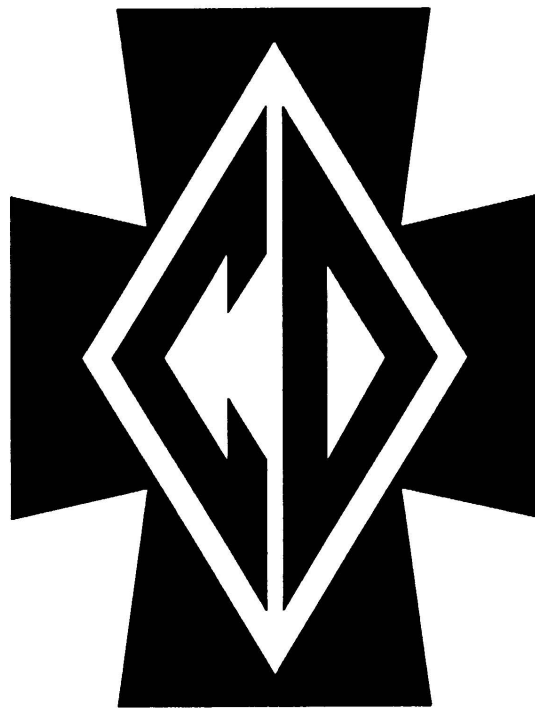


# **Cretin-Derham Hall**

## **2023-2024**

### **Curriculum Guide**



# **Cretin-Derham Hall**

**Preserving the vision**

**Promoting the values**

Cretin High School provided quality Catholic education for young men of all economic backgrounds from its founding by the Christian Brothers in 1871.

The Sisters of St. Joseph established Derham Hall in 1905 as a college preparatory school to educate and challenge young women to develop their academic potential and to appreciate the arts.

Cretin-Derham Hall, created by merger in 1987, provides an education rooted in Catholic teachings to young people with diverse abilities, needs and talents and continues the traditions which have always been the essence of Cretin High School and Derham Hall.

# Cretin-Derham Hall Curriculum

## Cretin-Derham Hall Mission Statement

Cretin-Derham Hall is a Catholic co-educational high school, co-sponsored by the Brothers of the Christian Schools and the Sisters of St. Joseph of Carondelet, committed to Christian values and academic excellence in grades nine through twelve. We will educate young men and women of diverse abilities, cultures, and socio-economic backgrounds for opportunities in post-secondary education.

## Values

- Catholic:** A conscious focus on Judeo/Christian traditions and Gospel values and Catholic doctrine as understood, celebrated and lived in the Catholic Church. Within a community of faith, we explore our relationship with God through worship, prayer, study and service promoting the dignity of each individual to insure and care for the common good.
- Academic:** The process of imparting an identified curriculum for the purpose of preparing students for opportunities in post-secondary education.
- Leadership:** Provide an environment in which students learn about, develop and exercise the skills necessary to positively affect their community.
- Community:** A body of diverse and inter-related individuals who support, care, and respect each other and seek to demonstrate these values in society.
- Service:** A commitment to ministry within the church, school, and community at large to develop a sense of stewardship.
- Diversity:** A conscious focus on and a shared responsibility to understand and respect the differences in abilities, religions, cultures, and socio-economic backgrounds of the school community and society.
- Equity:** A conscious focus on and a shared responsibility for the development of a gender-fair environment.

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# Student Registration

This Student Curriculum Guide is designed to aid you in planning your course selections at Cretin-Derham Hall. This guide is a catalog of all the courses that will be offered for the 2023-2024 school year.

Listed by department, you will find a brief description of each course including the prerequisites, fees (if any) and other pertinent information you might need. Also included in this guide, you will find information about the requirements for graduation, the maximum and minimum number of courses which you may take, and other general information that will help you get the most out of your high school years.

Care in the selection of courses is encouraged to avoid schedule changes. In the event that a course is not offered due to insufficient enrollment, or enrollment exceeds course capacity, a student's alternate choice listed on their registration materials will be used to complete the schedule. Therefore, it is important that students list alternate choices they sincerely wish to take.

In the event that a course registration change needs to be made, the change needs to be approved by a parent/guardian. Please email Ms. Carroll at [kcarroll@c-dh.org](mailto:kcarroll@c-dh.org) to make registration changes. These changes need to be made prior to the last day of school this year. There will be a \$25 charge for any change requested after June 2<sup>nd</sup>, 2023.

CDH may cancel a course in the case of insufficient enrollment.

# Instructions for the Infinite Campus Student Portal

## To register for courses:

- Log into the *Infinite Campus* app on your iPad. If you do not remember your username or password, please go to the Tech Help desk in the LLC.
- Click the *Login* button. This will bring you to the main portal page.
- Under the index menu (three lines at the upper left-hand corner of the screen), chose the *More* option.
- Click on *Course Registration*.
- Choose *Cretin-Derham Hall 23-24*.
- Any required courses that have been pre-registered for you will be listed in the *Course Requests* list.
- Click the *Add Course* button at the bottom of the page. A search screen will appear.
- Enter the course name or the first few letters of the course name. Matching course names will appear.
- Click on any course title to view the course description.
- There are two ways to request a course:
  - a. Click the + button next to a course listing.
  - b. or chose the *add request* button within the course description.
- Register for all 3 trimesters when registering for yearlong classes.
- Register for both trimesters when registering for a 2-trimester class.
- Register for 2 alternate elective courses each trimester. These courses will be placed on your schedule if other electives are full. Alternate courses cannot be yearlong courses **or** a course you have registered for in another trimester.

Note: The top right corner of the page will display “Units/34.” **Disregard this.**

## To delete a course you registered for:

- Under *Course Requests*, choose the course you would like to delete and click on *Delete Request*.

## To finish your registration:

- Sign out of Infinite Campus. This will end the session and it will automatically save your registration
- A Request Summary will be mailed to students/parents/guardians.

# Academic Requirements

- The Cretin-Derham Hall curriculum is organized by trimester. One credit equals one trimester unit.
- Seventy-five credits are required for graduation. Included in these totals must be the following:

English	12	Mathematics	9	Science	9
Fine Arts	3	Physical Ed	4	Social Studies	11
Health/TLC	1	Religion	12	World Language	6

- Ninth graders are required to take at least seven credits each trimester.
- Tenth graders are required to take at least six credits each trimester.
- Eleventh graders are required to take at least six credits each trimester.
- Twelfth graders are required to take at least six credits each trimester.
- Twelfth graders who take Senior Interdisciplinary Symposium (Spectrum) are required to take at least seven credits each trimester.
- Students may take more than the required number of credits.

## Course Levels

To better meet the needs of students, Cretin-Derham Hall offers courses at a variety of levels. Grades are weighted by level.

### College Prep Level (4.000)

Most courses are designed for students who are able to master the content and to exercise the academic skills commonly expected of high school students in preparation for college. These courses move at a moderate pace with a moderate level of difficulty and depth.

### Advanced Level (4.250)

Some courses are also offered at an advanced level for students who are able to handle content and materials of greater difficulty and/or depth than in regular courses. These courses move at a somewhat accelerated pace and demand more developed academic skills. Many departments require a teacher recommendation for placement in an advanced course.

### Honors and Advanced Placement (AP) Level (4.500)

Some courses are offered at the honors level for students who are able to handle content and materials of a high level of difficulty. They deal with content in greater depth and/or at an accelerated pace. Students are expected to exercise higher-level cognitive functions. Many departments require a teacher recommendation for placement in a honors course. Some Advanced Placement courses are also offered. These courses receive Honors credit.

## All School Policy for Honors Courses

To take an honors course, it is recommended that students have a cumulative 3.5 GPA in that subject area to go into or continue in an honors course. Senior Interdisciplinary Symposium (Spectrum) applicants must have a combined 3.5 GPA in the three areas (English, religion, & social studies).

Students below a 3.5 GPA could be admitted to honors courses with a recommendation from the current teacher in that subject.

## Weighted System for Grades

Besides the College Prep level high school courses, some courses are offered at the Advanced and Honors level. Points are assigned for letter grades according to the following system:

Letter Grade	Honors	Advanced	College Prep
A	4.50	4.25	4.00
A-	4.17	3.92	3.67
B+	3.83	3.58	3.33
B	3.50	3.25	3.00
B-	3.17	2.92	2.67
C+	2.83	2.58	2.33
C	2.50	2.25	2.00
C-	2.17	1.92	1.67
D+	1.83	1.58	1.33
D	1.50	1.25	1.00
D-	1.17	0.92	0.67
F	0.00	0.00	0.00

## Incomplete (IC) Grades

An incomplete grade is a temporary grade, which is given when unavoidable circumstances prevent a student from finishing the course work before a trimester ends. **An incomplete must be made up within three weeks of the end of the trimester or it automatically becomes an "F."** Exceptions must be cleared through the principal.

## Physical Education (PE) Pass/Fail Option

All students have the option of taking their Physical Education classes on a Pass basis. **Students must request the Pass option from their teacher by the last day of the trimester or the letter grade will stand.** Students should email their PE teacher or Ms. Carroll for an explanation of the pass option guidelines.

## Pass/Fail Option for 11th and 12th grade students

11<sup>th</sup> and 12<sup>th</sup> grade students may take one course per trimester on a Pass/Fail basis. These students must carry a full schedule and may not take a study hall or serve as a Teacher Aid. This Pass/Fail option does not apply to elective courses that fulfill the department requirement for graduation. Written approval of teacher, parents and principal is required.



## **Class Withdraw Policy**

Class changes must be completed **within two weeks of the start of a new trimester course.**

Those in a yearlong course may request a change during **the first three weeks of the first trimester.**

Changes are subject to class size limits and course availability. Courses must be approved by the teachers, registrar, student's counselor, and student's parents/guardians before the student may change their schedule. Exceptions must be approved by the principal.

## St. Mary's University Program for Advanced College Credit (PACC)

Online link to St. Mary's University Program for Advanced College Credit (PACC):

<http://www.smumn.edu/undergraduate-home/admission/special-programs/pacc>

The St. Mary's University Program for Advanced College Credit (PACC) provides college level credit courses to 11<sup>th</sup> and 12<sup>th</sup> grade students. Approved CDH teachers serve as adjunct faculty to St. Mary's and teach the courses on our campus. Students with a cumulative GPA of "B" or better and who score at or above the 50th percentile on standardized tests may apply for acceptance into PACC courses. The deadline to apply for PACC is the 3<sup>rd</sup> Monday of September. PACC credits are recognized and accepted over 300 colleges and universities nationally. Accepted PACC students who maintain a "C" average or better in the PACC course receive college credits. These credits become part of student's permanent college record.

The fee per credit in 2022-2023 was \$100.00. St. Mary's University has not yet determined the fee for the upcoming school year. PACC courses are subject to change. Students will be notified of any changes in the fall of 2023. St. Mary's University will give credit for Introduction to College Literature OR Senior Interdisciplinary Symposium, not both.

The courses for the 2023-2024 school year that may be offered for college credit are:

Chemistry - Honors	Four credits
Physics - Advanced	Four credits
Introduction to College Literature	Three credits
Senior Interdisciplinary Symposium	Three credits

## College in the Schools Program (CIS) – University of Minnesota

Online link to College in the Schools Program (CIS) – University of Minnesota:

<http://cce.umn.edu/college-in-the-schools>

College in the Schools is accredited by the National Alliance of Concurrent Enrollment Partnerships. Accreditation guarantees that courses offered through CIS are University of Minnesota courses and CIS students earn University of Minnesota credit. High school students taking U of MN courses through CIS are held to the same academic standards as students on the University campus. High school teachers teaching U of MN courses through CIS are selected, trained, and continuously supported by university faculty.

The University of Minnesota has approved the following courses as part of their College in the Schools Entry Point program (EPP):

English 12 – Writing Studio	Four University of Minnesota semester credits
Physics By Inquiry	Four University of Minnesota semester credits
Human Anatomy and Physiology – Honors	Four University of Minnesota semester credits
Physics – Honors	Four University of Minnesota semester credits

Students in these classes may earn credit that will become part of their permanent college record, as well as credit at Cretin-Derham Hall. The fee in 2022-2023 was \$145.00. The University of Minnesota has not yet determined the fee for the upcoming school year.

## **Post-Secondary Enrollment Options Program (PSEO)**

At Cretin-Derham Hall, the Post Secondary Enrollment Options Program (PSEO) allows students in grades 11 and 12 to take college courses on college campuses for both high school and college credit. The program provides curricular opportunities to students once they have exhausted the CDH course offerings in a particular subject area. Students may apply to the University of Minnesota and all of its branches, all the Minnesota State Universities, community colleges, technical colleges or Minnesota private liberal arts colleges. College tuition, fees and textbooks are paid for by the State of Minnesota.

Students participating in this program are expected to be responsible, self-starting and independent. Interested CDH students are required to contact their school counselor in the CDH Counseling Office for more information and a complete orientation to the program.

# Counseling Department

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An effective Counseling Department recognizes that individual growth and learning take place in all aspects of one's life: intellectual, social, emotional and physical. Supporting this growth and development is essential in helping students make healthy and satisfying decisions. Academic goals and post-secondary planning are also critical. The Cretin-Derham Hall Counseling Department is staffed by licensed school counselors, college counselors, and a chemical health counselor. Parents are encouraged to call or email their student's counselors at any time for an appointment. We will try to schedule meetings at your convenience.

## Counseling Department Contact Information:

### Counseling Assistant:

Peggy Mansur                      696-3312                      [pmansur@c-dh.org](mailto:pmansur@c-dh.org)

### College Counselors:

Joan O'Connell                      696-3322                      [joconnell@c-dh.org](mailto:joconnell@c-dh.org)                      Last names: A - K

Laura Nelson                      696-3383                      [lnelson@c-dh.org](mailto:lnelson@c-dh.org)                      Last names: L - Z

### School Counselors:

Mike Brewer                      696-3364                      [mbrewer@c-dh.org](mailto:mbrewer@c-dh.org)                      Last names: A-F

Jane Young  
Mon, Tues, Thurs, Fri                      696-3324                      [jyoung@c-dh.org](mailto:jyoung@c-dh.org)                      Last names: G-K

Kaitlyn Shead                      696-3323                      [kshead@c-dh.org](mailto:kshead@c-dh.org)                      Last names: L-Q

Thay Thao                      696-3328                      [tthao@c-dh.org](mailto:tthao@c-dh.org)                      Last names: R-Z

Brother Michael Phipps                      651-696-3396                      [mphipps@c-dh.org](mailto:mphipps@c-dh.org)                      Special assignments

### Chemical Health Counselor:

Gayle Knopik                      696-3378                      [gknopik@c-dh.org](mailto:gknopik@c-dh.org)  
Tues, Fri

### Amerigo Student Support Counselor:

Marion Tizon                      [marion.tizon@amerigoeducation.com](mailto:marion.tizon@amerigoeducation.com)

### Registrar:

Katie Carroll                      696-3325                      [kcarroll@c-dh.org](mailto:kcarroll@c-dh.org)

Counseling services include academic and personal development, as well as post-secondary planning. Below is a listing of services available to all students:

- A resource to classes, providing speakers, groups, etc.
- Individual personal counseling
- Individual post-secondary planning
- Mental and Chemical health education
- Monitoring of academic progress
- Small group counseling

### **Grade-specific services:**

#### **Ninth grade**

- Introductory session to access our peer-mentoring program: People Finding People (PFP)
- Individual meeting and counseling services with assigned school counselor
- Introduction to the Naviance program, a web-based college/student planning site
- Classroom counseling lessons throughout the year topics include:
  - Accessing a support network
  - Social media and working through stress
  - Course planning
  - Introduction to post-secondary options
- Pre-ACT Test administered on All School Testing Day

#### **Tenth grade**

- Continued, optional involvement in the PFP program
- Classroom counseling lessons throughout the year. Topics Include:
  - Course planning
  - Finding balance
  - Career exploration
- Pre-ACT Test administered on All School Testing Day

#### **Eleventh grade**

- Parent/Guardian Post-Secondary Planning evening program
- Individual meetings with each eleventh grader, their parents/guardians, and assigned college counselor regarding post-secondary planning
- CDH Education Fair
- Career/College planning library and resource area
- Classroom counseling lessons on course planning and finding balance
- NCAA eligibility orientation for potential scholarship athletes
- PSAT administered on All School Testing Day
- ACT offered at CDH in April

#### **Twelfth grade**

- ACT offered at CDH in October
- College Application Process evening meeting for parents/guardians and senior students
- Optional, individual college planning meetings
- College Financial Aid evening program for parents/guardians
- Processing CDH supporting materials for college applications

## **Library and Learning Center Mission**

The Cretin-Derham Hall Library and Learning Center (LLC) assists students in becoming information literate and lifelong learners. The CDH librarian, in collaboration with faculty and administrators, teaches literacy skills that are embedded across the curriculum. These include the skills to find, evaluate, and use information for a student's academic and recreational pursuits.

## **Philosophy**

The Cretin-Derham Hall Library and Learning Center focuses on service to students, faculty, staff, and the larger CDH community. The role of the LLC librarian and aides is to engage students in the library and classrooms, to develop their critical thinking skills, to improve their resource evaluation skills, and to help them balance digital resources with print resources, making the LLC an integral part of their learning process. Materials are available in a variety of formats, including print and e-books, online databases and videos, and some audio books, all meant to engage each individual learner.

