

Notre Dame

H I G H S C H O O L

Grades 7 - 12

Academic Handbook 2024– 2025 Program of Studies

Notre Dame High School
1400 Maple Avenue
Elmira, New York 14904
www.notredamehighschool.com

Notre Dame

H I G H S C H O O L

Grades 7 - 12

Mission Statement

Notre Dame High School, a ministry of the Sisters of Mercy, seeks to prepare students for college by providing a challenging academic environment that stimulates students intellectually, physically and spiritually, in a community that respects a diversity of backgrounds and perspectives, thus inspiring lifelong learners, critical thinkers, and compassionate, responsible citizens of the world.

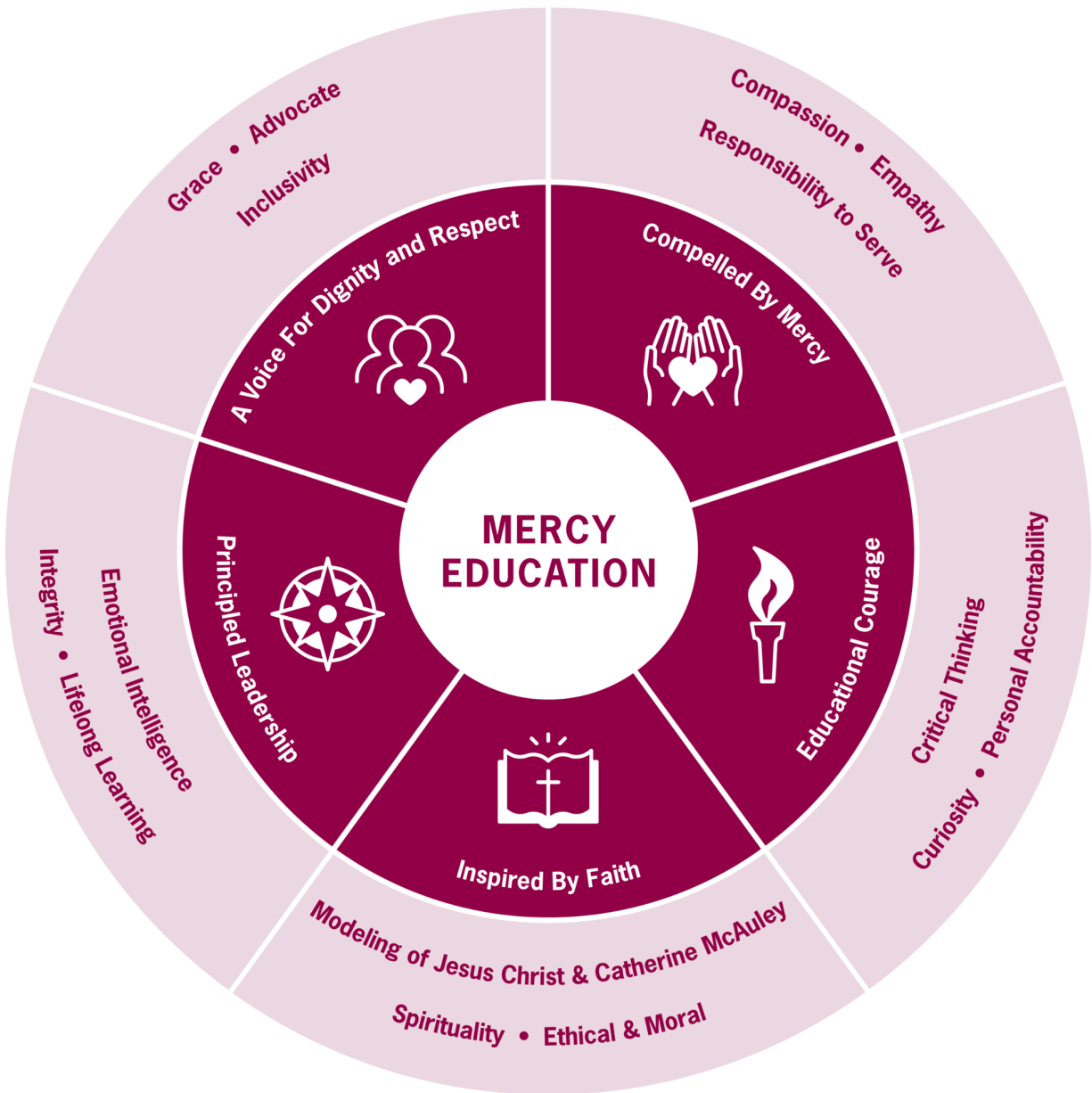
Belief Statements

We believe that:

