Summer Experiential Learning Courses – unique credit courses that blend academics with travel or work experience
- Summer Workshops – short, non-credit courses that prepare students for a successful school year
- Summer Freshman Courses – non-credit courses that prepare new students for a successful first year at Ursuline
- Summer Online Credit Courses – online courses in an accelerated format offered through One Schoolhouse for Ursuline credit

Summer Credit Courses

3631S Blended Introduction to Computer Science: (Sophomore-Senior) This core semester course provides students with an introduction to computer architecture, networking and problem solving through programming. Using a high-level programming language, students learn how to read, modify, design, debug, and test algorithms that solve problems. Programming concepts include control structures, abstraction, modularity, and object-oriented design. Emphasis is placed on critical thinking skills to solve real-world problems. Relevance of computing to the student and society will be emphasized. Using a blended format, students will meet in class on Mondays, Wednesdays, and Fridays, and complete the online course work independently. Students are expected to complete their other ½ credit of Computer Science requirement in the 2019 – 2020 school year.

Prerequisite: Personal Counselor Approval and signed Online Course Policy Agreement required

6/7-6/27; 9:00 a.m.-12:00 p.m. or 12:45 p.m.-3:45 p.m.

\$475

½ credit

2201S Introduction to Speech: (Freshman-Sophomore) This course is designed to allow the student greater ease and clarity in expressing her thoughts and feelings in public. Primary emphasis in the class is on delivery technique and critical thought process with secondary emphasis on speech writing. The student will prepare and deliver four speeches as well as additional impromptu speeches and group presentations.

Note: This graduation requirement is separate from other Fine Arts requirements and must be completed prior to junior year.

6/7-6/27; 9:00 a.m.-12:00 p.m. or 12:45 p.m.-3:45 p.m.

\$475

½ credit

8132S Wellness: (Freshman-Sophomore) This course guides students throughout the many dimensions of Wellness (spiritual, physical, mental, emotional, occupational, and social) and provides an atmosphere to discuss and learn about how to live a healthy and stress-free life. Students will develop skills needed to maintain an active lifestyle, learn the importance of nutrition, and discover how to find a healthy balance of all facets of Wellness. Students will also engage in building essential skills needed to maintain optimal health while developing ways to promote healthy lifestyles in our diverse society. In addition, students will complete a course in Heartsaver CPR, Embody Love, Managing Stress, Healthy Behaviors, Nutrition, and Fitness.

6/7-6/27; 9:00 a.m.-12:00 p.m. or 12:45 p.m.-3:45 p.m.

\$475

½ credit

6434S Blended Government: (Senior) United States Government introduces students to the fundamentals of American government and politics, particularly the major institutions and processes. It also aims to develop students' skills and abilities in analyzing and evaluating issues and public policies in American politics as well as the role of the United States on the world stage. This course will have some scheduled class meetings requiring students to be on campus, with the remaining course work being independent and collaborative activities on Blackboard. To be successful in this course, students must be self-motivated and able to manage their time well. Before beginning the course, students and parents must sign an Online Course Policy Agreement, outlining student expectations in this blended course format.

Prerequisite: Personal Counselor Approval and signed Online Course Policy Agreement required
6/6 – 6/27; 12:45 p.m. – 3:45 p.m.

\$475

1/2 credit

6435S Macroeconomics: (Senior) This course is the study of American society and the free enterprise system. Emphasis is placed upon how society uses its limited resources and produces, distributes and consumes goods and services in order to satisfy the unlimited wants of its members. General principles of economics are presented including theory of supply and demand, money and banking, and monetary and fiscal policies. This course will have a final exam.

6/6-6/27; 9:00 a.m.-12:00 p.m. or 12:45 p.m.-3:45 p.m.

\$475

1/2 credit

6660S Personal Finance: (Junior-Senior) Just thinking about money makes people nervous, but does it really have to be that hard? This course will go in depth into how to understand money matters and make good financial decisions that will promote our future economic well-being. The course will cover fundamentals of financial literacy such as credit, budgeting, saving and investing, banking, and taxes. Students will play a stock market game and learn essential knowledge for having a bright financial future. At age 35, this is the course that all students wish they had taken in high school!