## **Resources and Facility**

The Cretin-Derham Hall LLC resources include a collection of over 12,000 print and video items, over seventy-five audio books, thirty-six online databases and digital reference book collections, along with 20 Macintosh computers. In addition, the LLC has a quiet study area, a conference/meeting area and a Makerspace for student tinkering, and creating. The school's technology department and staff share space in the LLC.

## **Information Literacy: Key Skills for the 21<sup>st</sup> Century**

The CDH Library and Learning Center focuses on teaching 21<sup>st</sup> century skills for students to become proficient researchers, finding information efficiently for their academic work and personal needs. The keys to these skills are found in the following objectives:

- Students will demonstrate an ability to locate print, multimedia, and electronic resources
- Students will evaluate information in both traditional and electronic formats
- Students will appreciate the value of reading and literature
- Students will understand the principles of intellectual property, academic integrity, and ethical access to information

## **LEARNING LAB**

**Tri I, Tri II, Tri III**

The purpose of this course is to provide students who have specific learning needs with the academic support needed to be successful in their classes. Reading, writing, math and organizational support are given as needed. Additionally, self-advocacy and communication are areas of focus. Students may register for this course with a recommendation from this department.

***Grades 9, 10, 11, 12***

## **LEARNING LAB + STUDY SKILLS**

**Tri I or Tri II (One Trimester Only)**

Study skills is a supplemental class for students currently enrolled in Learning Lab. Students who opt for Learning Lab and Study Skills will meet in Study Skills class 1-2 days per week and be in Learning Lab the remaining days.

Strong study skills are of value to the individual student. Success in high school is dependent on strong study skills, and some students need to strengthen those skills in order to find the most success. Study skills sessions will help develop note taking skills and test preparation/test taking strategies.

***Grades 9, 10***

The Business Department provides an environment that enables students to achieve their intellectual potential, to further their business education, and to develop the basic skills and qualities of leadership needed in their personal and business activities. The department also provides a setting for developing Christian values by developing an ethical business viewpoint.

## **ENTREPRENEURIAL MINDSETS**

**Tri I or Tri III**

Explore businesses large and small, as well as local to international. Together we'll discover entrepreneurial success stories and spectacular failures. This project-based class will be very hands-on with students working together on fast-paced ideation and brainstorming challenges. We will also explore current business events as students develop entrepreneurial ideas and questions of their own.

***Grades 9, 10, 11, 12***

## **BUSINESS MANAGEMENT**

**Tri II**

Business Management students have the chance to be the boss of their own company. With the online simulation, students begin by managing a small facility and controlling limited factors. As they grow in business knowledge, they can lease as much space as they want and grow into manufacturing giants. Students get to decide what they'd do if they were the boss. Small groups will also be "hired" to promote and work with real clubs and teams at CDH.

***Prerequisite: Entrepreneurial Mindsets***

***Grades 9, 10, 11, 12***

## **BUSINESS IN A DIGITAL WORLD- Honors**

**Tri III**

What is the Metaverse? Most of us don't know. NFTs? Blockchain? What in the world are they? The world is changing and together we will explore this exploding new world of technology in Business. Students demonstrate their learning by creating podcasts and vlogs about current and emerging business trends. The Metaverse is the next iteration of the internet; a decentralized network of virtual spaces where users can socialize, learn and play. Learning about other emerging technologies (5G, blockchain, artificial intelligence), and shifting from 2D graphics on flat screens to 3D graphics, the Metaverse will enable the creation of an interactive and virtual equivalent of our physical world (in terms of people, places, and things) that we will be able to explore through extended reality platforms.

***Prerequisite: Entrepreneurial Mindsets***

***Grades 9, 10, 11, 12***

## **INTRODUCTION TO MARKETING**

**Tri I**

Learn how to build a brand and tell a professional story. Students will develop presentation skills as well as practice building a professional pitch deck. Broken down into separate categories all in one class (Sports & Entertainment, Hospitality, Retail, Healthcare, Fashion). Students will be able to explore specific areas of interest.

***Grades 10, 11, 12***

## **PERSONAL FINANCE**

**Tri II**

Personal Finance teaches key personal finance concepts. We will use Knowledge Matters Simulation to track personal behavior and spending habits (finding an apartment, finding a job, getting a bank account, paying taxes, shopping for a mortgage, and more) using a simulated character, they will gain and retain personal finance knowledge. Students will develop a resume in Canva, practice interviewing skills, and begin to build a professional profile on LinkedIn.

***Grades 10, 11, 12***



**ADVANCED ENTREPRENEURSHIP - Honors****Tri III**

Students will write a business plan, create real-world financials and a pitch deck. The class is designed for students who are interested in competing or who have a business they would like to grow or start. Finalists from this class will be invited to apply for the MN Cup in conjunction with the University of Minnesota.

***Prerequisite: Entrepreneurial Mindsets***

***Grades 11, 12***

**SOCIAL ENTREPRENEURSHIP****Tri III**

Start with the story of the founding of the schools, a look at how the work of entrepreneurship isn't just for business people, but for entrepreneurs in pursuit of a more just world. Together we will learn about Dorothy Day, Paul Farmer, microlending, and so much more.

***Prerequisite: Entrepreneurial Mindsets***

***Grades 11, 12***

The Computer Science Department serves a two-fold purpose:

- 1) to enable students to be competent members of a technological society
- 2) to teach students the skills of decision making and problem solving using electronic technology.

**Note:** All computer courses require a fee of \$40.00 to cover the cost of materials.

## **COMPUTER AIDED DESIGN (C.A.D.)**

**Tri I**

Students will work with various software to explore the fundamentals of computer aided design, including 2D sketching, 3D modeling, and the design process. This course will offer students the opportunity to gain experience using a readily applicable job skill. In addition to drawing and modeling, students will be using 3D printers to prototype their work before final approval.

Note: Skills learned will be helpful to members of the Robotics team, but the class is not limited to Robotics students.

**Grades 9, 10, 11, 12**

## **COMPUTER ANIMATION**

**Tri II or Tri III**

This class focuses on the fundamental technical skills required to control the objects, characters, and backgrounds of animated scenes. Students will learn the practical applications of various technologies to create color, light, movement, weight, in their own animated scenes. Student will use Blender, a 3D modeling and animation tool, to create their animations in a full, 3D environment. While technology is the focus of this course, students will also study professional animators and learn how they tell stories through their work, using storyboarding, scripting and timing tools to focus their final product into something uniquely their own.

**Grades 9, 10, 11, 12**

## **INTRODUCTION TO PROGRAMMING**

**Tri I, Tri II or Tri III**

The Introduction to Programming course will teach the Python programming language to learn the fundamentals of computer science and practice writing code. By learning the basics of programming structure, control flow, and eventually object-oriented programming, students will create a series of increasingly complex programs to test their skills in hands-on applications. By the end of the course, students will have the skill to parse data from spreadsheets, generate math-based programs that will solve complex equations, and even create their own games. Students do not require any previous programming knowledge to succeed in this course.

**Grades 9, 10, 11, 12**

## **GAME DESIGN - Advanced**

**Tri II or Tri III**

Our Game Development course will focus on the fundamentals of game programming, art design, and interaction development through hands-on lessons in the Unity game engine. This project-based course will hone your programming skills by making games across a variety of genres while building on technical skills developed in other technology classes. By the end of this class, you will have a sense of the scope and skills required to make blockbuster games and have a path to continue to develop your own talents in the future.

**Prerequisite: Introduction to Programming**

**Grades 9, 10, 11, 12**

## **WEB PROGRAMMING AND DESIGN (WEB ENGINEERING)**

**Tri I or Tri II**

In Web Engineering, students will practice creating web pages, with a focus on writing HTML, CSS, and Javascript to generate page layouts and interactivity. Students will learn the fundamentals of how web servers and networking functions deliver data across the internet. While this is not an art class, students will explore how grid layouts, color, typography, and photography can inform user experience and drive engagement with a website. Students do not require any previous programming knowledge to succeed in this course.

***Grades 9, 10, 11, 12***

## **ADVANCED PLACEMENT (AP) COMPUTER SCIENCE “A” – Honors Year long**

The AP Computer Science A course is compatible with those topics that are covered in a typical first semester college course in Computer Science as prescribed by the College Board. Over the course of the year, participants will use the JAVA programming language to solve increasingly complex problems designed to teach students about fundamental programming concepts, data structures, algorithm development, and syntax organization. Additional computer science topics, including basic hardware, surveys of the place of computing in modern society, and ethical computing are featured throughout the course.

This course is intended to prepare students for the AP Computer Science A exam, and serves both as an introductory course for computer science majors and majors in other disciplines that require significant involvement with programming. Students who pass the AP test receive advanced standing at many colleges.

***Prerequisite: Introduction to Programming or instructor’s permission***

***Grades 10, 11, 12***

The CDH English Department envisions developing students' language arts skills by reading diverse texts from broad literary perspectives. Developing critical literacy and being open to various truths, we envision enabling all students to develop a sense of self by discovering their own voice with curiosity and creativity. We envision students who are able to communicate well and succeed in post-secondary education. More importantly, we envision students who are empowered to challenge social injustices and use their voices to celebrate and defend the dear neighbor without distinction.

*\*To take an English honors course it is recommended that students have a cumulative 3.5 GPA in English or receive permission. Students should meet with their current English teacher for more information.*

## Requirement - Grade 9:

All required English courses have a summer reading component. Summer reading lists will be made available to students and posted on the school website: [www.cretin-derhamhall.org](http://www.cretin-derhamhall.org).

### VALUES SYMPOSIUM – English

**9<sup>th</sup> grade students are pre-registered for this course.**

This Interdisciplinary course provides students with a common academic experience as they begin high school. Based expressly on the CDH values, this year-long course is team taught through the Religion, English, and Social Studies departments. Students learn more effectively by connecting separate subjects for lifelong learning. Students practice and refine basic writing skills, stressing paragraph structure and they practice descriptive, personal, analytical, and narrative essays. Building relationships among peers and teachers, students develop critical thinking and communication skills. This class encourages informed citizenship, and promotes active participation in the CDH community.

**Grade 9**

## Requirement - Grade 10:

All required English courses have a summer reading component. Summer reading lists will be made available to students and posted on the school website: [www.cretin-derhamhall.org](http://www.cretin-derhamhall.org).

English 10 (year long) OR

English 10 - Honors (year long)

### ENGLISH 10

**Year long**

Each student stands both as a local and global citizen. The tenth grade curriculum creates an opportunity for students to read novels, short stories, poetry and plays, which examine personal journeys amidst different cultures. These areas of study may include Shakespeare, diverse mythological and imaginative pieces, and a variety of other perspectives that will allow students to become acquainted with other peoples and worlds. By year's end, students will see their world with new eyes, appreciating and recognizing what experiences are common to us all.

Students will explore novels, short stories, plays and poetry. There will be a strong emphasis on writing. Students will become proficient at writing comparison, persuasion, and literary and personal analysis essays. Students will continue to enhance their understanding of parts of speech, pronunciation, sentence and paragraph structure, writing process and lively writing habits and skills. This 10th grade course continues the development of communication skills.

**Grade 10**

**ENGLISH 10 – Honors****Year long**

Each student stands both as a local and global citizen. The tenth grade curriculum creates an opportunity for students to read novels, short stories, poetry and plays, which examine personal journeys amidst different cultures. These areas of study may include Shakespeare, diverse mythological and imaginative pieces, and a variety of other perspectives that will allow students to become acquainted with other peoples and worlds. By year's end, students will see their world with new eyes, appreciating and recognizing what experiences are common to us all. Students will learn to both comprehend what they read and express their insights through accelerated reading and advanced class discussions. There will be a strong emphasis on writing. Students in honors English will write at least two papers per trimester, and will become proficient at writing comparison, persuasion, and literary and personal analysis essays. Students will continue to enhance their understanding of parts of speech, pronunciation, sentence and paragraph structure, writing process and lively writing habits and skills. Students who wish to earn the highest grade are required to independently read one extra assigned novel per trimester.

***Grade 10*****Requirement - Grade 11:**

All required English courses have a summer reading component. Summer reading lists will be made available to students and posted on the school website: [www.cretin-derhamhall.org](http://www.cretin-derhamhall.org).

United States Literature/Composition (year long) OR

United States Literature/Composition – Honors (year long) OR

Advanced Placement English Language and Composition – Honors (year long)

**UNITED STATES LITERATURE/COMPOSITION****Year long**

The United States is a country based on free-speech, so what have we contributed to the language and art of literature? This course introduces U.S. Literature thematically or chronologically from the 1600s to the present. Students read a variety of texts; autobiographies, novels, short stories, plays, poetry and essays. The course focuses on the scope and purpose of U.S. writers and their stories and is based on a multicultural perspective. Students develop mastery at writing analysis, comparison, persuasion and personal essay styles, as well as prepare for college entrance essays. Students are challenged to identify different voices in U.S. Literature in order to understand the depth of the American Experience.

***Grade 11*****UNITED STATES LITERATURE/COMPOSITION - Honors****Year long**

The United States is a country based on free-speech, so what have we contributed to the language and art of literature? This course introduces U.S. Literature thematically or chronologically from the 1600s to the present. Students read a variety of texts; autobiographies, novels, short stories, plays, poetry and essays. The course focuses on the scope and purpose of U.S. writers and their stories and is based on a multicultural perspective. With more extensive and self-directed writing, students should exhibit mastery at writing analysis, comparison, persuasion and personal essay styles, as well as prepare for college entrance essays. To succeed in this course, students should be able to carefully read 30-40 pages per night. Students will know the different voices in U.S. Literature in order to understand the depth of the American Experience.

***Grade 11***

## **AP ENGLISH LANGUAGE AND COMPOSITION – Honors**

**Year Long**

This course utilizes U.S. literature to cultivate dynamic and intense reading and writing skills required for college success and for intellectually responsible civic engagement. This course guides students in becoming curious, critical, and responsive readers of diverse, U.S.-authored texts, both fiction and non-fiction. Students become strong, flexible, confident and reflective writers who address diverse audiences for diverse purposes, such as persuasive, informative, and on-demand writing and discussion. Students will deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Reading and writing activities in this course deepen students' knowledge and control of formal conventions of written language, such as diction, syntax, spelling, punctuation, and paragraph and essay structuring. Literary devices such as point of view, tone, mood, imagery, and detail, and skills in researching and citing sources, are emphasized and practiced. The class also prepares students to take the AP Language and Composition test in the spring and possibly to earn a passing score on the test for college credit. Students are required to read two books and write a paper as a summer reading assignment for this course.

***Grade 11***

## **Requirement - Grade 12: Choose One Sequence**

All required English courses have a summer reading component. Summer reading lists will be made available to students and posted on the school website: [www.cretin-derhamhall.org](http://www.cretin-derhamhall.org).

English 12 (year long) OR

English 12 – Writing Studio, University of Minnesota CIS Entry Point Program (year long) OR

Introduction to College Literature – Honors (year long) OR

Senior Interdisciplinary Symposium - (Spectrum) – Honors (year long)

## **ENGLISH 12**

**Year long**

This year long English course includes relevance, applicability, engagement and action in service as focal points for curricular materials and course work. Students develop and use their higher-level thinking skills as they read, write, speak and serve.

*Reading:* Through the examination of a variety of texts from world writers, students actively comprehend, analyze and synthesize the material using formal, personal and creative approaches.

*Writing:* This course will offer further practice and development of formal, informal, creative and practical writing. Editing and revision as a part of the writing process will also be a heavy focus.

*Speech/Presentation:* Students practice formal and informal public speaking, presenting and interviewing.

*Service:* This course is paired with Senior Seminar Religion to allow for the time needed for service on Thursdays.

Students who register for English 12 must also register for Senior Seminar.

***Grade 12***

## ENGLISH 12 – WRITING STUDIO

Yearlong

### UNIVERSITY OF MINNESOTA COLLEGE IN THE SCHOOLS ENTRY POINT PROGRAM (EPP)

Online link: <https://cce.umn.edu/writing-studio>

This year long English course will be taught with relevance, applicability, engagement and action in service as focal points for curricular materials and course work. Students will be challenged to further develop and use their higher-level thinking skills as they read, write, speak and serve. With this class, students will be earning four University of Minnesota semester credits through the College in the Schools Entry Point Program of the University of Minnesota. This course is paired with Senior Seminar Religion to allow for the time needed for service on Thursdays.

WRIT 1201 introduces students to general writing strategies encountered at the college level. Through frequent practice and feedback, students learn to see writing as a tool for learning and a vehicle for expression of ideas and informed views. Students also learn a working vocabulary for discussing writing. Typical assignments include informal writing derived from personal experience, response to readings, analysis and evaluation of sources on the web and in print, and formal papers that increasingly make use of sources as well as close reading of texts. The course emphasizes the active practice of writing, from gathering ideas for a paper, through the drafting of papers, to careful editing.

College in the Schools is accredited by the National Alliance of Concurrent Enrollment Partnerships. Accreditation guarantees that courses offered through CIS are University of Minnesota courses and CIS students earn University of Minnesota credit. High school students taking U of MN courses through CIS are held to the same academic standards as students on the University campus. High school teachers teaching U of MN courses through CIS are selected, trained, and continuously supported by University faculty.