- Centering our education on a Christian value formation harmoniously blends together faith, culture and life;
- Continuously striving for higher academic excellence, enables our students to achieve their maximum potential;
- Challenging students spiritually, academically, emotionally and physically provides a comprehensive educational experience;
- Creating a safe environment promotes self-discipline, accountability, self-worth, responsibility and respect;
- Showing compassion and respect for the uniqueness of each individual is the foundation of service to others and social justice;
- Forming a close partnership of the school working with the students, families, church and community is fundamental to our mission;
- Fostering a global consciousness encourages students to be faithful, peacemaking adults who are responsible stewards of the earth;
- Promoting ecological awareness and stewardship fosters the preservation of the Earth, with reverence and responsible care;
- Upholding the mission and charism of the Sisters of Mercy is essential to the school's identity.

Profile of the Graduate

Our Profile of the Graduate is how Notre Dame students come to manifest and embody our Mercy Education Core Values. It's the culmination of everything a Mercy Education hopes to achieve. Throughout the student's journey, this blueprint defines the attributes they're expected to acquire and the steps they'll take to gain them. With the Profile of the Graduate, every experience and academic opportunity are linked to and aligned with our Core Values.



A JOURNEY OF STUDENT DEVELOPMENT

Our graduates are known for having certain attributes that distinctly personify our Core Values and bring them to life. These traits are intentionally formed within our curricula and the entire Mercy experience.

Students continue to nurture these qualities throughout their lives.

CORE VALUE • STUDENT ATTRIBUTES



Compassion. Having concern for the needs of all, including those outside our immediate circle.

Empathy. Putting yourself in someone else's shoes to understand their feelings and perspectives.

Responsibility to Serve. Fulfilling the duty to not just care about others, but to take action on their behalf.



Curiosity. Being open to other ways of seeing the world and exploring new ideas.

Personal Accountability. Staying disciplined in decision-making, proactive in correcting mistakes and self-motivated in our studies.

Critical Thinking. Gathering and objectively evaluating and analyzing information through reflection and reason.



Spirituality. Developing a personal relationship with a loving, merciful God, expressed in service and respecting other faiths.

Modeling of Jesus Christ & Catherine McAuley. Living life with abundant love, compassion, generosity and hospitality, demonstrating the strength of infinite mercy.

Ethical & Moral. Following a personal code based on Gospel values that guides action and choices.



Integrity. Standing up for or doing what's right, including when it's difficult or unpopular.

Lifelong Learning. Always learning something new, gaining skills and wanting to know more, in all walks of life.

Emotional Intelligence. Recognizing and welcoming emotions within ourselves and others to build resilience and healthy relationships.



Grace. Allowing others to be fully human without judgment, while honoring what is God-like within each person.

Advocate. Being a forceful defender, supporter and sometimes spokesperson for the values and people we hold dear.

Inclusivity. Going beyond tolerance to embrace diversity, while accepting and serving with open arms.

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Notre Dame High School admits students of any race, creed, color and national origin. Limited resources make it impossible to take care of the educational needs of all potential students; therefore, Notre Dame reserves the right to accept or reject any candidate for admission based on the student's academic and behavioral record from the school of transfer. Students with major deficiencies or limited ability may be ineligible for admission; to do otherwise is not consistent with the principles of justice. Transfer students after the ninth grade will be subject to review and evaluation in terms of their academic and behavioral record before they are accepted. The school reserves the right to ask students to withdraw because of poor academic performance and/or behavioral reasons.

Notre Dame High School is a ministry of the Sisters of Mercy

General Academic Policies

The academic curriculum at Notre Dame High School is designed and applied to serve the needs of each student as an individual. This means that each student, no matter what his/her academic ability, is challenged to excel by striving for and reaching his/her maximum academic potential. To this end, courses are selected by the student in conjunction with parents/guardians, teachers and members of the Guidance Department. Care is taken by all involved that the courses selected are those which will best serve to enhance the total growth of the student.

In order to graduate from Notre Dame High School, each student is required to complete successful courses mandated by the Board of Regents of the State of New York, as well as additional requirements mandated by the school. A complete record of achievement in these courses, as well as in elective courses selected by the student, is maintained in the form of an official transcript.

It is our policy that any course that is a graduation requirement and is offered at Notre Dame must be completed here during the student's regular school day, online through the Mercy Learning Network or in summer school. Students who wish to include a study-abroad year within their four years of high school need to initiate plans with the school **prior to the sophomore year**. It is **highly recommended** that students who are considering studying abroad spend their senior year here at ND. Final decisions in all areas of academic policy rest with the school's administration.