6/7-6/27; 9:00 a.m.-12:00 p.m.

\$475

1/2 credit

7442S Ecumenical and Interreligious Issues: (Junior-Senior) The purpose of this course is to acquaint students with the different major world religions and various Christian faith traditions. By engaging in a detailed study of the sacred writings and works of several world religions in addition to various Christian communities, the course will introduce students to diverse traditions, doctrines, cultures, and histories. Additionally, students will be exposed to the way these communities share similar beliefs with the Catholic Church. The course will also help students identify what common threads join humanity together in its search to understand God. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course will help students to recognize the ways in which important spiritual truths can also be found in the varied Christian faith traditions as well as in the major world religions. This course is also intended to help them recognize the ways in which other systems of belief and practice differ from the Catholic faith.

6/7-6/27; 12:45 p.m.-3:45 p.m.

\$475

1/2 credit

7335S Sacraments: Privileged Encounters with Jesus Christ: (Junior) This course guides students to better understand how Jesus is personally and visibly present in the actions of the sacraments. Students discover how the sacraments fulfill our human need for physical manifestations of the spiritual. The course ultimately aims at instilling the value of sacraments as tools to help us on our journey to heaven and as personal experiences of Christ's grace.

6/7-6/27; 9:00 a.m.-12:00 p.m. or 12:45 p.m.-3:45 p.m.

\$475

1/2 credit

Ceramics: A Multi-Level Combined Course: This course is open to any student whether new or with experience in ceramics. Students on the beginning level will be introduced to the hand-building methods of Pinching, Coiling and Slab as well as an introduction to the wheel. Students with experience in clay will continue at their own level, incorporating more complex forms, sculpture and wheel work. All work will be glazed and fired, and the method of Raku firing will be explored.

2550S Ceramic Basics I: (Freshman-Senior)

Prerequisite: None

2551S Ceramic Basics II: (Sophomore-Senior)

Prerequisite: Instructor Approval

2552S Ceramics III: (Sophomore-Senior)

Prerequisite: Instructor Approval

2553S Ceramics IV – (Sophomore-Senior)

Prerequisite: Instructor Approval

6/7-6/27; 9:00 a.m.-12:00 p.m. or 12:45 p.m.-3:45 p.m.

\$475

1/2 credit

2538S Studio Art I: Drawing and Painting Foundations: (Freshman-Senior) In this course students build and refine painting and drawing skills while developing an understanding of the Elements of Art: line, shape, color, value, form, texture, and space, as the fundamental building blocks for creating a work of art. Students will focus on applying the Elements of Art in a wide variety of artistic challenges by engaging in sketchbook activities and creating works of art. Creative art exercises will support a working knowledge of each art element and allow students to explore a variety of art mediums including charcoal, watercolor, acrylic paint, and collage. Students will use art vocabulary as they learn to describe, analyze, and interpret works of art. This hands-on art class is designed to benefit the beginning art student as well as challenge the advanced student. Completion of this class will prepare students by building their art portfolio, refining technical skills and developing the art vocabulary necessary to proceed to Studio Art II: Drawing.

6/7-6/27; 12:45 p.m.-3:45 p.m.

\$475

1/2 credit

Summer Experiential Learning

These courses are not part of the Summer School Course Request process. Please reach out to the contact person for each application deadline. These classes depend on enrollment.

Summer Study Abroad: Caen, France: (Sophomore-Senior) Come explore Paris and the Normandy region, study at the University of Caen, and live with a host family, experiencing France like never before! This two-week summer study abroad class immerses students in the French language and culture. Students travel, study and improve their language ability and cultural knowledge with classes, excursions, and experiential learning activities led by University of Caen and Ursuline faculty, and facilitated by API, a study abroad organizer for high schools and colleges. In addition to on-site coursework, students will write blog entries, create a video, and submit a captioned photo to reflect upon their experience in France. Grades for this course will be posted in the following Fall semester. This class may be repeated once for elective credit.