*The fee in 2022-2023 was \$145.00. The University of Minnesota has not yet determined the fee for the upcoming school year.*

Enrollment to the College in the Schools Entry Point Program of the University of Minnesota may be limited. Students are required to meet the U of MN (EPP) requirements. Please see the College in the Schools website for more information.

Students who register for Writing Studio must register for Senior Seminar.

#### **Grade 12**

## INTRODUCTION TO COLLEGE LITERATURE - Honors

Year long

The course concentrates on the close reading of provocative, contemplative, unusual, and classic literature. Students who take this course are expected to have excellent reading and writing skills, and they should anticipate an average of at least one hour of homework each night. This course is paired with sections of the Senior Seminar religion course or Philosophy and Theology to allow for the time needed for service on Thursdays.

For students who wish to take the Advanced Placement English exam in the spring, supplementary study materials are available. Many colleges and universities give credit and/or advanced standing to students who do well on the exam.

St. Mary's University will give credit for Introduction to college Literature OR Senior Interdisciplinary Symposium, not both. St. Mary's University has approved Introduction to College Literature as part of its Program for Advanced College Credit (PACC). Twelfth graders who take Introduction to College Literature and maintain a "C" average in this class may earn three college credits from St. Mary's which are transferable to over 300 colleges and universities.

#### **Grade 12**

## **SENIOR INTERDISCIPLINARY SYMPOSIUM (SPECTRUM) - Honors Year long**

Senior Interdisciplinary Symposium is an interdisciplinary course that fulfills the 12<sup>th</sup> grade requirement for credit in English, and religion. The course also fulfills 2 credits for social studies. Students are required to take Economics or Economics-honors and U. S. Government or AP U. S. Government to fulfill the social studies requirement. This course admits approximately forty-five students per section, is taught by three teachers (one from each discipline) and meets for two consecutive class periods.

The three disciplines in the course are integrated in two primary ways. First the course focuses upon themes that are common to the three subject areas. The values of Catholic Social Teaching underlie the selection of literature and guide the approach to each topic. Second, the disciplines are integrated through an emphasis on developing skills: reading, writing, critical thinking and discussion.

Spectrum has a focus on service learning and leadership. When a student registers for Spectrum, he/she agrees to do a year of service at one of the program's designated sites.

***A 3.5 cumulative GPA in English, religion and social studies is strongly recommended for registration for Senior Interdisciplinary Symposium (Spectrum).***

***Students will be encouraged to attend and participate in an overnight retreat. Approximate cost: \$80.00.***

***Limited financial assistance is available to students who cannot otherwise afford to attend the retreat.***

St. Mary's University has approved Spectrum as part of its Program for Advanced College Credit (PACC). Twelfth graders who take Spectrum and maintain a "C" average in this class may earn three college credits from St. Mary's which are transferable to over 300 colleges and universities.

St. Mary's University will give credit for Introduction to College Literature OR Senior Interdisciplinary Symposium, not both.

***Grade 12***

## **ELECTIVES**

These electives may be taken in addition to the required yearlong English course for each grade level.

### **COMPOSITION 9 and 10**

**Tri I or Tri II or Tri III**

This course is for any 9th or 10th grade student who would like to improve his or her writing skills. The course will help any student who struggles with writing, but it also is meant to hone the skills of more advanced writers. Students will spend the trimester intensively writing a variety of papers to improve their fundamental writing skills. These papers may include descriptive, narrative, persuasive, compare and contrast, and analytical essays, as well as work from other classes, but they will not be limited to these. Many assignments will be based on the students' practical needs. This course is recommended for all 9<sup>th</sup> and 10<sup>th</sup> graders.

***Grades 9, 10***

### **COMPOSITION 11 and 12**

**Tri I**

This course is recommended for 11th and 12th grade students interested in improving his or her writing skills. Students will write a variety of essays: persuasive, literary analysis, contrast/comparison, and personal narrative and college applications.

***Grades 11, 12***

### **FILM STUDY**

**Tri I or Tri III**

Students view films and learn how to critically analyze a film. Evaluation will be through class discussions and papers written on the films studied.

***Grades 10, 11, 12***



## **ENGLISH ELECTIVES THAT MAY BE OFFERED DURING 2024-2025 SCHOOL YEAR:**

### **MEDIA STUDIES**

**Tri II**

As young adults, people begin to form their own ideas about the world. Be it politics, public policy, science, religion or entertainment, how do we use the media? Where do our ideas come from and how are our ideas formed? This class will study the history of media and its many forms, including varied technological and rhetorical devices. Examining the role of bias in media outlets, students identify and study the idea of truth and integrity in mainstream and alternative media forms. We will examine not only news stories, but advertising, media ownership, music, and other alternative forms of media. Indeed, we should all form our own ideas, but the most media literate citizens are able to decipher the origins of those ideas in order to create and refine their own.

***Grades 10, 11, 12***

### **CREATIVE WRITING**

**Tri II**

Using published pieces of writing as models, students write poems, stories, dramatic scenes, and essays. Student collaboration, evaluation and revision are essential parts of this course.

***Grades 10, 11, 12***

### **SPEECH**

**Tri III**

Though research demonstrates most people dislike public speaking, we all use it every day in multiple ways. What makes effective speaking, whether in casual or formal situations? What does it mean to be successful as a public communicator no matter the audience? This class will include a variety of speaking situations, not just behind a podium. Our goal will be to examine how best to approach different situations, and find confident voices. We will study personal strategies how to organize ideas, persuade, tell stories, and inform. Improvisation and discussion may be used as well. No matter how much anxiety you may experience in front of others, public speaking will never seem overwhelming again.

***Grades 9, 10, 11, 12***

The Fine Arts at Cretin-Derham Hall currently includes choral music, instrumental music, media arts, the visual arts and theatre. The fine arts stimulate and satisfy the human need for active participation in the creative process: active participation is the study and creating of works of art; the creative process develops the techniques and skills required to produce this art. Both of these elements nurture students' senses, emotion, and intellect. The fine arts program provides a basis for life-long enrichment and personal growth.

## Music - Band

### BEGINNING BAND

**Year long or as needed**

Beginning Band is a class open to students who have little or no experience with music or playing a band instrument. The focus of Beginning Band is to prepare for membership in Concert Band. This daily class is a combination of daily private or group lessons and an independent study. Beginning Band instruments for those with no experience are limited to Bass Clarinet, Tenor or Bari Saxophone, Trumpet, Trombone, Baritone, Tuba or Mallet Percussion. Those who already play Flute, Clarinet or Alto Saxophone or percussionists without mallet experience should take Beginning Band if not ready for Concert Band. There is an instrument rental fee of \$75.00 for those who do not have their own instrument.

*Interview with instructor required*

*Grades 9, 10, 11, 12*

### CONCERT BAND

**Year long**

#### CONCERT BAND - Honors

**Year long**

The Concert Band includes grades 9-12 in a full band setting. Students are exposed to the study of a wide range of levels and genres of band literature. Theory/notation, musical interpretation/style and music history are also included. Performance requirements include all formal concerts (4), Large Group Contest, the Suburban East Conference Music Festival, all parades (2-3) and the Homecoming field show, JROTC events, 4 pep bands each trimester and other service/performance opportunities that may arise (such as Masses). Members are required to take in-school lessons on their primary instrument (4 per trimester) or students may opt for private study with an outside specialist. All members also participate in Marching Band, which starts in mid-August in order to prepare for the fall marching and pep band season. There is also a band trip every two years (fun but not required)!

*Students in grades 10-12 may register for Honors credit with the director's permission prior to registration.*

*Additional requirements for Honors credit include an outside concert report and recital each trimester.*

*Pre-requisite for Percussion: Piano/Mallet Percussion experience or 1 trimester of Beginning Band.*

*Grades 9, 10, 11, 12*

## Music - Choir

### CONCERT CHOIR

**Year long**

This non-auditioned ensemble is open to all CDH students regardless of musical ability, experience, or voice part. If you like to sing, feel free to join! "Concert Choir" will focus primarily on building musicianship, developing healthy vocal technique and tone, and expanding musical literacy.

*Grade 9, 10, 11, 12*

## **SELECT TREBLE CHOIR - Honors**

**Year long**

This auditioned choir ensemble is open to Soprano and Alto students in grades 10-12. Auditions will be held each spring for the upcoming school year. Audition times will be held each fall for transfer students. This ensemble gives students who are passionate about making music the opportunity to rehearse, create, and perform at the highest level we can achieve. The Select Treble Choir will be CDH's primary choir to perform at contest and extracurricular events. The choir toured to San Antonio in Spring 2022, and will tour to San Diego in Spring 2024. Voice lessons are strongly encouraged and a full year commitment is required. Contact Mr. Berg about an audition!

***Grades 9, 10, 11, 12***

## **Music**

### **MUSIC THEORY**

**Tri I**

All grades welcome! There is no pre-requisite for this course--ALTHOUGH--enrolling in any performing ensemble will help this knowledge transfer! Join music theory as a way to learn about the fundamentals of music, the history of music, and how to play some basic instruments. This course focuses on building transferable skills in music, organization, and practicality to other disciplines.

***Grades 9, 10, 11, 12***

### **MUSIC APPRECIATION**

**Tri III**

This course examines how music and society interact. A major focus is the development of music throughout history. Students will explore how and why music was written and has changed. Students will also be introduced to non-Western music and the ways their ethnic and cultural backgrounds have influenced their experience with music. Students will learn to listen to music more intentionally and form intelligent opinions about it.

***Grades 9, 10, 11, 12***

## **Theater**

### **ACTING I**

**Tri I or Tri II**

Acting I is an orientation course which will provide a wide range of theater experiences for students. In working with the academic and experiential forms of theater study, students will be both participants and observers in theater processes. Areas covered will include: improvisation, stage movement and production, styles of theater, pantomime, voice, characterization and creating a role.

***Grades 9, 10, 11, 12***

### **ACTING II - Advanced**

**Tri I**

Acting II offers further development in the theater arts. Through scene work and monologues, students will explore some of the major acting theories of the 20<sup>th</sup> century. The class will explore theatrical forms such as Commedia Dell'arte, Farce, and Theater of the Absurd. Class will be conducted as a process-oriented workshop, with time for discussion, discovery, rehearsal and instructor/student feedback. Students will have the opportunity to learn from professional actors the importance of training as well as the reality of the business. The course will conclude with each student preparing two contrasting monologues, an acting resume, and a headshot in order to understand protocols for a professional or college audition.

***Prerequisite: Acting I with a grade of "B" or higher***

***Grades 10, 11, 12***

## **IMPROVISATION I - Advanced**

**Tri III**

This class will focus on short form improvisation. Short form Improv, also known as theater games, allows students to discover their lines and actions spontaneously, while following a general theme and format/structure. Examples of short form improvisations are the games played on the program, "Who's Line is it Anyway?" Basic concepts such as "Yes and..." Character and relationship building, staying active, adding history, being specific, etc. will be stressed. The culmination of the class will be a performance for an invited audience.

***Prerequisite: Acting I with a grade of "B" or higher***  
***Grades 9, 10, 11, 12***

## **MUSICAL THEATRE - Advanced**

**Tri II**

Musical Theatre class is an exploration of the evolution of American Musical Theater. Beginning with discovering your place in musicals, the class continues with daily singing and simple group choreography. The final product will be a class showcase featuring choreographed song and dance numbers, as well as ballads from a wide genre of musicals.

***Prerequisite: Acting I or vocal work that may include CDH Choir or a willingness to begin extra vocal training outside of class***  
***Grades 10, 11, 12***

***Students may register for Honors credit with instructor's permission in grades 10, 11, 12.***

## **TECHNICAL THEATER/SHOP**

**Tri III**

Technical Theater/Shop explores the technical aspects of the theater. Areas covered will include: set and prop construction, make up and costume design, lighting, sound, painting techniques, and production advertising. Many elements learned in class will be directly applied to the current CDH production.

***Grades 10, 11, 12***

## **CREATIVITY**

**Tri II or Tri III**

Find Imagination; Do Creativity; Be Beyond. Develop all your Multiple Intelligence smarts; Stretch your Right Brain. Much of Life doesn't have one right answer; find ways to solve those problems creatively. Find ways to think critically about everything. Then express your own opinions and passions with power through vehicles like sounds, language, movement, drama or visuals. Find ways to use creativity in other classes, in relationships, in jobs, in sports and arts, in changing the world and your own future. Find who you are, how to be alive, and what you have to say.

***Grades 9, 10, 11, 12***

## **Studio Arts**

**Note: All studio art courses require a fee of \$40.00 to cover the cost of materials.**

## **CERAMICS I**

**Tri I or Tri II or Tri III**

Beginning ceramics students will have a comprehensive introduction to clay and pottery making through various techniques and methods. The class will focus on hand building and wheel throwing approaches to ceramics. Students will learn about the different stages of clay and glazing.

***Grades 10, 11, 12***

## **CERAMICS II – Advanced**

**Tri I or Tri II or Tri III**

Advanced ceramic students will review and refine fundamental techniques of pottery. In this class students will further explore forms created by hand building and the potter's wheel. The class will help students continue and advance their understanding of clay and glaze methods. Students will improve decoration skills and focus on the completed form. Studio management will be stressed and students will be asked to complete four studio jobs. The jobs will help with the students' comprehension of how a ceramics studio is run.

***Prerequisite: Ceramics I***

## *Grades 10, 11, 12*

### **CERAMICS III - Honors**

**Tri II or Tri III**

Ceramics III is an honors course and students will be polishing and improving on all of the pottery skills that they have acquired to this point. Students will be working to develop their own artistic voice and refining their style. Problem solving and predetermined forms will be a focus. In addition, more attention will be given to studio management and the general upkeep of the ceramics lab. The students will have studio jobs that will help with the students' comprehension of how a ceramics studio is run. The final project consists of an all class peer critique; all students are expected to participate.

*Prerequisite: Ceramics II and a grade of "B" or higher*

*Grades 10, 11, 12*

### **DRAWING I**

**Tri I or Tri II or Tri III**

This art course focuses on the fundamentals of art making with emphasis on the very basics of drawing. Students will strengthen drawing and observational skills with weekly sketchbook assignments. If you have little confidence in your present drawing skills, you will be able to learn to draw. And if you feel somewhat confident in your ability, you will gain expertise! This course will also introduce students to digital drawing. Daily routines will include project work time and discussions about historical, contemporary & local artists. At the end of the trimester, students will be able to discuss their own artwork, create a digital portfolio and have an understanding of the Elements of Art in terms of how an artist creates a variety of art & creative works.

*Grades 9, 10, 11, 12*

### **DRAWING II - Advanced**

**Tri I or Tri II**

Students will work to increase proficiency in observational drawing, conceptual projects as well as portrait work. Students will use a wide variety of drawing materials, maintain weekly sketchbook assignments, and further develop their artist habits of mind. Students will add to their digital portfolio with projects that reflect a variety of subject matters and techniques. This class is for the student who is excited about personal sketchbook work and nurturing artistic ideas!

*Prerequisite: Drawing I with a grade of "B" or higher*

*Grades 9, 10, 11, 12*

### **DRAWING III - Honors**

**Tri III**

Students will work on a variety of drawing assignments that continue to push their observational skills, creativity, and sketchbook drawing discipline. Students will have assignments that allow them to explore drawing from life and figure work. This course will include traditional drawing mediums as well as digital. This is an exciting class for the student who is prepared to bring forth creative ideas into the classroom and transform plans into quality 2-dimensional artworks! This course prepares those students who are interested in taking drawing very seriously.

\*Note: This course can be taken multiple times as an Independent Study course pending Instructor's approval.

Independent Study Art courses are for the very advanced and highly motivated students in their junior or senior year.

*Prerequisite: Drawing II with a final grade of an "A"*

*Grades 9,10, 11, 12*

### **GRAPHIC DESIGN**

**Tri I or Tri II or III**

Students will use Adobe Illustrator to create graphics on the computer. We will learn about the Principles of Design and base our projects off of them. Some projects could include making logos, shirt design, poster and flyer design, and packaging. We will use this knowledge to use the school laser, the "Glowforge" to create key chains, magnets, ornaments, and other cut or engraved materials. This is a critical thinking design class where you will be able to bring your designs to life and physically use and see

them.

**Grades 10, 11, 12**

## **JEWELRY MAKING**

**Tri I or Tri II**

Students explore the world of Jewelry Making through multiple mediums and learn to create professional jewelry that you would see at an art show or market. Some types of jewelry could include; macramé/threads, wire, bead loom, metal stamping, leather, wood, and/or polymer clay. This is a class where you will take home jewelry you designed to wear or give away as gifts.

**Grades 10, 11, 12**

## **PAINTING I**

**Tri I or Tri II or Tri III**

Students will learn to visually explore with paint! Students will create paintings using a variety of techniques and learn about basic color theory. Be prepared to document ideas for your paintings in a sketchbook! This is a fun class for students to create compositions from observation and their imaginations. Mediums: Tempera paint, watercolor, and mixed media items borrowed from drawing classes. By the end of the trimester, you will be very knowledgeable in color mixing & painting basics and prepared for working in acrylic paints for Painting II.

**Grades 9, 10, 11, 12**

## **PAINTING II - Advanced**

**Tri II**

Students will work with acrylic paint on canvas. This exciting class is for the student who is really interested in painting and wants to increase their skills by learning proper acrylic painting techniques and exploring color theory. Be prepared to document ideas in your sketchbook and bring your ideas to life and on canvas. Students will create paintings inspired by contemporary painters & world-renowned artists of our time!