Course Selection

Great care is to be taken by the student in selecting courses which best fulfill his/her academic objectives. While selecting courses, the student must be aware of specific course and sequence requirements for graduation, the most appropriate course levels and the student's own plans for the future. Student course selections are decided during a guidance interview, and are then approved by the parents. Factors such as the student's past success, the teachers' recommendations, prerequisites and the availability of classes are considered. Requesting a course does not always guarantee enrollment in the course, as scheduling constraints and course offerings may have an impact on what is available to students.

Online Courses

Students may take courses through the Mercy Learning Online network. These courses will appear on the student's transcript, but will not figure into the overall rank and grade point average. The extra cost for these online courses will be paid by the student's family. Only courses through the Mercy Learning Network are approved for inclusion on the NDHS transcript.

Transfer Students

A student transferring to Notre Dame is required to bring records from the previous school when registering. An official transcript and all standardized testing results must be provided. The transfer student will select courses under the direction of his/her school counselor. Students coming to Notre Dame with high school credits from a previous school should be aware that they will receive Honors credit for **only** those courses that we offer as Honors courses here. AP courses taken at another high school will be given AP credit here at ND. Students who transfer to Notre Dame at the beginning of their senior year will not be included in the class rank process. Credits will be awarded on a pass/fail basis to any student transferring to ND from a school which uses a grading scale that cannot be converted to our traditional 0-100 scale.

It is our policy to use the following chart to assign numeric grades for incoming upperclassmen who previous high schools have reported letter grades.

A+	97-100	=99	4.4
A	93-96	=95	4.0
A-	90-92	=91	3.6
B+	87-89	=88	3.3
B	83-86	=85	3.0
B-	80-82	=81	2.6
C+	77-79	=78	2.3
C	73-76	=75	2.0
C-	72-70	=71	1.6
D+	69-67	=68	1.3
D	66-65	=65	1.0
F	64 & below		

Schedule Changes

Students should take great care in choosing courses each year. Students should be especially thoughtful when selecting courses for the senior year. **Dropping or adding a course must take place within the first 10 days of class.** Dropping courses at midterm is not allowed except in extreme situations as determined by the administration. Any other schedule changes must be agreed upon by the student, parents, counselor and teacher, with the ultimate approval being made by the Head of School. Until a change is made and the student receives a copy of the new schedule, the student must follow his/her original schedule. Non-attendance prior to the receipt of the new schedule will be regarded as skipping class.

No student may add a new course to his or her schedule or drop a course after the first ten school days **without the approval of the teacher of that course, the school counselor and the head of school.** Any course which is dropped after these first ten days will be a course withdrawal, and will be permanently recorded on the transcript as such.

Requests for schedule changes to take the same course but from a different teacher **cannot** be honored.

Graduation Requirements

In keeping with the educational objectives of Notre Dame, each student is required to carry a minimum of 6.5 units of credit each school year.

The New York State Board of Regents requires that students be able to demonstrate competency through Regents Examinations in the basic subject areas before a diploma is issued. For a detailed explanation of what NDHS graduation requirements are, please meet with the student's school counselor.

Examination Requirements for Diplomas

To earn a **Regents** diploma, students will be required to pass with a 65, five total Regents exams: the Comprehensive English Regents exam, one Mathematics Regents exam, one Science Regents exam, and one Social Studies exam, plus an additional Regents exam, or a NYSED approved alternative, in any content area.

* **A Regents Diploma with Honors** will be awarded to students who have an average of 90% on the five required Regents exams.

To earn an **Advanced Regents** diploma, students must meet all of the requirements of a Regents diploma, as well as:

- A. Complete a foreign language sequence (Three total credits of foreign language)
OR Complete an arts sequence (Five total credits of fine arts, including both visual and performing arts)
- B. Pass a second and third math Regents exam with a 65 or above (Combination of Algebra I, Geometry, & Algebra II)
- C. Pass a second science Regents exam with a 65 or above (At least two out of Earth Science, Biology, Chemistry, and Physics)

Examination Requirements for Diplomas cont.

*An **Advanced Regents Diploma with Honors** will be awarded to students who have an average of 90% on the eight Regents exams required for this diploma.

Mastery of Math: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, earns a score of 85 or better on each of the 3 Regents Examinations in Mathematics.

Mastery of Science: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, earns a score of 85 or better on each of the 3 Regents Examinations in Science

Course Credit Requirements for Diplomas

Course	Advanced Regents Diploma	Regents Diploma
Theology	3.5	3.5
English	4	4
Mathematics	3	3
Science	3	3
Social Studies	3	3
Foreign Language	3	1
Fine Arts	1	1
Health	.5	.5
Physical Education	2	2
Electives	2.5	4.5
TOTAL	25.5	25.5

Special Circumstances

In some cases, a student will need to have individualized accommodations to the above requirements. Each situation will be treated on its own merits. Individualized Educational Plan (IEP) or 504 Plans, will be devised to enable the student to pursue his/her academic goals. Such programs will be subject to administrative approval and review by the student's home school district's Committee on Special Education (CSE) before and during their implementation. While we will do our best to meet accommodations that can be appropriately addressed in a regular education setting, there may be some accommodations we are unable to provide.