Prerequisite: One year of French at UA, Completed UA World Languages application form and approval

For Information: Contact Amy Gilchrist, French Teacher agilchrist@ursulinedallas.org

Travel: 6/30-7/16 (16 days)

\$5,200 all-inclusive (\$500 deposit)

1/2 elective credit and Université de Caen certificate

Summer Study Abroad: Salamanca, Spain: (Sophomore-Senior) Come explore Madrid and the Castile-Leon region, study at the University of Salamanca, and live with a host family, experiencing Spain like never before! This two-week summer study abroad class immerses students in the Spanish language and culture. Students travel, study and improve their language ability and cultural knowledge with classes, excursions, and experiential learning activities led by University of Salamanca and Ursuline faculty, and facilitated by API, a study abroad organizer for high schools and colleges. In addition to on-site coursework, students will write blog entries, create a video, and submit a captioned photo to reflect upon their experience in Spain. Grades for this course will be posted in the following Fall semester. This class may be repeated once for elective credit.

Prerequisite: One year of Spanish at UA, Completed UA World Languages application form and approval

For Information: Contact Roxana Casco, Spanish Teacher rcasco@ursulinedallas.org

Travel: 6/29-7/15 (16 days)

\$5,200 all-inclusive (\$500 deposit)

1/2 elective credit and 2.5 hours University of Salamanca college credit

Summer Study Abroad: Taichung, Taiwan: (Sophomore-Senior): Come explore TaiChong in Taiwan! Study at National Taichung University and live on the university campus, experiencing Mandarin Chinese Language and Culture like never before! This two-week summer study abroad class will immerse students in the Mandarin Chinese language and culture. Students will travel, study, and improve their language ability and cultural knowledge with classes, excursions, and experiential learning activities led by the Chinese Language Center at the National Taichung University of Education and Ursuline WLD faculty. In addition to on-site coursework, students will write blog entries, create a video, and submit a captioned photo to reflect upon their experience in Taiwan. Grades for this course will be posted in the following Fall semester. This class may be repeated once for elective credit.

This opportunity is open to all Chinese students and other students willing to learn Mandarin Chinese and Culture while being in Taiwan.

Prerequisite: Completed UA World Languages application form and approval

For Information: Contact May Shen, Chinese Teacher mshen@ursulinedallas.org

Travel: 6/7-6/21 (16 days)

\$5,000 all-inclusive (\$500 deposit) *1/2 elective credit*

Introduction to Marine Biology and Sea Camp: (Sophomore-Senior) Marine biology is an introductory course for students who are interested in learning more about the marine environment. The course focuses on the different ways marine organisms interact in their communities and with their physical environment. Students learn about the importance of marine ecosystem that is essential to all terrestrial biomes and to humankind. At the end of the course, students emerge as well-informed citizens and critical thinkers who can form their own standpoints over activities that impact our natural world, especially with respect to the oceans.

June 4-5 and 18-20, sessions will be held on the UA campus. Students will travel to Cape Cod on June 7 - June 15. While on Cape Cod, students will reside in cabins at *Cape Cod Sea Camps* in Brewster, MA.

Prerequisite Application form and approval

For Information: Contact Cecilia Nipp, Directory of Global Relations and Cultural Exchanges cnipp@ursulinedallas.org

Class Dates: 6/4-6/5, 6/18-6/20

Travel: 6/7 - 6/15

\$2,200 all-inclusive (\$500 deposit) *1/2 elective credit*

Ursuline Academy Student Internship Program: (Senior) This program offers personal development, life-skills mentoring and rare career awareness through practical experience. These are UA researched and authorized summer internships with Dallas area professionals, many of whom are Ursuline alumnae. Internships are available to rising Seniors and take place between June 1 and August 15, 2019, prior to the senior year. Juniors apply in the spring of 2019 for internships which are presented in the 2019 Student Internship Catalogue. The catalogue is posted in Blackboard to all eligible juniors in April. Internship and mentor profiles, application forms and permission forms are included in the catalogue along with instructions on how to apply. To earn acknowledgment on transcripts, interns must complete a minimum of 60 hours of internship service, maintain a journal, write a thank you to the mentor, and complete an on-line evaluation at the conclusion of the program. Completed journals, thank you notes, and evaluations must be submitted to the director of the program no later than Senior Orientation Day in August 2019 to qualify for transcript acknowledgement.