**Prerequisite: *Painting I with a grade of "B" or higher***

**Grades 9, 10, 11, 12**

## **PAINTING III – Honors**

**Tri III**

Students will continue to work with acrylic paint on canvas, along with watercolor on paper. Students will use their color theory background as they push their own creativity with new paintings and perhaps exploring mixed-media as well! Students will further strengthen their artistic habits and sketchbook activity. Accomplished students can also learn to stretch their own canvases and plan painting compositions of a large size or multiples within a series. This course prepares those students who are interested in taking painting very seriously. The final project consists of an all class peer critique; all students are expected to participate.

Note: This course can be taken multiple times as an Independent Study course per Instructor's approval.

Independent Study Art courses are for the very advanced and highly motivated students in their junior or senior year.

**Prerequisite: *Painting II with a grade of "B" or higher***

**Grades 10, 11, 12**

## **DIGITAL PHOTOGRAPHY**

**Tri I or Tri II or Tri III**

Learn to use a DSLR camera to take amazing pictures and professionally edit them. Students will use Adobe Photoshop to edit and make new digital creations that will be printed and mounted. Students will get out and try shooting different photographic styles like composition, portraits, landscapes, multiple exposure, light photography, self-portraits, and more! Take what you

already do with your phone and expand on it to become a true photographer.

**Grades 10, 11, 12**

### **FILM PHOTOGRAPHY - Advanced**

**Tri II or Tri III**

Explore the traditional art of 35mm black and white photography. Get to use the Dark Room to be hands on and develop and process your very own film. These are the “old” cameras that you put your own film into and use the light meter to create the exposures. Take that film and work in the dark room Place the negatives in our enlargers to make the print, put that into chemicals and your photo magically appears.

***Prerequisite: Digital Photography***

**Grades 10, 11, 12**

### **PHOTOGRAPHY III - Honors**

**Tri III**

This course is designed for the committed, serious photographer to further explore advanced techniques in digital and film photography. Students will create personal statements about their work, and then compile their focus into their very own photography portfolio. This is a more independent class that will focus on your personal choices in photography.

***Prerequisite: Digital and Film Photography***

**Grade 12**

### **PRINTMAKING**

**Tri II**

Printmaking is a very hands-on art class where students learn printing techniques that Roy Lichtenstein, Pablo Picasso and Andy Warhol used for iconic expressive art making. Students will learn at least three Printmaking techniques such as Relief Printing, Mono.printing and Screen printing. They will design and create multiple original prints on paper and textiles. Be prepared to have sketchbook prep work assignments and to have a lot of fun! This class is for the student who enjoys making “multiple” prints of unique, one-of-a-kind handmade images!

Students can take Printmaking more than one trimester and further develop their artistic ideas and printmaking skills. Advanced & Honors Printmaking (II and III) students are highly motivated and be prepared to be studio role models in the classroom. If you are interested in taking this class for a second or third time, please sign up for “Printmaking” and you must have passed with a final grade of a “B” or higher.

Note: For the highly curious & creatively motivated student, this course can be taken multiple times.

***Prerequisite: Drawing experience beneficial, but not required.***

**Grades 9, 10, 11, 12**

## PEOPLE FINDING PEOPLE (PFP)

Yearlong

**Applications for this class are available during registration and selected students will register following the selection process.**

This peer mentoring class has been designed for students interested in mentoring other students. Mentors are selected after an interview process. PFP participants are required to attend fall retreat that introduces peer-listening/helping concepts and theories. The structure of the class will complement the retreat and continue to provide skill-building opportunities. Students will focus on 19 essential peer-helping skills such as confidentiality, empathy, encouragement, identifying and validating feelings, and making referrals. We will also take the knowledge of those skills and practice them together in a variety of simulated situations. The majority of the class will be dedicated to turning the practice of these skills into daily peer listening/helping connections. The strength of this class will be found in its creativity and flexibility and the foundation it will provide for the PFP program. Students have the option of taking PFP on a pass/fail basis.

***Students are required to attend and participate in an overnight retreat in the fall.***

***Approximate cost: \$125.00. Limited financial assistance is available to students who cannot otherwise afford to participate in this class.***

***Grade 12***

## YEARBOOK

Yearlong

This yearlong class will cover the aspects of making the CDH Yearbook. If you have an interest in design, layout, journalism, and photography this is the class for you. It will be an intense class with deadlines and we will learn how to create professional page layouts, write copy, edit images, interview, and market. This is for those who have above average writing, word processing, and computer skills. After school hours will be required to complete and make our book the best yet.

***Requires an application, those are found in C103 with Mr. Giles***

***Grades 11, 12***

## HONORS HUMANITIES

Tri I or Tri II or Tri III

“Humanities” study what it means to be human—history; philosophy; languages and literature; cultural studies; the arts; and sometimes political science (or other social sciences).

This overview course introduces students to the various developments in the art, literature, music, philosophy and architecture predominantly focusing on Western culture, and also exposure to significant developments in Eastern cultures. Major eras covered include Medieval, Early Renaissance and Byzantine. Class discussion and lectures address the similarities and differences in moral and ethical values in Western culture throughout the ages.

***Grades 9, 10, 11, 12***



The mission of JROTC is to motivate young people to be better citizens. This is accomplished through a systematic progression of learning focused on citizenship, leadership, personal responsibility, and service to the school and community. At the same time the program builds respect, teamwork, self-discipline and a sense of accomplishment. The purpose of JROTC is to prepare high school students for responsible leadership roles and to be participating citizens by making them aware of their rights, responsibilities and privileges as Americans. Many optional activities sponsored by the JROTC Department create additional practical leadership and service opportunities for students who desire them. The four-year Leadership Education and Training (LET) curriculum is structured to enable students to enroll at any time during their high school career. It is comprised of the following sub-courses with the yearly content noted.

**JROTC (LET-1)**

**Grade 9**

**Year long**

JROTC PE on alternate days\*

- LET-1 students take JROTC three days each week and Physical Education the other two days.

**JROTC (LET-2)**

**Grade 10**

**Year long**

**JROTC (LET-3)**

**Grade 11**

**Year long**

**JROTC (LET-4)**

**Grade 12**

**Year long**

**LEADERSHIP EDUCATION & TRAINING 1 (LET-1) Grade 9**

**Yearlong**

**Citizenship in Action:** Learn the foundations of JROTC and the importance of getting involved as a participating citizen. Study the customs, traditions, history and purpose of JROTC. Understand the rank structure, organization and how to wear the uniform properly with emphasis on “dressing for success.” Learn about courtesies and protocol associated with the American Flag and the National Anthem.

**Leadership Theory and Application -- Being a Leader:** Develop an appreciation of what makes a good leader through an understanding of the definition of leadership, the desirable traits of a leader, the leadership principles and the leadership styles. Understand how to apply the Be, Know, Do attributes to real-life situations. Know how to take action to prevent and/or stop sexual harassment and assault.

**Leadership Theory and Application -- Leadership Skills:** Develop proficiency in individual drill movements. Perform drill movements as part of a squad, platoon, company, battalion and brigade. Learn basic cadet knowledge using the Knowledge Bowl format. Demonstrate individual attention to detail and the leadership trait, bearing, during periodic inspections and the Annual Inspection. SET THE EXAMPLE.

**Foundations for Success -- Know Yourself:** Learn to appreciate diversity in others through “Winning Colors”. Develop a personal growth plan based upon the results of your Personal Skills Map. Understand how brain function, learning styles and multiple intelligences impact on your interactions with others. Study the seven communications skills and how to get your point across in an oral presentation. Discuss the guidelines for managing conflicts and the different types of conflicts found in today’s schools and in our society.

**Geography, Map Skills & Environmental Awareness:** (Optional) Learn how to read a map and orient a map to the ground. Study map symbols, colors and marginal information. Locate a point on a map using four and six-digit grid coordinates. Understand elevation and relief (landforms) on a map.

**Physical Activity/Leader Assessment -- Cadet Challenge:** Develop an appreciation for the importance of physical fitness in maintaining good health and appearance. Perform in the President’s Physical Fitness Program during Leadership Lab and demonstrate individual performance to standard.

Air Rifle Safety and Marksmanship (Optional): Introduce range safety procedures and the safe handling of a weapon. Study the steady hold factors, zeroing, sighting adjustment, and the prone, kneeling and standing firing positions. Fire an air rifle by first zeroing it and then engaging a target for familiarization.

## **LEADERSHIP EDUCATION & TRAINING 2 (LET-2) Grade 10                      Yearlong**

Leadership Theory and Application -- Being a Leader: Review the 11 leadership principles; the Be, Know, Do attributes; and the styles of leadership. Discuss the five basic management principles and compare management to leadership.

Leadership Theory and Application -- Leadership Skills: Lead the activities of the assigned cadet organization including 9<sup>th</sup> grade instruction, squad drill, Cadet Challenge, inspections, ceremonies and Knowledge Bowl. Apply classroom leadership instruction. Assess personal leadership traits. Apply leadership principles and values. Employ proper techniques of communications. Motivate subordinates. Demonstrate individual attention to detail and the leadership trait, bearing, during monthly inspections and the Annual Inspection. LEAD BY EXAMPLE.

Citizenship in American History & Government: Understand how the Preamble to the Constitution sets the stage for the success of our nation. Study the seven main citizenship skills and understand how they apply to high school students. Learn how to conduct effective small group meetings by studying 13 ground rules, and how to participate in representative group sessions. Obtain an appreciation of the United States Constitution and our democratic form of government through participation in the educational game, "Chief Justice".

Geography, Map Skills & Environmental Awareness (optional): Determine distance and direction to locations on a map and on the ground. Convert azimuths (direction) based upon declination when using a compass together with a map.

Wellness, Fitness, and First Aid: Understand that you are what you eat and the proper nourishment of the body. Know the importance of your response to situations requiring first aid. Study and apply the First Life-Saving Steps. Learn the proper first aid to administer for burns, poisons, wounds and bruises. Study the types of and treatment for heat and cold weather injuries, and bites, stings and poisonous hazards. Discuss the use and effects of drugs, alcohol and other substances. Know how to make critical decisions about substances. Explore the mission and operations of the Minnesota Counter Drug Force.

Physical Activity/Leader Assessment -- Cadet Challenge: Develop an appreciation for the importance of physical fitness in maintaining good health and appearance. Perform in the President's Physical Fitness Program during Leadership Lab, leading assigned subordinates by example and influencing optimum individual performance to standard.

Air Rifle Safety and Marksmanship (Optional): Review range safety procedures and the safe handling of a weapon. Review the steady hold factors, zeroing, sighting adjustment, and the prone, kneeling and standing firing positions. Fire an air rifle by first zeroing it and then firing for familiarization.

## **LEADERSHIP EDUCATION & TRAINING 3 (LET-3) Grade 11                      Yearlong**

Citizenship in Action: Learn basic command and staff procedures and how they relate to the duties of the commanders and the principal staff officers of the cadet organization.

Leadership Theory and Application – Leadership Strategies: Learn ways a leader can guide diverse groups to work together as a team. Learn about performance indicators and the leader's responsibilities as a counselor, and how to negotiate win-win solutions as a leader.

Leadership Theory and Application -- Leading Others: Lead the activities of assigned cadet organization, including 9<sup>th</sup> grade instruction, squad and platoon drill, Cadet Challenge, inspections, ceremonies and Knowledge Bowl. Apply classroom

leadership instruction. Assess personal leadership traits. Apply leadership principles and values. Employ proper techniques of communications. Counsel and motivate subordinates. Demonstrate individual attention to detail and the leadership trait, bearing, during monthly inspections and the Annual Inspection. LEAD BY EXAMPLE.

Foundations for Success – Presenting Skills: Develop your oral and written communications skills. Review learning objectives and lesson planning. Present peer instruction on an assigned topic and write a lesson plan.

Foundations for Success – Managing Conflict: Learn anger management and conflict resolution strategies. Study mediation techniques to resolve conflict and strategies to prevent violence.

Foundations for Success – Career Planning: Learn the skills necessary to begin the process of career planning.

Foundations for Success – Organizational Communications: Understand the upward and downward flow of information within organizations focusing on the factors that change, distort and dilute information; the informal communications systems; and barriers to communications.

Foundations for Success – Planning Skills & Social Responsibility: Study the problem-solving/decision-making process and apply the process to a problem. Develop a personal goals action plan and a personal time management plan.

Foundations for Success -- Financial Planning: Learn about the importance of financial planning (budgeting, savings, investments) as your road map to financial security through the National Endowment for Financial Education (NEFE) High School Financial Planning Program.

Foundations for Success -- Service Learning: Develop an appreciation for the need and importance of dedicating oneself to making a difference in the community through service learning. Participate in a service-learning project by teaching Junior Achievement Program lessons to elementary school children in the St. Paul Public School System.

Citizenship in American History & Government – Critical Thinking in Citizenship: Review the 11 Leadership Principles in the context of making sound and timely decisions. Study leadership values and ethics. Discuss ethical situations that effect behavior, standards of morality and ethical decision-making in light factors, such as laws, regulations, basic national rights, personal values and institutional pressures.

Physical Activity/Leader Assessment -- Cadet Challenge: Develop an appreciation for the importance of physical fitness in maintaining good health and appearance. Perform in the President's Physical Fitness Program during Leadership Lab, leading assigned subordinates by example and influencing optimum individual performance to standard.

Air Rifle Safety and Marksmanship (Optional): Review range safety procedures and the safe handling of a weapon. Review the steady hold factors, zeroing, sighting adjustment, and the prone, kneeling and standing firing positions. Fire an air rifle by first zeroing it and then firing for familiarization.

## **LEADERSHIP EDUCATION & TRAINING 4 (LET-4) Grade 12                      Yearlong**

Citizenship in Action – Foundations of Army JROTC and Getting Involved: Strengthen and expand student knowledge of command and staff relationships and responsibilities, staff organization, delegation of authority, and staff actions. Apply these basic principles while performing assigned command and staff duties within the cadet brigade. Plan, coordinate, execute the Upper Midwest JROTC Challenge and conduct an after-action review. Study the Command Inspection Program and prepare to pass the JROTC Program Assessment.

Leadership Theory and Application – Leadership Principles: Learn about the types of power and influence and their impact on the leadership situation. Know the leadership styles and understand which styles are best suited for different situations. Compare management skills and leadership skills. Learn to employ motivation strategies that inspire others to achieve goals.

Review organizational communications.

Leadership Theory and Application -- Leading Others: Plan, organize and direct the activities of Leadership Lab including 9<sup>th</sup> grade instruction, squad/platoon/company drill, Cadet Challenge, inspections, ceremonies and Knowledge Bowl. Apply classroom leadership instruction. Assess personal leadership traits. Apply leadership principles and values. Employ proper techniques of communications. Motivate subordinates. Learn the manual of arms for the saber and lead the Fall Review and Twilight Parade. LEAD BY EXAMPLE.

Citizenship in American History & Government – Critical Thinking in Citizenship: Discuss ethical situations that effect behavior, standards of morality and ethical decision-making. Understand your responsibility and accountability in ethical dilemmas where ones values come into conflict. Review the legitimate avenues of dissent available in an ethical dilemma.

Foundations for Success -- Planning Skills and Social Responsibility: Learn about proper social conduct and behavior. Study the evolution of the regimental mess; and, plan and execute a formal Dining-In and Military Ball.

Foundations for Success – Teaching Skills: Review the techniques of oral communications. Present fall drill instruction to the 9<sup>th</sup> grade class. Lead the teaching of Junior Achievement and curriculum to elementary school students.

Foundations for Success -- Financial Planning: Learn about the buy now, pay later advantages and disadvantages of credit and the benefits of insurance for your protection through the National Endowment for Financial Education (NEFE) High School Financial Planning Program.

Foundations for Success -- Service Learning: Continue to develop an appreciation for the need and importance of dedicating oneself to making a difference in the community through service learning. Lead a service-learning project by coordinating the presentation of Junior Achievement Program lessons to elementary school children in the St. Paul Public School System.

Physical Activity/Leader Assessment -- Cadet Challenge: Develop an appreciation for the importance of physical fitness in maintaining good health and appearance. Perform in the President's Physical Fitness Program. Lead the execution of Cadet Challenge in Leadership Lab; prepare performance records; select the Upper Midwest JROTC Challenge team; and identify the top five male and female award recipients.

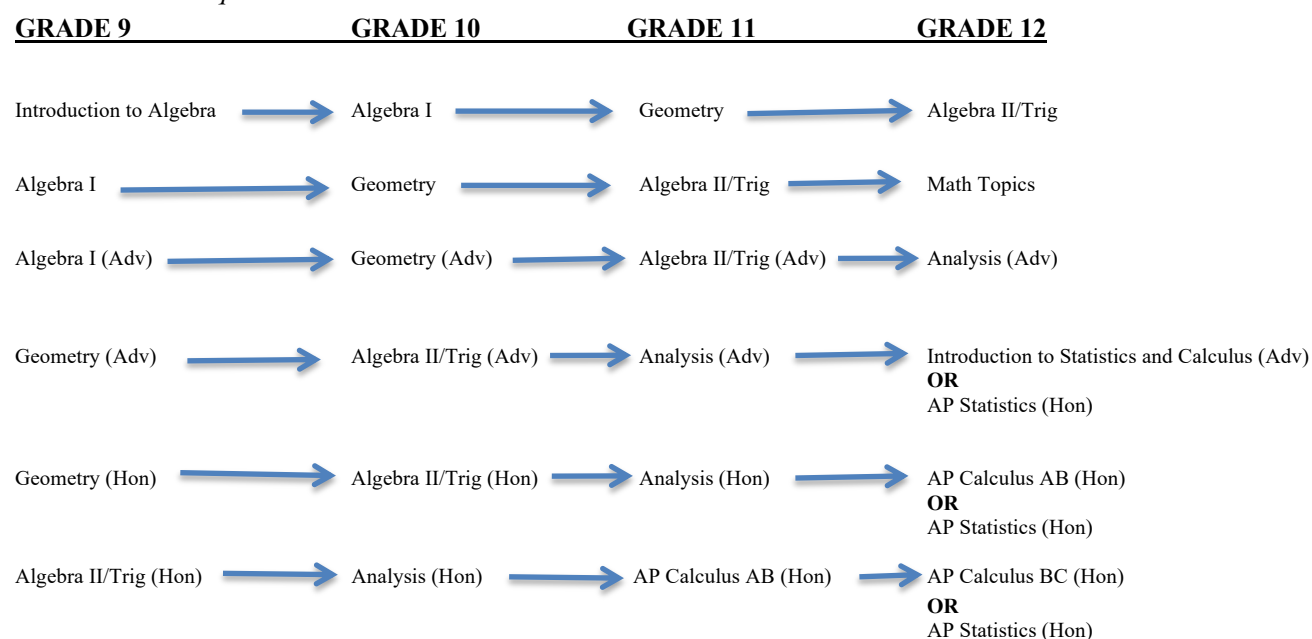
Air Rifle Safety and Marksmanship (Optional): Review range safety procedures and the safe handling of a weapon. Review the steady hold factors, zeroing, sighting adjustment, and the prone, kneeling and standing firing positions. Fire an air rifle by first zeroing it and then firing for familiarization.

Knowledge and appreciation of mathematics is essential to students' intellectual development. Its beauty, its applications and its central place in many other disciplines commend it as a subject that can be understood and enjoyed by all learners. Its study helps students to develop thinking skills, organize their thoughts, understand and create logical arguments, and make valid inferences. Through cooperative learning with students and teachers, students experience the importance of working together and the rewards that come from building community.

The Math Department of Cretin-Derham Hall provides math offerings for students of all ability levels. There is a three-year graduation requirement. This requirement may be met by a variety of combinations that fit individual students' abilities and needs. There is no specific course sequence required in the Math Department. All math courses are yearlong.

*A teacher recommendation is necessary for placement in an honors course.*

### Possible Math Sequences:



## INTRODUCTION TO ALGEBRA

### Yearlong

This is a course designed to prepare students who need extra time to ready themselves for the algebra sequence. Review of basic skills is stressed throughout the year. Major topics include fractions, decimals, integers, percents, exponents, polynomials, equations, and graphing. Students completing this course will move on to Algebra I.

**Grade 9**

## ALGEBRA I

### Year long

This course covers basic algebraic skills and concepts. Topics include linear and quadratic equations, graphing, factoring, polynomials, radicals, and operations with rational expressions. Recognition of proper problem-solving techniques is stressed, along with thorough solution techniques.

**Grades 9, 10**

**ALGEBRA I – Advanced****Year long**

This course covers algebraic topics in greater depth than the Algebra I course. Topics include linear and quadratic equations, graphing, factoring, polynomials, radicals, and operations with rational expressions. While these topics are similar to those offered in the Algebra I course, more emphasis is placed on theory and application in this advanced version.

**Grade 9****GEOMETRY****Yearlong**

This course considers the central topics in Euclidean geometry. Emphasis is given to geometric properties and informal proof. Topics include congruence, parallel and perpendicular lines, similarity, areas and volumes, circles, and coordinate geometry.

***Prerequisite: Algebra I*****Grades 10, 11****GEOMETRY - Advanced****Year long**

This is a course in plane and solid Euclidean geometry. Skills in deductive reasoning are developed. The concept of formal proof is introduced. Topics to be studied include congruence, parallel and perpendicular lines, similarity, areas and volumes, circles, and coordinate geometry.

***Prerequisite: Algebra I -Adv. or instructor's permission or demonstration of Algebra competency*****Grades 9, 10****GEOMETRY - Honors****Year long**

This is a course in plane and solid Euclidean geometry. Skills in deductive reasoning are developed. The concept of formal proof is stressed. Topics to be studied include congruence, parallel and perpendicular lines, similarity, areas and volumes, circles, and coordinate geometry. This course relies heavily on higher-order thinking skills.

***Prerequisite: Demonstration of Algebra competency or instructor's permission*****Grade 9****ALGEBRA II / TRIG.****Yearlong**

This course covers linear and quadratic equations, polynomials, rational expressions, rational exponents, complex numbers, conic sections, radicals, and trigonometry.

***Prerequisite: Geometry*****Grades 11, 12****ALGEBRA II / TRIG - Advanced****Year long**

Topics to be studied in this course include linear and quadratic equations, polynomials, rational expressions, rational exponents, complex numbers, conic sections, radicals, and trigonometry. While topics are similar to those in Algebra II, more emphasis is placed on theory and application in this course. A graphing calculator is required and is an integral part of this course.

***Prerequisite: Geometry - Adv. or instructor's permission*****Grades 10, 11, 12****ALGEBRA II / TRIG. – Honors****Yearlong**

Topics to be studied in this course include linear and quadratic equations, polynomials, rational expressions, rational exponents, complex numbers, conic sections, radicals, and trigonometry. While topics are similar to those in Algebra II, more emphasis is placed on depth of learning and application of concepts. A graphing calculator is required and is an integral part of this course.

***Prerequisite: Geometry – Honors or demonstration of Geometry competency*****Grades 9, 10**

**MATH TOPICS: A Survey of Applications****Year long**

This course is designed for students who wish to develop a math background suitable for a liberal arts education, with emphasis on applications of various topics. Course topics include probability, statistics, graphs, functions, matrices, sequences and series, discrete math and trigonometry.

***Prerequisite: Algebra II / Trig***

***Grades 11, 12***

**ANALYSIS – Advanced****Year long**

This course consists of an in-depth study of functions: polynomial, exponential, logarithmic, and trigonometric. It also includes a study of complex numbers, analytical geometry, sequences, series, probability and statistics. A graphing calculator is required and is an integral part of the course. This course also acts as a preparatory class for students who wish to take Calculus the following year.

***Prerequisite: Algebra II / Trig-Adv. or instructor's permission***

***Grades 11, 12***

**ANALYSIS – Honors****Year long**

This course consists of an in-depth study of functions: polynomial, exponential, logarithmic, and trigonometric. It also includes a study of complex numbers, analytical geometry, sequences, series, probability and statistics. A graphing calculator is required and is an integral part of the course. This course also acts as a preparatory class for students who wish to take Calculus the following year. Analysis - Honors is a rigorous math class and requires advanced thinking and study skills.

***Prerequisite: Algebra II/Trig. - Honors***

***Grades 10, 11***

**INTRODUCTION TO STATISTICS and CALCULUS - Advanced****Year long**

Statistics will cover descriptive statistics, probability and combinatorics, normal distribution, confidence intervals and experimental design. Students will use current events and news items to build understanding of how statistics are reported (and misreported) in the world around us.

Calculus will expose students to some of the topics in a college level single variable calculus course. Topics to be covered include functions and their graph, limits and continuity, and an introduction to derivatives and integration. This course is not designed to replace a college level Calculus I course.

***Prerequisite: Analysis – Advanced***

***Grade 12***

**ADVANCED PLACEMENT CALCULUS AB - Honors****Year long**

This is a broad, in-depth study of single-variable Calculus that is designed to prepare students for the Advanced Placement test. (AB) Topics covered include limits and continuity, differentiation and its applications, integration and its applications and graphing. The graphing calculator is an integral part of the course. Students who pass the Advanced Placement test receive credit and advanced standing at most colleges and universities.

***Prerequisite: Analysis – Honors or Advanced and instructor's permission***

***Grades 11, 12***

**ADVANCED PLACEMENT CALCULUS BC - Honors****Year long**

This is the next course in the AP Calculus sequence. It will expand on student's knowledge from their first year of Calculus and continue with a study of parametric functions, polar coordinates, sequences and series, and differential equations. Students who take this course will be prepared to take the AP Calculus BC exam.

***Prerequisite: AP Calculus AB***

***Grade 12***

**ADVANCED PLACEMENT STATISTICS – Honors****Year long**

This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students who pass the Advanced Placement test receive credit and advanced standing at most colleges and universities. Graphing calculators are required.

*Prerequisite: Analysis – Honors or Advanced*

*Grades 11, 12*



# Physical Education and Health Department

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In each of our Physical Fitness and Health/TLC classes our goal is to help students improve fitness, develop a positive self-image, increase knowledge to build a healthier life-style, and teach valuable lifetime activities.

## **Graduation requirements:**

Health/TLC: One trimester in Grade 9

Physical Education: Four trimesters within Grade 9, 10, 11 or 12

## **HEALTH /TLC (THINKING, LEARNING, COMMUNICATING)**

**Tri I, Tri II or Tri III**

This course will help students develop the knowledge and skills they need to make healthy decisions that allow them to stay active, safe and informed. Students will find out about the components of a healthy lifestyle and ways to approach making healthy choices and decisions. The lessons and activities are designed to introduce the student to important aspects of the main types of health: emotional and mental, social, spiritual, and physical. Students will be led through the three essential strategies for self-discovery: thinking, learning and communicating, empowering them to reach their potential and find success in high school and beyond.

***Grade 9***

## **SUMMER HEALTH/TLC CLASS**

**Summer of 2023**

This summer school course fulfills the one-trimester CDH Health/TLC requirement. By taking this required course in the summer, students can free up space during the school year to take other electives that they may be interested in. It will also be a great opportunity to meet many new CDH 9<sup>th</sup> graders. CDH Health/TLC instructors teach this class. Tuition is \$200.00 and is due at the 9<sup>th</sup> grade registration in March.

Please see the 2023 Summer School Guide on the CDH website for more information and the registration form.

***Grade 9***

## **INDIVIDUALIZED FITNESS**

**Tri I or Tri II or Tri III**

Please read carefully as our Physical Education offerings have changed. With the exception of Outdoor Education, our traditional Physical Education offerings have been condensed down to Individualized Fitness. Individualized Fitness is an elective where students can choose between a variety of options each day. Typically, the options will be Yoga or Aerobics, Strength Training, and an activity or game. The class is team taught by our PE department. Through this arrangement, students will be able to choose what they would like to work on each day and are not limited to one activity for a whole trimester.

***Grades 9, 10 11, 12***

## **WINTER OUTDOOR EDUCATION**

**Tri II**

Outdoor Education will bridge multiple intelligences by combining practical science knowledge with a diversity of experiences to help students understand themselves and their environment better. Students will use “real experiences” to help them understand their natural surroundings and ways to enjoy them. This class will focus on experiences that embrace our Minnesota winters, including winter camping, and the applicable science concepts that go with them. In addition to meeting for one class period each day, students are required to participate in 40 hours of active learning outside of school. Students will receive two trimester credits: one Physical Education credit and one Science credit. Students interested in taking this class more than one trimester, can take the class again in the spring.

Some activities will require fees.

***Grades 11, 12***

## **SPRING OUTDOOR EDUCATION**

**Tri III**

Outdoor Education will bridge multiple intelligences by combining practical science knowledge with a diversity of experiences to help students understand themselves and their environment better. Students will use “real experiences” to help them understand their natural surroundings and ways to enjoy them. This class will include on-the-water sports, shooting sports, adventure challenges, and the applicable science concepts that go with them. In addition to meeting for one class period each day, students are required to participate in 40 hours of active learning outside of school. Students will receive two trimester credits: one Physical Education credit and one Science credit.

Some activities require fees.

***Grades, 11, 12***

## **PHYSICAL EDUCATION FOR JROTC**

**Yearlong**

This Pass/Fail class of Physical Education is pre-scheduled for those students taking JROTC-LET 1.

***Grade 9***

## **Physical Education (PE) Pass option**

All students have the option of taking their Physical Education classes on a pass basis. Students must request the pass option from their teacher by the last day of the trimester or the letter grade will stand. Students should see their PE teacher for approval and explanation of the pass option guidelines.

## **Physical Education (PE) Independent Study**

Physical Education Independent Study is a full school-year commitment. **This program is designed for students who cannot fit a Physical Education class into their student schedule.** Students with a study hall or who plan to serve as a teacher aide may not take independent study PE.

PE Independent Study must be approved by the student’s school counselor. Once a student’s application is approved, a PE teacher will contact them. During the first week of September the student and teacher will meet to establish a fitness plan for the upcoming school year. Students will meet with a PE teacher numerous times during the school year to monitor the independent study progress. A detailed journal/log with specific descriptions of activities and signature from instructors is required. Students will receive one PE credit upon completion of the yearlong Independent Study.

***Students interested in PE Independent Study should meet with their school counselor to gain approval.***

***Acceptance to the Independent Study program is based on student scheduling needs.***

The Religion Department supports and challenges students in their knowledge, understanding, and appreciation of the Christian message through the study of Catholic thought and values. Through the instruction and the experience of faith and the encouragement of Christian service, students are invited to develop a maturing belief/faith system, to practice Christian decision-making, to create community based on Christian principles, and Catholic social teaching and to experience Christian ministry.

## Requirement - Grade 9

### Values Symposium (year long)

#### VALUES SYMPOSIUM – Religion

**Grade 9 students are pre-registered for this course.**

This ninth-grade interdisciplinary course provides all students with a common academic and affective experience as they begin their secondary school education. Based expressly on the CDH values of Catholic, academics, service, leadership, community, equity, and diversity, this year long course is team taught through the religion, English and social studies departments, and is supported by technology integration. In addition to the focus of the CDH values, students will learn the foundations of Catholic social teaching. Students will also be introduced to the mystery of Jesus Christ, the Living Word. In learning about why He is, the students will also learn who He calls them to be. It is our goal that students learn more effectively by connecting traditionally separate subjects, providing a more natural educational process in preparation for life-long learning. Important aspects of this course include the building of relationships among the students and between students and their teachers, developing critical thinking and communication skills and encouraging informed citizenship and active participation in the CDH community.

*Grade 9*

## Requirement - Grade 10:

Hebrew Scripture	Tri 1
Christian Scripture	Tri 2
Church	Tri 3

#### HEBREW SCRIPTURE: the Word of God in Human Words

**Tri I**

Students will explore the Hebrew Scripture, focusing on the meaning of biblical literature. Students will study how scripture was composed. They will consider how those who wrote the Scripture thought, found meaning, and communicated divine inspiration. Critical study of Scripture in the tradition of Catholic scholars will be emphasized as well as the intimate link between the Hebrew and Christian Scriptures. Students will be encouraged to encounter the living God through these sacred texts and apply them to their daily life.

*Grade 10*

#### CHRISTIAN SCRIPTURE

**Tri II**

An exploration of the main images of Jesus that Christians have constructed throughout the centuries attempting to answer the question: “Who do you say that I am?” Emphasis is on the Jesus of history, Gospel Christology’s, Christian dogma, and contemporary thought. Students are invited to examine the presence of Jesus in their lives today.

*Grade 10*

#### CHURCH: The Community of Jesus

**Tri III**

In the Roman Catholic Church’s origins, development, living traditions and impact on the world, students will see how the church changes over time in practice while staying the same in its witness to Christ.

*Grade 10*

## Requirement - Grade 11:

Faith and Ethics I	Tri 1
Faith and Ethics II	Tri 2
One trimester elective	Tri 3

### **FAITH AND ETHICS I**

**Tri I**

### **FAITH AND ETHICS II**

**Tri II**

This course is an exploration of the nature of faith, virtue, prayer and Christian freedom. Students will examine Christian morality and ethics and practice ethical decision-making as it applies to their lives. Reflecting the Gospel values of Cretin-Derham Hall and rooted in Catholic Social teaching, this course will present the curriculum of the CDH Leadership Academy. Students will learn the CDH operating standards, interpersonal and intrapersonal skills, communication styles, the values of organizational skills and two main types of leadership: Transformational and Servant.

Leadership Academy Project Phase:

Having learned these skills, the students will then decide whether or not to complete a Leadership Project during their senior year. If they complete the 12<sup>th</sup> grade project and present it to their peers and teachers, they will be awarded a Leadership Academy designation on their transcript and receive one General Elective Credit.

***Grade 11***

## Grade 11 Trimester Electives

### **CHRISTIAN CONTROVERSIES THROUGHOUT THE AGES**

**Tri III**

This course offers students a historical survey of a number of controversial issues that have faced the Christian community, and explores how the historical treatment of these issues provides guidance for our own questions today. Students who wish to take this course must have a strong interest in theology and history, and be able to draw on information received from previous courses taken in the Religion Department.

***Grade 11***

### **MEN'S SPIRITUALITY**

**Tri III**

This elective course is open to all male students who are interested in asking the question, "What does it mean to be a spiritually and emotionally healthy man in today's society?" It will introduce young men to some of the rich masculine spiritual metaphors, symbols, lessons, and stories from the Christian tradition as well as from a variety of other cultures and religions. Through readings, prayer experiences, guest speakers and the sharing of own stories, students will be inspired to explore important male virtues and be empowered to seek and be sought by God in new ways.