Prerequisite: Completed online Internship application and approval

For Information: Contact Christian Freberg cfreberg@ursulinedallas.org.

Internship: 6/1 – 8/15; Assignment due by Senior Orientation

\$250 (non-refundable) *Non-credit*

Summer Workshops

Keep your mind fresh and get ahead this summer with Summer Workshops. These short, non-credit classes offered in June and August equip students with tools for success in the coming academic year. Requests for August workshops will be accepted until June 2019. Watch the Summer School page of the Ursuline Website for more details.

June 10-14, 2019

Summer Writing Workshop: (Senior) This workshop offers students the opportunity to develop their narrative voice with confidence, clarity, and purpose, preparing them for the college essay writing process. We will examine the questions on the Common App in order to understand voice and its interaction with audience and purpose. By the end of the course, the students will have completed at least one essay but likely more for their college applications.

6/10-6/14; 9:30 a.m.-12:00 p.m. or 12:45 p.m.-3:15 p.m.

\$125

Non-credit

Catholicism 101: (Freshman and Transfer Students) This workshop is recommended for students who are of diverse faith formations or who are attending a Catholic school for the first time. The goal is to welcome students and ease this transition by familiarizing them with the basic tenets of the Christian Faith as a necessary foundation for their increased understanding, comfort, and success in Theology courses.

6/10-6/14; 12:45 p.m.-3:15 p.m.

\$125

Non-credit

August 5-9, 2019

Study Skills: (Freshman) This workshop teaches classroom learning and study strategies tailored for the specific courses students will encounter their Freshman year. In addition, students will learn strategies to improve time management and organizational skills that can be used throughout high school and beyond.

World Language Refreshers: (Freshman - Senior) This multi-level workshop will use music, film, games, conversation, and fun collaborative activities to immerse students in the language they study. The goal is to refresh skills and boost confidence for their upcoming World Languages courses.

Prerequisite: One or more years of middle school or high school study in the language

Summer Freshman Courses

Ursuline's Summer Freshman Courses are designed to help you get the best possible start to high school. These courses are meant to prepare students most effectively for Ursuline's first years of English and Mathematics, giving them the opportunity to acclimate, sharpen skills, and fill gaps in the curriculum. Summer Freshman Courses are also a great way to meet UA teachers and future classmates.

Frosh Start English: (Freshman) Frosh Start English is designed to assist incoming freshmen in making a successful transition to the Freshman English course.

6/7-6/27; 9:30 a.m.-12:00 p.m. or 12:45 p.m.-3:15 p.m.

\$350

Non-credit

Frosh Start Math: (Freshman) Frosh Start Math is designed to assist incoming freshmen in making a successful transition to the Freshman math course, Algebra I/Geometry Year I. The TI-Nspire CX CAS handheld calculator is required and will be used extensively in all math and science courses throughout the school year.

6/7-6/27; 9:30 a.m.-12:00 p.m. or 12:45 p.m.-3:15 p.m.

\$350

Non-credit

Algebra Advance: (Freshman) This course focuses on strengthening concepts from Algebra I that may not have been fully mastered. Upon successful completion of this course and with teacher recommendation, students will be enrolled in Geometry Honors. Students will be contacted directly by the math department if they have met the criteria to take this course. The TI-Nspire CX CAS handheld calculator is required and will be used extensively in all math and science courses throughout the school year.

6/7-6/27; 9:30 a.m.-12:00 p.m.

\$350

Non-credit

Geometry Basics: (Freshman) This course provides students with logic and structure through Triangle Congruence Theorems & Proof and Deductive & Inductive Reasoning. Angle and Parallel line relationships are investigated. Area & Perimeter are reviewed, and the Pythagorean theorem, distance formula, and midpoint formula are introduced. Upon successful completion of this course, and with teacher recommendation, students will be enrolled in Algebra I/Geometry Year 2 Honors. Students will be contacted directly by the department chair if they have met the criteria to take this course. The TI-Nspire CX CAS calculator is required.

6/7-6/27; 9:30 a.m.-12:00 p.m.