***Grade 11***

### **PRAYER and CREATIVITY**

**Tri III**

Prayer and worship are at the heart of the Christian life as is our creative response to God and to our world through the arts. In this course, students will explore their faith by looking at various styles of Christian meditation and other world religions. This course will explore and utilize many of the arts including writing, music, drawing/painting, acting and dance as a way to express the sacred. Ultimately, this course will challenge the student to deepen their relationship to God and widen their understanding of their creativity as an extension of God's presence in the world.

\*An overnight retreat will be offered for this class to be determined by the instructor. The cost will be \$100.

***Grade 11***

## **WOMEN'S SPIRITUALITY**

**Tri III**

This course is open to all women who are interested in studying spirituality from a feminine perspective. Using faith as our lens, students will have the opportunity to study how women understand their identity, their ideas of beauty, their relationships with others, and how they use their lives to lead and influence, to create a more just world. We will explore different styles of prayer and study the contribution of women leaders in the Catholic Christian tradition. This class involves journal writing, creative thinking, presentations/projects, knitting, art, and discussion.

**Grade 11**

## **WORLD RELIGIONS**

**Tri III**

Students will study the major non-Christian religious systems. Included are: Hinduism, Buddhism, Islam, Judaism, Confucianism, and Taoism. The study includes both the major components of each religion, and the culture out of which each one emerged.

**Grade 11**

## **Requirement - Grade 12:**

Philosophy/Theology - Honors (tri 1 & 2) and Social Justice - Honors (tri 3) **OR**

Senior Seminar Religion (year long) **OR**

Senior Interdisciplinary Symposium - (Spectrum) – Honors (year long)

## **PHILOSOPHY/THEOLOGY - Honors**

**Tri I and Tri II**

This course introduces students to some of the most influential philosophical and theological ideas of Western Civilization. We will examine questions of life's meaning, God's existence, the nature of art, faith, freedom and identity, as we gain an appreciation for the depth and profound nature of the central beliefs of the Christian Church. Year long service will be a part of this course. This course is paired with Introduction to College Literature-H to allow for the time needed for service on Thursdays.

***A 3.5 cumulative GPA is strongly recommended for registration for Philosophy/Theology-Honors.***

***An overnight retreat is a course expectation. A fee for this retreat will be assessed by the school.***

**Grade 12**

## **SOCIAL JUSTICE - Honors**

**Tri III**

Justice in Thought and Deed: This will be a study of the interplay between philosophical and theological reflection and social justice issues. Students will study classical and contemporary definitions of good, evil, justice, and the just society. They will analyze and evaluate specific local and global social justice problems, and learn the stories of individuals whose philosophies and theologies have led to profound commitments to live and die for justice. There will also be a service component to this trimester in which students will experience the connection between theory and practice by going into the community to work with people who are marginalized and economically disadvantaged.

This course with Introduction to College Literature-H to allow for the time needed for service on Thursdays.

***A 3.5 cumulative GPA is strongly recommended for registration for Social Justice-Honors.***

**Grade 12**

## SENIOR SEMINAR: GOD’S CALL, OUR RESPONSE

Yearlong

This yearlong religion course is grounded in the 7 elements of Catholic Social Teaching with a particular emphasis on “Call to Family, Community and Participation” and “Solidarity.” Recognizing that “We are one human family whatever our national, racial, ethnic, economic and ideological differences. We are our brothers’ and sisters’ keepers, wherever they may be,” and that “The person is not only sacred but also social. How we organize our society – in economics and politics, in law and policy – directly affects human dignity and the capacity of individuals to grow in community.”

In light of the Gospel, Senior Seminar will engage students in thinking critically about issues vital to our world’s common good. In addition to classroom study, a key component of the class will be experiential learning involving fieldwork at local elementary schools. Students will be paired with one or more “buddies” serving both as tutor and friend. Further fieldwork will involve students participating in “Dear Neighbor” experiences where they will meet with and learn from members of our local community that they may not otherwise encounter. Additionally, guest speakers will bring real-life experiences into the classroom to help students discern their call and vocation. Students will process their experiences through discussions, written reflections, multiple-intelligence projects and presentations, class retreat and senior speeches.

This course is paired with English 12, English 12-Writing Studio, or Introduction to College Literature-H to allow for the time needed for service on Thursdays.

***An overnight retreat is a course expectation. A fee for this retreat will be assessed by the school.***

**Grade 12**

## SENIOR INTERDISCIPLINARY SYMPOSIUM (SPECTRUM) - Honors Year long

Senior Interdisciplinary Symposium is an interdisciplinary course that fulfills the 12<sup>th</sup> grade requirement for credit in English, and religion. The course also fulfills 2 credits for social studies. Students are required to take Economics or Economics-honors and U. S. Government or AP U. S. Government to fulfill the social studies requirement. This course admits approximately forty-five students per section, is taught by three teachers (one from each discipline) and meets for two consecutive class periods.

The three disciplines in the course are integrated in two primary ways. First the course focuses upon themes that are common to the three subject areas. The values of Catholic Social Teaching underlie the selection of literature and guide the approach to each topic. Second, the disciplines are integrated through an emphasis on developing skills: reading, writing, critical thinking and discussion.

Spectrum has a focus on service learning and leadership. When a student registers for Spectrum, he/she agrees to do a year of service at one of the program’s designated sites.

***A 3.5 cumulative GPA in English, religion and social studies is strongly recommended for registration for Senior Interdisciplinary Symposium (Spectrum).***

St. Mary’s University has approved Spectrum as part of its Program for Advanced College Credit (PACC). Twelfth graders who take Spectrum and maintain a “C” average in this class may earn three college credits from St. Mary’s which are transferable to over 300 colleges and universities.

St. Mary’s University will give credit for Introduction to College Literature OR Senior Interdisciplinary Symposium, not both.

***An overnight retreat is a course expectation. A fee for this retreat will be assessed by the school.***

**Grade 12**

The Science Department of Cretin-Derham Hall provides 7 offerings for students of all ability levels. There is a three-year requirement for graduation. This requirement may be met by a variety of combinations that fit individual student abilities and needs

Students are encouraged to get a broad background across the various fields of science before specializing in one area. Students who apply to college must be aware that many colleges require three years of science.

**The most common sequence recommended for college bound students is:**

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Science and Engineering	Biology	Chemistry	Physics
<i>College Prep or</i>	<i>College Prep or</i>	<i>College Prep or</i>	<i>Advanced or</i>
<i>Advanced or</i>	<i>Advanced or</i>	<i>Advanced or</i>	<i>EPP (U of MN) or</i>
<i>Honors</i>	<i>Honors</i>	<i>Honors</i>	<i>Honors or AP</i>

When different levels of courses are offered, the department will assist students in finding the program which best fits their abilities and goals.

## Requirement - Grade 9: Science and Engineering

This foundational course introduces students to the engineering process. Students are engaged in challenging activities designed to develop a problem-solving mindset. Students are tasked with designing original solutions to problems while utilizing CAD, computer programming, and other technologies to develop these solutions. Science practices such as experimental design, interpretation of data, and presentation of ideas are integral components of the course. The course is offered at three levels that match students with their math abilities.

### SCIENCE and ENGINEERING – College Prep

**Year long**

This course is an introductory course designed for students to acquire the tools they need to succeed in all science classes and future college level science courses. This course focuses on the how engineering integrates into science with an emphasis on problem solving. This course will focus on the Engineering Design Process (trimester 1), Physics and Experimental Design (trimester 2) and Microprocessors and coding (trimester 3).

**Grade 9**

### SCIENCE and ENGINEERING - Advanced

**Year long**

At this level, students will be expected to set up mathematical relationships from data obtained in the lab and then discuss how various types of experimental errors will affect the calculated results. This course will focus on the Engineering Design Process (trimester 1), Physics and Experimental Design (trimester 2) and Periodic Table, the Atom, Electric Circuits, and Microprocessors. (trimester 3). Students are expected to be able to read for content and comprehension. Students will be expected to develop a high level of independence in setting up data and coming to conclusions through the use of outside projects and reports.

**Grade 9**

### SCIENCE and ENGINEERING - Honors

**Year long**

This course is an introductory course designed for students to acquire the tools they need to succeed in all science classes and future college level science courses. This course focuses on the how engineering integrates into science with an emphasis on problem solving. The honors course delves more deeply into topics than in the other levels of the course. Students will be expected to write lab reports, create presentations, and integrate topics from other courses. This course will focus on the Engineering Design Process, Coding, and Measurement (trimester 1); Physics and Experimental Design (trimester 2); and the Periodic Table, Atomic Theory, Electric Circuits, Microprocessors and Coding (trimester 3).

**Grade 9**

## Biology

Biology stresses the development of investigative skills using the “inquiry” approach. In covering cell biology, diversity among living things, comparative anatomy and physiology, genetics and ecology, students learn to form hypotheses, collect data and analyze results.

### **BIOLOGY - College Prep**

**Year long**

This class will teach a wide breadth of topics and labs, with some depth and a more qualitative vs. quantitative analysis. Students will investigate the major kingdoms of life, cells, genetics and ecology. This is a college preparatory class.

**Grades 10, 11**

### **BIOLOGY - Advanced**

**Year long**

This class will take the topics discussed in Biology – College Prep and apply the use of quantitative data collecting techniques, along with more detailed lab procedures. Some of the topics that will be discussed include the kingdoms of life, cells, genetics and ecology. Students are expected to be able to read for content and comprehension.

**Grades 10, 11**

### **BIOLOGY - Honors**

**Year long**

This class is designed for college bound/science-oriented students and will include detailed lab work, class discussion, outside reading, and projects. By the end of the course, students will be able to:

- Explore phenomena and engineering problems as they relate to living things
- Look at data and empirical evidence to understand and solve problems
- Develop possible explanations of phenomena or design solutions to problems
- Communicate reasons, arguments, and ideas to others

This course will investigate the following topics: Biochemistry, Ecology, Cells, Energenics, Genetics, Reproduction, DNA Technology, Evolution, and Taxonomy.

**Prerequisites:** *Science and Engineering (Advanced or Honors)*

**Grades 10, 11**

### **ADVANCED PLACEMENT BIOLOGY - Honors**

**Year long**

This course is designed to be a second year biology course as well as the equivalent of a college introductory biology course. CDH students may take this course as a first year biology course with the understanding that there may be additional learning that is necessary outside of the curriculum if not taken as a second year course. After showing themselves to be qualified on the AP Examination, some students are permitted to undertake upper-level biology courses when they are in college/university. This AP course follows the AP Biology curriculum as determined by the College Board and is divided into four big ideas. **BIG IDEA 1:** The process of evolution drives the diversity and unity of life. **BIG IDEA 2:** Biological systems utilize energy and molecular building blocks to grow, to reproduce, and to maintain homeostasis. **BIG IDEA 3:** Living systems store, retrieve, transmit, and respond to information essential to life processes. **BIG IDEA 4:** Biological systems interact, and these interactions possess complex properties.

**Prerequisites:** *Science and Engineering for any interested 10<sup>th</sup> graders and any level Biology course for interested 11<sup>th</sup> and 12<sup>th</sup> graders.*

*AP Chemistry or Honors Chemistry - may be taken concurrently*

**Grades 10, 11, 12**



## Environmental Science

### ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE - Honors      Year long

APES is a yearlong course designed to be the equivalent of a college environmental science course. Ecological principles, population studies, geology, pollution problems, earth's resources, environmental policy environmental engineering and land management issues are part of what is studied. After showing themselves to be qualified on the AP Examination, some students can receive college credit. Some outdoor field trips are required, as well as a summer assignment.

*There is a \$130.00 fee for this course that covers the cost of an overnight field trip to an environmental learning center. Costs for other daily field trips will be handled on a trip-by-trip basis (i.e.: Minnesota Zoo).*

**Prerequisite: Chemistry (or concurrent with this course)**

**Grades 11, 12**

## Human Anatomy

### ADVANCED HUMAN ANATOMY AND PHYSIOLOGY – Advanced      Year long

If you are considering a medical career, please check out CIS Human Anatomy and Physiology below.

In this year long course, students will focus on the human body. Through lab work, lectures, readings and discussions, students will consider the structure and function of human body systems. Students will investigate the tissues, organs and organ systems of the human body - skeletal, muscular, digestive, circulatory, respiratory, excretory, nervous, endocrine and reproductive. In addition to the normal functions, students will consider diseases or problems related to these systems.

**Prerequisite: Biology**

**Grades 11, 12**

### HONORS ANATOMY AND PHYSIOLOGY

**Yearlong**

**College in the Schools (CIS) U of M BIOL1015: Physiology, Technology and Medical Devices**

Online link: <https://cce.umn.edu/human-physiology-technology-and-medical-devices>

Are you interested in a health science field? Or interested in becoming a nurse? Physical therapist? Sports Medicine? Dietician? Then this class may be for you! Not only will you learn the anatomy of your body, but also how systems work (physiology) AND get some college credits as well!

This course will fulfill one freshman-level college semester as a science elective. It is not the equivalent of a pre-med or nursing-school 1<sup>st</sup> level anatomy course. With an average of a C or higher, the University of Minnesota will award four elective credits of "Science with a Lab." Official U of M transcripts will be available by mid-June from the U of M, which you will need to have sent to the university/college of your choice. The U of M strongly encourages a B average or higher in Advanced or Honors Chemistry as a prerequisite.

College in the Schools is accredited by the National Alliance of Concurrent Enrollment Partnerships. Accreditation guarantees that courses offered through CIS are University of Minnesota courses and CIS students earn University of Minnesota credit. High school students taking U of MN courses through CIS are held to the same academic standards as students on the University campus. High school teachers teaching U of MN courses through CIS are selected, trained, and continuously supported by university faculty. *The fee in 2022-2023 was \$145.00. The same fee is expected for 2023-2024.*

If you are a student that requires academic accommodations at CDH, you will need to petition for learning accommodations in accordance with the U of M guidelines. Please visit this website for more information: <https://disability.umn.edu/>

**Prerequisite: Biology-Advanced or Biology-Honors**

**Chemistry may be taken concurrently if not yet completed**

**A Summer reading assignment will be given out in mid-May.**

## **Chemistry**

Chemistry involves a study of the structures of molecules, the reactions they undergo and the forces, which drive these reactions. Emphasis will be given to the development of qualitative and quantitative methods in both lectures and labs. Students who plan to go on into any medical or science-related field need Chemistry. It is part of the normal college-preparatory sequence. Some colleges (including the University of Minnesota) require it as a prerequisite for the introductory college course.

### **CHEMISTRY – College Prep**

**Year long**

This course is focused more on the conceptual side of chemistry and is designed to explore real-life applications of the concepts. Students are exposed to traditional chemistry topics as well as modern materials science. If a student anticipates pursuing a career in the STEM field, it is highly recommended that s/he enroll into advanced chemistry or higher.

*Prerequisite: Algebra 1*

*Grades 11, 12*

### **CHEMISTRY – Advanced**

**Year long**

This course is designed to give students a general overview of chemistry from a mathematical and conceptual approach. Topics such as: atomic theory, stoichiometry, bonding and gas laws are explored both qualitatively and quantitatively. The laboratory experience within the course develops science practices that help students reason and think like scientists. Advanced chemistry is designed for students who are considering a career within the STEM field in the future or anticipate having to take chemistry in college. Completion of algebra is a course prerequisite.

*Prerequisite: Students in this course must be taking Alg2Trig concurrently*

*Grades 11, 12*

### **CHEMISTRY – Honors**

**Year long**

This chemistry class is a math intensive first semester college level chemistry class. Topics are drawn from both inorganic and organic chemistry. Students spend an average of one day a week in the laboratory conducting and analyzing experiments. Students must be in Alg2Trig-Advanced or higher.

St. Mary's University has approved Chemistry-Honors as part of its Program for Advanced College Credit (PACC). Students who take Chemistry-Honors and maintain a "C" average in this class may earn four college credits from St. Mary's University of Minnesota. These credits are transferable to many colleges and universities.

*Prerequisite: Students in this course must be taking Alg2Trig - Advanced or Alg2Trig - Honors concurrently.*

*Grades 11, 12*

### **ADVANCED PLACEMENT CHEMISTRY**

**Yearlong**

The Advanced Placement (AP) chemistry course is designed by the College Board to be the equivalent of a first year, general chemistry college course. As such, the course is suitable only for high school students who are (or will be) particularly able in chemistry. They need to exhibit unusually high levels of commitment, motivation, intellectual capacity, and academic maturity. Due to the nature of the material, a substantial summer assignment must be completed prior to entering the class in the fall. This course is eligible for college credit based upon student performance on the AP exam and how that score is accepted at a particular college institution.

*Grades 11, 12*

## Physics

Physics is the study of motion, forces, work, energy, electricity and magnetism, optics and sound. Physics is fundamental to the other sciences and is useful in understanding many everyday situations. Problem solving is emphasized, not the memorization of scientific facts and formulas. Completion of Chemistry is recommended and students should have a working knowledge of algebra, geometry, and trigonometry.