\$350

Non-credit

Online Summer Courses

One Schoolhouse provides an exceptional all-girl and co-ed educational experience by connecting girls worldwide through relevant and engaging coursework in a dynamic online learning community. Guided by current research on how girls learn best, the School has dedicated itself to the following principles:

- *Emphasize connection among participants*
- *Incorporate collaboration into the learning process*
- *Inspire and reward creativity*
- *Engage in real-world problems and applications while having students probe the social and ethical dynamics that define and stretch our global society*

Online courses require a great deal of self-motivation, discipline, and time management. Students who enroll in an online course will have an online instructor, not an Ursuline instructor.

Summer courses are intensive for-credit opportunities for ambitious students. Students participating in these courses should plan to devote **25 hours-30 hours per week for all eight weeks** to their course. Students receive grades and comments in these classes, which are the equivalent of year-long, high-school level courses. Because of the pacing and intensity of for-credit summer courses, **students must have the ability to login and complete work for their course daily; students must be available and have internet access from 6/17-8/09 – this is nonnegotiable!** A designated Ursuline administrator acts as the liaison with the One Schoolhouse and shadows the progress of the students taking online courses. The Ursuline administrator periodically checks in with the students. The online course credit and grade will be reflected on the Ursuline transcript and included in the Ursuline GPA.

Calendar

Classes Start – 6/17

Mid-term Grading Period Ends – 7/12

Mid-term Report Published for Students and Parents – 7/19

Last Day of Session – 8/09

Final Report Published for Students and Parents – 8/16

3933OLSG Algebra II Co-ed: (Junior) Algebra II forms the foundation for key concepts in advanced math courses. This course covers a full year of Algebra II in eight weeks by addressing algebraic functions and equations of lines and higher order polynomials; exponents and logarithms; rational expressions; absolute value; piecewise; and step. The course ends with an introduction to trigonometry beyond the right triangle. Students explore concepts directly through their own investigations, make and test conjectures about what they observe, and apply these conjectures to solve problems and create new conjectures. Assessments include tests and quizzes, discussion prompts, and group and individual projects. By the end of the course, students will have gained proficiency in critical thinking, pattern recognition, graphing, transformations, and communication.

Prerequisites: Algebra I and Geometry, Departmental and Personal Counseling Approval 6/17-8/09

\$1,555

1 credit

3914OLSG Pre-Calculus: (Junior-Senior) This course covers a full year of Pre-Calculus in eight weeks by addressing the algebraic and trigonometric concepts that lay the foundation for AP Calculus. Students graph and solve polynomial, rational, exponential and logarithmic functions and apply these functions to model the relationship between different quantities in the real world. They explore the unit circle, solve trigonometric equations, and study abstract applications by proving trigonometric identities. Students then examine and apply algebraic representations of matrices, vectors, sequences and series, and conic sections by understanding the patterns and behaviors associated with these concepts. The course concludes with an introduction to calculus through limits. Students preparing for AP Calculus BC also have the option of studying polar coordinates, parametric functions, and derivatives. Students demonstrate mastery through traditional and alternative assessments, discussion prompts, reflection on their learning, group collaboration, and individual projects.

Prerequisites: Algebra II, Departmental and Personal Counseling Approval 6/17-8/09

\$1,555

1 credit

6933OLSG United States History: (Junior) This course is a full year social science credit surveying the history of the United States of America. The course begins with an examination of America before Columbus. Having established an understanding of how Native Americans managed and used the land, the course turns to European conquest and colonial America, including how the stage was set for a plural and diverse modern America. The heart of the course centers around the themes of the American Revolution; the rise of democracy, the Republic, and the Constitution; the Civil War and Reconstruction; and how territorial expansion and industrialization laid the foundation for the movements and conflicts of the 20th and 21st centuries. In order to develop a broad understanding of continuity and change in American history, students build a contextual understanding of the major events within each era while exploring political, social, cultural, economic, and religious trends in the United States. Through critical analysis, research and writing; collaborative activities; creative synthesis applications; and traditional and alternative assessments, students demonstrate understanding of cultural implications and historical context, and develop a chronological and thematic appreciation of American history.

Prerequisites: Personal Counseling Approval 6/17-8/09

\$1,555

1 credit