### PHYSICS – Advanced

Year long

This course will emphasize both conceptual and mathematical understanding of the Physics topics that are listed above. Practical applications will be made in all topics. Successful completion of Algebra is required. Concurrent enrollment in a math class is recommended. The completion of Chemistry is also recommended.

St. Mary's University has approved Physics - Advanced as part of its Program for Advanced College Credit (PACC). 11<sup>th</sup> and 12<sup>th</sup> grade students who take Physics - Advanced and maintain a "C" average in this class may earn four college credits in the course P180/181 College Physics with Lab from St. Mary's University. These credits are transferable to over 300 colleges and universities. The University of St. Thomas accepts these credits.

The college credits for this class can be used to meet a science requirement at most colleges, but will not be accepted for students who plan to continue in a scientific program of study. Students who are interested in a scientific career and want college credit should enroll in AP or Honors Physics.

**Grades 11, 12**

## UNIVERSITY OF MINNESOTA COLLEGE IN THE SCHOOLS ENTRY POINT PROGRAM (EPP)

### PHYSICS BY INQUIRY – Advanced

Year long

Online link: <https://cce.umn.edu/physics-inquiry>

In this yearlong course, students will get an in-depth experience involving electricity and light/optics. Students will be working together to solve problems using inquiry-based activities and data analysis, focusing on student driven discovery. This course is meant for students who do NOT plan on going into engineering or science-related fields.

***This course will fulfill one freshman-level college semester in science. Upon completion of the course and earning a C or higher, the U of MN will award 4 credits. This will be on official transcripts and will be honored at over 90% of universities in the United States.***

College in the Schools Entry Point Program (EPP) is accredited by the National Alliance of Concurrent Enrollment Partnerships. Accreditation guarantees that courses offered through CIS are University of Minnesota courses and CIS students earn University of Minnesota credit. High school students taking U of MN courses through CIS are held to the same academic standards as students on the University campus. High school teachers teaching U of MN courses through CIS are selected, trained, and continuously supported by university faculty. The fee in 2022-2023 was \$145.00. The University of Minnesota has not yet determined the fee for the upcoming school year.

If you are a student that requires academic accommodations at CDH, you will need to petition for learning accommodations in accordance with the U of M guidelines. Please visit this website for more information: <https://disability.umn.edu/>

***Prerequisite: The U of MN strongly encourages an average of B- or higher in Chemistry (any level) as the prerequisite.***

**Grades 11, 12**

## **PHYSICS – Honors**

**Year long**

Honors Physics - U of MN College in the Schools PHY 1101W

This course is offered as concurrent enrollment with the University of Minnesota for 4 credits. Introductory College Physics I (PHYS 1101W) is a traditional algebra-based introductory college physics course. The course provides students with the opportunity to learn fundamental physics principles and complex problem-solving skills needed for more advanced study. PHYS 1101W is an appropriate course for students who are good at math and who are interested in studies in science or engineering. PHYS 1101W is a required course at the U of M for students with majors in fields such as architecture and kinesiology.

Students enrolling in PHYS 1101W must be juniors or seniors in high school, have earned a B or better in a rigorous algebra 2/trig (or equivalent) course, AND have completed prerequisite courses in high school algebra, plane geometry, and trigonometry. *The fee in 2022-2023 was \$145.00. The same fee is expected for 2023-2024*

If you are a student that requires academic accommodations at CDH, you will need to petition for learning accommodations in accordance with the U of M guidelines. Please visit this website for more information: <https://disability.umn.edu/>

***Prerequisite: Analysis Advanced or higher***

***Chemistry recommended***

***Grades 11, 12***

## **ADVANCED PLACEMENT PHYSICS - Honors**

**Year long**

This is a course in introductory physics intended for students who plan on majoring in science or engineering in college, or those who seek to challenge themselves at a very high level. The mathematical background required of the student is completion of or concurrent enrollment in introductory calculus. (There can be no exception to this requirement.) Completion of Honors Chemistry is strongly recommended.

The main objectives of the course are: to provide the student with a clear understanding of the concepts and principles of physics; to strengthen this understanding through real-world application of these concepts; to demonstrate the role of physics in other disciplines; to prepare for the Physics C examination, the passing of which results in college credit at participating colleges and universities.

***Co-or Pre-requisite: Calculus must be taken concurrently or have been taken previously***

***Completion of Honors or AP Chemistry highly recommended***

***Grade 12***

## Trimester Electives

*Students may take one, two or all three of the astronomy courses.*

### **ASTRONOMY: SOLAR SYSTEM AND THE VAGABONDS – College Prep**

**Tri I**

### **ASTRONOMY: SOLAR SYSTEM AND THE VAGABONDS - Advanced**

**Tri I**

This one trimester course will challenge your ideas about the sky and universe. You may think you have learned all there is in elementary school, but there is so much more to comprehend. The content of this course will enrich your knowledge of the skies and challenge your mind to conceive of things that are out of reach! The solar system includes studying the planets and moons as well as vagabond asteroids and comets. This course is available for advanced credit. See any science teacher for more information or to ask any questions.

*Grades 11, 12*

### **ASTRONOMY: STARS AND CONSTELLATIONS – College Prep**

**Tri II**

### **ASTRONOMY: STARS AND CONSTELLATIONS - Advanced**

**Tri II**

This one trimester course will challenge your ideas about the sky and universe. You may think you have learned all there is in elementary school, but there is so much more to comprehend. The content of this course will enrich your knowledge of the skies and challenge your mind to conceive of things that are out of reach! This course will look at stars and their life cycles and electromagnetic radiation along with constellations and their mythology. This course is available for advanced credit. See any science teacher for more information or to ask any questions.

*Grades 11, 12*

### **ASTRONOMY: DEEP SPACE AND BEYOND – College Prep**

**Tri III**

### **ASTRONOMY: DEEP SPACE AND BEYOND - Advanced**

**Tri III**

This one trimester course will challenge your ideas about the sky and universe. You may think you have learned all there is in elementary school, but there is so much more to comprehend. The content of this course will enrich your knowledge of the skies and challenge your mind to conceive of things that are out of reach! This course will study the Milky Way and other galaxies, quasars, energy sources, cosmology, space-time, black holes, the Big Bang and the search for extraterrestrials. This course is available for advanced credit. See any science teacher for more information or to ask any questions.

*Grades 11, 12*

### **DNA, FORENSICS & GENETICS - Advanced**

**Tri I**

A lab-based course that expands on the skills that were introduced in Biology. Students will experience the world of forensic science through weekly labs that help develop the skills necessary to solve a crime. The course culminates with a collaborative effort to solve a murder mystery.

*Prerequisite: Biology*

*Grades 11, 12*

## **WINTER OUTDOOR EDUCATION**

**Tri II**

Outdoor Education will bridge multiple intelligences by combining practical science knowledge with a diversity of experiences to help students understand themselves and their environment better. Students will use “real experiences” to help them understand their natural surroundings and ways to enjoy them. This class will focus on experiences that embrace our Minnesota winters, including winter camping, and the applicable science concepts that go with them. In addition to meeting for one class period each day, students are required to participate in 40 hours of active learning outside of school. Students will receive two trimester credits: one Physical Education credit and one Science credit. Students interested in taking this class more than one trimester, can take the class again in the spring.

Some activities will require fees.

***Grades 11, 12***

## **SPRING OUTDOOR EDUCATION**

**Tri III**

Outdoor Education will bridge multiple intelligences by combining practical science knowledge with a diversity of experiences to help students understand themselves and their environment better. Students will use “real experiences” to help them understand their natural surroundings and ways to enjoy them. This class will include on-the-water sports, shooting sports, adventure challenges, and the applicable science concepts that go with them. In addition to meeting for one class period each day, students are required to participate in 40 hours of active learning outside of school. Students will receive two trimester credits: one Physical Education credit and one Science credit.

Some activities require fees.

***Grades, 11, 12***

The Social Studies Department seeks to prepare students to be responsible and effective citizens in our ever-changing interdependent world. To prepare students to play a dynamic role in their local and global communities, our department strives to develop students who possess disciplinary knowledge and skills, and a respect for multiple perspectives. The overall goal is to help develop a just and humane society, reflective of our Cretin-Derham Hall values.

***PLEASE NOTE: A 3.5 cumulative GPA is strongly recommended for registration for an Advanced Placement or Honors course.***

## **SOCIAL STUDIES REQUIREMENT FOR GRADE 9:**

Values Symposium-Social Studies (pre-registered)  
**and** Human Geography (one trimester) OR AP Human Geography (two trimesters)

## **SOCIAL STUDIES REQUIREMENT FOR GRADE 10:**

3 trimesters of U.S. History **or** AP U.S. History

## **SOCIAL STUDIES REQUIREMENT FOR GRADES 11 AND 12:**

*Required: four social studies classes within grades 11 and 12 to include:*

- Economics (Grade 11 or 12) **and**
- AP US Government (two trimesters in Grade 11 or 12) **and**
- 1 Social Studies elective (Grade 11 or 12)
- OR**
- Economics (Grade 11 or 12) **and**
- US Government (Grade 12) **and**
- 2 Social Studies electives (Grade 11 or 12)
- OR**
- AP Micro Economics (two trimesters in Grade 11 or 12) **and**
- AP US Government (two trimesters in Grade 11 or 12)
- OR**
- AP Micro Economics (two trimesters in Grade 11 or 12) **and**
- US Government (Grade 12) **and**
- 1 Social Studies elective (Grade 11 or 12)

*Note: Senior Interdisciplinary Symposium-honors (Spectrum) in grade 12 fulfills 2 required Social Studies electives in addition to one elective Social Studies credit.*

## **Requirement: Grade 9**

Values Symposium-Social Studies (pre-registered)  
**and** Human Geography (one trimester) OR AP Human Geography (two trimesters)

## **VALUES SYMPOSIUM – Social Studies**

**Grade 9 students are pre-registered for this course.**

This ninth grade interdisciplinary course is intended to provide all students with a common academic and affective experience as they begin their secondary school education. Based expressly on the CDH values of Catholic, academics, service, leadership, community, equity, and diversity, this year long course is team taught through the religion, English and social studies departments, and is supported by technology integration. It is our goal that students will learn more effectively by connecting traditionally separate subjects, providing a more natural educational process in preparation for life-long learning. Important aspects of this course include the building of relationships among the students and between students and their teachers, developing critical thinking and communication skills and encouraging informed citizenship and active participation in the CDH community.

***Grade 9***

## **SUMMER HUMAN GEOGRAPHY**

**Summer of 2023**

This summer school class fulfills the one-trimester CDH Human Geography requirement. Enrollment for this class is limited and is based on student scheduling needs. Priority is given to those students taking band, choir, learning lab or JROTC. Tuition is \$200.00 and is due at the 9<sup>th</sup> grade registration in March.

Please see the 2023 Summer School Guide on the CDH website for more information and the registration form.

***Grade 9***

## **HUMAN GEOGRAPHY**

**Tri I or Tri II or Tri III**

In this one trimester class students will study the distributions of human activities at global and regional scales, and the causes and consequences of those distributions. Specific topics covered will include population, globalization, natural resources, agriculture, economic activity, urban and rural settlements, and cultural phenomena. Students will also learn about the tools that human geographers use to describe the world, and gain a basic understanding of how those tools are applied.

***Grade 9***

## **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

**Tri II and Tri III**

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.

This AP course presents high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today.

Students entering an AP Human Geography course should be capable of reading and comprehending texts written at the college level. Students should be able to summarize and evaluate textual information. They should also be able to read and interpret maps and graphic data.

Students entering an AP Human Geography course should possess fundamental skills in composition and inquiry (research). In both short-answer (i.e. one-paragraph) and multi-paragraph essay formats, they should be able to clearly articulate their summaries, analyses, interpretations, and evaluations of information.

***Requirement: Students must register for trimesters II and III***

***Grade 9***

## **Requirement - Grade 10: U. S. History or AP U. S. History**

All 10th grade students are required to take U.S. History (year long) or AP U.S. History (year long).

## **UNITED STATES HISTORY**

**Yearlong**

U.S. History will emphasize the importance of political history as well as the role diverse groups have played in the development of American society. The period of colonial history, the revolution and constitution; the growth of democratic principles under Andrew Jackson; the Civil War; the relationship of "big business" and government during the last part of the 1800s; political changes brought by the depression, two world wars, and the nuclear age will be covered in this course. Students will participate in National History Day.

***Grade 10***



## ADVANCED PLACEMENT UNITED STATES HISTORY

Year long

*A social studies GPA of 3.5 or higher is strongly recommended for Advanced Placement U. S. History, as well as a strong interest in learning history.*

Advanced Placement United States History is a yearlong chronological study of US History. This course will teach students factual knowledge. Students will also demonstrate the skills of analysis, synthesis and evaluation. The demands of this course are equivalent to those of a full-year introductory college course. Students will read numerous primary source documents as well as a college level textbook. In addition, students will complete extensive writing assignments and essay exams. Due to the scope and depth of this course, students will be required to complete summer reading assignments and homework.

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. This course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. This course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

**Grade 10**

### Requirement - Grade 11 and 12:

**Required: four social studies classes within grades 11 and 12 to include:**

- Economics (Grade 11 or 12) **and**
- AP US Government (two trimesters in Grade 11 or 12) **and**
- 1 Social Studies elective (Grade 11 or 12)
- OR**
- Economics (Grade 11 or 12) **and**
- US Government (Grade 12) **and**
- 2 Social Studies electives (Grade 11 or 12)
- OR**
- AP Micro Economics (two trimesters in Grade 11 or 12) **and**
- AP US Government (two trimesters in Grade 11 or 12)
- OR**
- AP Micro Economics (two trimesters in Grade 11 or 12) **and**
- US Government (Grade 12) **and**
- 1 Social Studies elective (Grade 11 or 12)

*Note: Senior Interdisciplinary Symposium-honors (Spectrum) in grade 12 fulfills 2 required Social Studies electives in addition to 1 enrichment Social Studies credit.*

## ECONOMICS

Tri I or Tri II or Tri III

This one-trimester course is designed to give the students an understanding of basic economic theory and its application to both the American economic system and economic realities throughout the world. Special emphasis is placed on developing economic reasoning skills and applying economic theory to the real world.

**Grades 11, 12**

## **AP MICRO ECONOMICS**

**Tri I and Tri II**

AP Microeconomics is an introductory college-level course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets: costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

***Grades 11, 12***

## **UNITED STATES GOVERNMENT**

**Tri I**

Local, state, and federal government will be covered in this one trimester course. The history and role of political parties as well as the importance of the media will be addressed. Students will observe local and state government in operation.

***Grade 12***

## **ADVANCED PLACEMENT U.S. GOVERNMENT - Honors**

**Tri II and Tri III**

***A social studies GPA of 3.5 or higher is strongly recommended for Advanced Placement U. S. Government, as well as a strong interest in learning about government***

Advanced Placement U.S. Government is a two-trimester course open to 11<sup>th</sup> and 12<sup>th</sup> grade students. 11<sup>th</sup> graders would take this course to fulfill their U.S. Government requirement. 12<sup>th</sup> graders may take this course to fulfill two of their four trimester social studies requirements.

Advanced Placement U.S. Government will cover the development of our political system and how it functions today. The three branches of government will be stressed. The process of creating public policy and the implementation of that policy will be examined. Students who take this course will be expected to do extensive reading and have good writing skills. Advanced Placement U.S. Government will prepare students to take the Advanced Placement exam in the spring. Many colleges and universities will give credit and /or advanced placement to students who do well on the exam.

***Grades 11, 12***

## **SENIOR INTERDISCIPLINARY SYMPOSIUM (SPECTRUM) - Honors Year long**

Senior Interdisciplinary Symposium is an interdisciplinary course that fulfills the 12<sup>th</sup> grade requirement for credit in English, and religion. The course also fulfills 2 credits for social studies. Students are required to take Economics or Economics-honors and U. S. Government or AP U. S. Government to fulfill the social studies requirement. This course is taught by three teachers (one from each discipline) and meets for two consecutive class periods.

The three disciplines in the course are integrated in two primary ways. First the course focuses upon themes that are common to the three subject areas. The values of Catholic Social Teaching underlie the selection of literature and guide the approach to each topic. Second, the disciplines are integrated through an emphasis on developing skills: reading, writing, critical thinking and discussion.

Spectrum has a focus on service, learning and leadership. When a student registers for Spectrum, he/she agrees to do a year of service at one of the program's designated sites.

***A 3.5 cumulative GPA in English, religion and social studies is strongly recommended for registration for Senior Interdisciplinary Symposium (Spectrum).***

***Students will be encouraged to attend and participate in an overnight retreat. Approximate cost: \$80.00.***

***Limited financial assistance is available to students who cannot otherwise afford to attend the retreat.***

St. Mary's University will give credit for Introduction to College Literature OR Senior Interdisciplinary Symposium (Spectrum), not both. St. Mary's University has approved Spectrum as part of its Program for Advanced College Credit (PACC). Twelfth graders who take Spectrum and maintain a "C" average in this class may earn three college credits from St. Mary's which are transferable to approximately sixty other colleges and universities.

***Grade 12***

## **Electives**

### **AFRICAN-AMERICAN HISTORY – College Prep or Honors**

**Tri III**

This course is an in depth study of African-American History. It will build upon the 10<sup>th</sup> grade United States History class, but take a different lens and deepen understanding of African-American contributions to United States History.

This class can be taken at the college prep or honors level.

***Grades 11, 12***

### **CLOSE-UP**

**Tri II**

This is a trimester-long course in which students study the theories and practices of government. It culminates in one week in Washington, D. C. where the students see and experience federal government in action. Students who sign up for this class are expected to participate in the trip to Washington, D.C. Current events will be stressed. Costs for last year's trip were approximately \$1,937.00.

***Grades 11, 12***

### **DEBATE**

**Tri I**

Students explore issues while focusing on preparing arguments and communicating effectively. Using a variety of techniques and delivery methods, the course will emphasize participative, active, informal and formal persuasion. Processes of Lincoln-Douglas (one on one) and Traditional (team) debate will be the vehicle by which students can demonstrate their research, case development and presentation skills.

***Grades 11, 12***

### **INTERNATIONAL RELATIONS - Honors**

**Tri II**

This one-trimester honors course is designed for students who are interested in analyzing the complex relationships among the nations of the world. After the fundamentals of foreign policy are studied, the course will proceed into a series of case studies, focusing on international organizations, nations and issues that have been in the news. The successful student will come to the course with above average reading, writing, and speaking skills, as well as the willingness to adopt other countries' and cultures' points of view.

***A 3.5 social studies GPA or higher is strongly recommended to register for International Relations – Honors.***

***Grades 11, 12***

### **PSYCHOLOGY**

**Tri II**

This course is a study of the major theories of psychology and how they relate to the development of the personality. Topics such as learning, perception, the shaping of values, the unconscious personality and behavior disorders will be introduced.

***Grades 11, 12***

### **ADVANCED PLACEMENT PSYCHOLOGY – Honors**

**Tri II and III**

Advanced Placement Psychology is a 2-trimester class. The AP course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Subfields include the following: History and Approaches, Research Methods, Ethics and Psychology Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Intelligence, Abnormal Behavior, Abnormal Behavior Treatment, and social Psychology.

Numerous colleges and universities will give credit and/or advanced placement to students who do well on the exam.

***Grades 11, 12***

**SOCIOLOGY****Tri III**

This course will introduce students to the study of human society and its origins. Students will study the impact institutions, organizations and the pressure to respond to the norms of a culture have on the individual within various societies.

*Grades 11, 12*

**SOCIOLOGY OF SPORTS****Tri III****The Role of Race, Class and Gender in Athletics**

This course will introduce students to the study of sociology. Students will study the impact that institutions, organizations and the norms of a culture, have on individuals involved in many different aspects of athletics. Students will specifically study the ways that athletics impact the societal norms of race, class and gender, as well as how these cultural norms are influenced by athletics.

*Grades 11, 12*

**WOMEN'S STUDIES****Tri I****WOMEN'S STUDIES –Honors****Tri I**

This is an introductory course in Women's Studies. It is an interdisciplinary class combining history and sociology to help students better understand women's experiences of the past and to analyze women's situations today. Topics of discussion include, but are not limited to: women's suffrage, the Equal Rights Amendment, Title IX, equal pay, social concepts of gender, media, intersectionality, stereotypes, and current and international issues.

*Grades 11, 12 (females only)*

The World Language Department of Cretin-Derham Hall recognizes that all students are citizens of a global society. To live more fully in this society, it is important that students be able to communicate in multiple languages. As students learn to communicate in other languages, their appreciation of other cultures adds dimension and depth of understanding to their view of the world. When students learn that there is more than one manner of communication, they grow in their appreciation of peoples and cultures. In developing linguistic skills, they also learn to better understand and appreciate their native language.

Our department goal is to reach proficiency benchmarks set by the American Council of Teachers of Foreign Languages (ACTFL) in the following: Communities, Communication, Comparisons, Culture, and Connections. Through a curriculum that is aligned to the ACTFL World Readiness Standards for Learning Languages and an engaging, immersion-based learning environment, this course offers students the opportunity to communicate spontaneously and effectively on a variety of culturally contextualized topics that are familiar and meaningful to the students. They will be able to identify target language cultural artifacts and practices to learn and appreciate other perspectives different from their own

*The recommended time for student-initiated level changes in the World Language Department is the week prior to Parent/Teacher conferences in October.*

## FRENCH

### FRENCH 1

**Year long**

In the first year, students will learn the basics of listening, speaking, reading, and writing in French. Upon completion of this course, students are expected to be able to comprehend and produce French with the range of vocabulary and constructions covered during the year; to speak with reasonable control of the sounds of French; and to put into writing with appropriate proficiency the sentences and ideas that they are able to express orally. Students will also become familiar with the various aspects of French cultures around the world. This course is designed for students who have not had any previous French learning experience or whose experience has not advanced their proficiency to the level of a typical French 2 Student.

**Grades 9, 10, 11, 12**

### FRENCH 2 - Advanced

**Year long**

In the second year, students will continue to enhance their ability to listen, speak, read, and write in French. Students will be able to read and understand simple informative and fictional texts on familiar topics and understand familiar questions and statements from simple sentences spoken in conversation. Students will be able to use practiced or memorized vocabulary, phrases, simple sentences and questions to communicate in speaking and writing in French. They will continue to explore French culture in France as well as in other countries around the world where French is spoken.

**Prerequisite: D- or better in French 1 or equivalent and written approval of French 1 instructor**  
**Grades 9, 10, 11, 12**

### FRENCH 3 - Honors

**Year long**

At this level students will proceed at a more accelerated pace than in the previous levels. Students will continue to build cultural competencies and practical communication skills in French. This course focuses on reinforcing the skills they already have with continued emphasis on reading, listening, writing, and speaking. Students explore cultural differences and similarities as they read and listen to French authors, musicians, and speakers in a variety of styles and francophone cultures.

**Prerequisite: C- or better in French 2 or equivalent and written approval of French 2 instructor**  
**Grades 9, 10, 11, 12**

## **FRENCH 4 - Honors**

**Year long**

In the fourth year, students will build on skills learned in their previous courses. Students at this level will develop the skills necessary to ask simple questions and navigate straightforward survival situations, using sentence-level language or original strings of sentences to communicate with others. In learning about French cultures, students will be able to make connections and comparisons with their own culture to better understand perspectives that are different from their own. Students will increase their proficiency in French through an in-depth review and expansion of French grammar and vocabulary. Small and large group discussions in conjunction with both formal and informal presentations will reinforce the grammatical concepts and strengthen fluidity of speech and confidence. Students will be able to participate in spontaneous conversations on familiar topics and they will be able to understand sentences and connected sentences in a variety of authentic informational and fictional texts on topics with which they are familiar.

***Prerequisite: C or better in French 3 or equivalent and written approval of French 3 instructor  
Grades 9, 10, 11, 12 or instructor's permission***

## **AP FRENCH LANGUAGE AND CULTURE - Honors**

**Year long**

AP French Language and Culture is equivalent to an intermediate level college course in French. Students further develop their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

This course will be conducted entirely in French, and students are expected to participate in French on a daily basis. All Students will be required to take the AP French Language and Culture exam in May.

***Prerequisite: A minimum grade of A- in their previous course and instructor approval are required for registration in this course. Students may enroll in AP French after completing French 3 or 4 as long as they have approval from their previous instructor as well as the AP instructor.***

***Grades 9, 10, 11, 12***

## **MANDARIN (CHINESE)**

### **MANDARIN 1 - Advanced**

**Year long**

This is the first year of Mandarin course, designed for students that have no experience in Mandarin. This course will introduce students to Mandarin language and some cultures of China. Students will be learning listening, speaking, reading and writing. Mandarin language pronunciation tools (Pinyin system) and writing system (Chinese characters) will be taught. The course will focus on teaching students practice reading and writing, and the course will be taught in near immersion style to create the language environment for students to listen and to speak in target language. Integrated Chinese Level 1 Part 1 textbook will be used, and during the first year, the course will cover Introduction to Chapter 5. Students will learn to introduce themselves and their family members, talk about school life, use dates and times to make appointments. Students will also learn about Chinese holidays, and arts and crafts of China.

***Grades 9, 10, 11, 12***

**MANDARIN 2 - Advanced****Year long**

This is the second year of Mandarin course. It is designed for students who have completed Mandarin 1, or have the equivalent knowledge from previous studies. Students are expected to master Pinyin system prior to this class. Integrated Chinese Level 1 Part 1 textbook will be used, this course will cover from Chapter 6 to Chapter 10, finishing this book. Students will continue to learn listening, speaking, reading and writing, and the course will be taught in immersion style to create a good language environment for students to practice and learn. Students will begin to learn more complicated sentence structures, such as, how to describe an action using adjectives, to express surprise and asking rhetorical questions, and how to describe two things happening simultaneously. In this course, students will learn to use Mandarin to talk about more details of daily and school life, learn money units in Mandarin, how to shop and bargain in Mandarin, and learn about transportation methods in China. Students will continue to learn about Chinese culture through watching films about China's school life, and making festival crafts to celebrate Chinese New Year.

***Prerequisite: Mandarin 1 or instructor's permission***

***Grades 9, 10, 11, 12***

**MANDARIN 3 - Honors****Year long**

This is a continuation of Mandarin 2. All four skill areas: listening, speaking, reading and writing will be taught with an emphasis on speaking and listening. At this level, students will be able to speak and present fluently for about 3 to 5 minutes on one topic, to tell a short story and have a discussion about it with their peers in Mandarin. Students will master the use of different tenses, and begin to learn complex sentence structure. Additionally, students will also learn modern Chinese idioms and popular phrases evolved in the Internet era, in addition to the formal written language. Integrated Chinese Level 1 Part 2 textbook will be used, and chapters 11 through 15 will be covered in Mandarin 3. Students will continue to learn about Chinese culture and history through watching films and TV shows.

***Prerequisite: Mandarin 2 or instructor's permission***

***Grades 9, 10, 11, 12***

**AP MANDARIN 4 (CHINESE LANGUAGE AND CULTURE) – Honors**      **Year long**

This course is the fourth year Mandarin course. Class is taught in Mandarin, students are expected to speak Mandarin all the time, only under special circumstances, students may use English. Students will develop their Mandarin language skills further, and learn more about Chinese culture. Two textbooks are used for this class: Integrated Chinese Level 1 Part 2 and Step Up to AP. Students may choose to take the AP Chinese Language and Culture Exam. This course will focus on five target areas: Communication, Cultures, Connections, Comparisons and Communities, as outlined by College Board in the AP course guideline. Students will be working on interpersonal conversation, making presentations, listening and comprehending announcements in Mandarin.

***Prerequisite: Mandarin 3 or instructor's permission***

***Grades 9, 10, 11, 12***

**MANDARIN 5 - Honors****Year long**

This class is designed for students who have learned Mandarin for 6 to 8 years before high school in an immersion level, or for students who have completed Mandarin 4. This course focuses on helping students develop the ability to create with the language and use the language to discuss various topics and current events. Students' language proficiency will move towards an advanced level. Mandarin 5 might be offered in a combined class with Mandarin 4 to accommodate student schedules.

***Prerequisite: Mandarin 4 or instructor's permission***

***Grades 9, 10, 11, 12***

# SPANISH

## SPANISH 1

**Year long**

This course is intended to develop the language skills of listening, speaking, reading, and writing. At the completion of this course, students are expected to comprehend and produce Spanish within the range of vocabulary and constructions covered during the year; to speak with reasonable control of the sounds of Spanish; and to put into writing with appropriate accuracy the sentences and ideas that the student is able to express orally. Students will also become familiar with the various aspects of Spanish speaking cultures.

This course is designed for students who have not had a previous Spanish learning experience or whose experience have not advanced their proficiency to the level of a typical Spanish 2 student.

***Grades 9, 10, 11, 12***

## SPANISH 2 - Advanced

**Year long**

In Spanish 2, students will build on skills learned in their previous course. Students will be able to read and understand simple informative and fictional texts on familiar topics and understand familiar questions and statements from simple sentences spoken in conversation. Students will be able to use practiced or memorized vocabulary, phrases, simple sentences and questions to communicate in speaking and writing in Spanish. Students will use Spanish to identify and reflect on the products and practices of the cultures studied and will make comparisons to the practices and perspectives of their own culture.

***Prerequisite D- or better in Spanish 1 or equivalent and written approval of Spanish 1 instructor***

***Grades 9, 10, 11, 12***

## SPANISH 3 - Honors

**Year long**

In this level, students will proceed at a more accelerated pace than in previous levels. In this course, students will continue to develop real life skills in the Spanish Language. Listening, reading, writing, speaking and cultural awareness are practiced in real life situations and are supported with culturally relevant materials in Spanish. Grammar and vocabulary are a continual focus, with an increased emphasis on meaning and communication. Students will continue to use Spanish to identify and reflect on the products and practices of the cultures studied and will make comparisons to the practices and perspectives of their own culture.

***Prerequisite: C or better in Spanish 2 or equivalent and written approval of Spanish 2 instructor***

***Grades 9, 10, 11, 12***

## SPANISH 4 - Honors

**Year long**

In Spanish 4, students will build on skills learned in their previous courses. Students at this level will develop the skills necessary to ask simple questions and navigate straightforward survival situations, using sentence-level language or original strings of sentences to communicate with others. In learning about Latinx cultures, students will be able to make connections and comparisons with their own culture to better understand perspectives that are different from their own. Students will increase their proficiency in Spanish through an in-depth review and expansion of Spanish grammar and vocabulary. Small and large group discussions in conjunction with both formal and informal presentations will reinforce the grammatical concepts and strengthen fluidity of speech and confidence. Students will be able to participate in spontaneous conversations on familiar topics and they will be able to understand sentences and connected sentences in a variety of authentic informational and fictional texts on topics they are familiar with. There is a specific focus on preparing students for the post-secondary Spanish language placement exams

***Prerequisite: C or better in Spanish 3 or equivalent and written approval of Spanish 3 instructors***

***Grades 9, 10, 11, 12***



## **SPANISH 5 - Honors**

**Year long**

This course is for those students who wish to continue their mastery of the Spanish language. Students at this level will master the skills necessary to ask simple questions and navigate straightforward survival situations, using sentence-level language or original strings of sentences to communicate with others. In learning about Latinx cultures, students will be able to make connections and comparisons with their own culture to better understand perspectives that are different from their own. Students will continue to increase their proficiency in Spanish through an in-depth review and expansion of Spanish grammar and vocabulary. Small and large group discussions in conjunction with both formal and informal presentations will reinforce the grammatical concepts and strengthen fluidity of speech and confidence. Students will be able to participate in spontaneous conversations on familiar topics and they will be able to understand sentences and connected sentences in a variety of authentic informational and fictional texts on topics they are familiar with. There is a specific focus on preparing students for the post secondary Spanish language placement exams.

***Prerequisite: Spanish 4, instructor's permission, or test  
Grades 9, 10, 11, 12***

## **AP SPANISH LANGUAGE AND CULTURE - Honors**

**Year long**

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

This course will be conducted entirely in Spanish, and students are expected to participate (in Spanish) on a daily basis. All students will be required to take the AP Spanish Language and Culture exam in May.

***Prerequisite: A minimum grade of A- in their previous course and instructor approval are required for registration in this course. Students may enroll in AP Spanish after completing Spanish 3, 4, or 5 as long as they have approval from their previous instructor as well as the AP instructor.***

***Grades 9, 10, 11, 12***

## **LASALLIAN GLOBAL STUDIES PROGRAM: SPAIN – Honors Explore Spain and Find Yourself**

**Summer 2023**

The LaSallian Global Studies Program offers you the opportunity to experience the sophisticated life of a country more diverse than you could imagine. Rich in history, Spain's art, architecture, and culture will amaze you. The birthplace of some of the world's most influential artists, including Pablo Picasso, Francisco de Goya and Diego Velázquez, travel to Spain to experience the true beauty and history behind some of the most treasured art in the world. From the ancient Roman ruins, to the flamenco dancers, tapas and matadors, to the gothic cathedrals overlooking the narrow streets, and even to its captivating mountain ranges, Spain captures the true essence of a traveler's journey overseas. With a history dating all the way back to the Middle Ages and even to the Roman Empire, Spain's historic sites will transport you to another time. Our program spans four cities: Madrid, Valladolid, Zaragoza, and Barcelona. While in Madrid, see one of the most famous art pieces in the world, Pablo Picasso's La Guernica, which depicts the horrors of the Spanish Civil War, tour the royal palace and stroll in the surrounding gardens and parks. In Valladolid, we will visit the home of Miguel de Cervantes-the author of the iconic Spanish novel *Don Quixote de la Mancha*. Valladolid is linked to some of the most important figures in Spanish history. King Ferdinand and Queen Isabella were married here and Christopher Columbus died here. While in Zaragoza, we will stroll along the Ebro river, tour the breathtaking Plaza and Cathedral Del Pilar and the Cathedral del Salvador while admiring the Mudéjar style of architecture that can be found in many places in the city. Finally, in Barcelona, you can travel back to the medieval period and visit the towering cathedral, La Sagrada Familia. 137 years later and still unfinished, this beautiful cathedral is Spanish history you must experience. Explore the country and find yourself. It's just waiting for you to have the experience of a lifetime.

The trip will be June 13-June 27, 2023

Participants will earn one Honors Global Studies credit for successfully completing coursework which will include a final presentation which will take place after the conclusion of the trip.

***Prerequisites: participants must have successfully completed (B or higher) Spanish level 3 Honors to participate in this program.***