Electives

Elective courses are available in almost every department. The student is advised in the choice of elective courses by guidance personnel and by teachers in the respective departments. **In any given year, courses may be dropped from the list of course offerings if the number of students registering for the course is insufficient.**

Course Levels

In keeping with the aim of Notre Dame High School to help each student develop to his/her maximum academic potential, courses are offered on a variety of levels. **The level of a course has a designated value that is used to determine rank in class.** The following designations are used:

- **AP/ACE:** Advanced Placement courses culminate in a national Advanced Placement examination that is required of all Notre Dame students in AP classes. Courses taken through the ACE program at Corning Community College are also considered “AP level” since a successful grade can be presented for possible college credit. AP credit will be awarded for AP courses taken by students prior to coming to Notre Dame as long as they have taken the corresponding AP exam.
- **H:** These honors courses go beyond the work required in the New York State Regents syllabus in scope as well as intensity of material. Students coming to us with high school credits from a previous school should be aware that they will receive Honors credit for **only** those courses that we offer as Honors courses here at Notre Dame.
- **R:** These courses follow the New York State Regents syllabus.
- **ST:** These courses follow a syllabus mandated by New York State and the requirements for a NDHS local diploma in addition to some elective courses that students may choose to take.

Grading

Notre Dame High School uses a numerical system for grading in most courses. A passing grade in any course is 65% or above.

There are **four** ten-week marking periods. Progress reports are provided at the midpoint of each marking period. These reports are meant to inform the student, parents, and counselors of the student’s academic status. Progress reports are created for all students, and are available on Parent Portal via School Tool. Parents may request additional academic reports by contacting the Guidance Office.

Failure of a required course must be made up before graduation. Failures in courses which are prerequisites for another course must be made up before entering that course. Generally, the failure is to be made up in summer school if the course in question is offered, in order that the student not fall behind in sequential courses, or fail to complete enough units of credit for graduation. Because theology courses are not offered in summer school, they will have to be repeated within the regular school year prior to graduation.

Grading cont.

If a student fails to hand in work at the end of a quarter or has not taken tests needed for the quarter evaluation, the teacher may consider an “incomplete” for this student. Students have the next two weeks to take care of this incomplete. Incomplete grades are not an option at the year-end marking period.

Transcripts

The Notre Dame High School official transcript is a full disclosure transcript. The official transcript for each student contains a complete and comprehensive record of the following:

- a. all courses taken during the student’s high school career, whether taken during the regular school term or during the summer.
- b. all high school level courses taken by accelerated students during middle school.
- c. reports of standardized tests taken during the student’s high school career (this includes, but is not limited to, results from SAT, ACT, and AP).

Copies of unofficial transcripts are made available to the student and parents/guardians upon request. When requested by the student or a parent/guardian, a copy of the official transcript embossed with the school seal will be sent directly to an educational institution, scholarship committee, or prospective employer.

Once the student has graduated from Notre Dame High School requests for transcripts are made to the Guidance Registrar, accompanied by a \$5 fee to cover the costs of processing and mailing.

Rank in Class

Rank in class is computed at the beginning of the senior year, at the end of quarter one and again at the beginning of the month of May of the senior year. **Notre Dame High School uses a weighted ranking system** which awards more weight to more difficult courses. AP/ACE courses, Honors courses, Regents-level courses and non-Regents (Standard) level courses carry descending levels of “weight” when computing the rank in class.

Grade Point Average (GPA)

GPA's are computed at the end of each semester. In computing GPA, any failing grade is omitted if the student repeats and passes the course. Pass/Fail courses, Physical Education and courses taken through Mercy Learning Online are not used in either the Rank in Class or the GPA computation. Notre Dame High School uses **a weighted GPA computation**.

Honor Rolls

All courses, including Physical Education, are included in the calculations for Honor Rolls. Honor Rolls are based on each of the **four marking period averages**.

High Honors with Distinction are awarded to students that have an average of 95-100% with no grade below a 70%.

High Honors are awarded to students who have an average of 90-95% with no grade below 70%.

Honors are awarded to students who have an average of 85% with no grade below 70%.

CORE CLASS

ENGLISH



ENGLISH

COURSE #	COURSE	PREREQUISITES	Class Grade	REC	GRADE LEVEL	LENGTH	CREDIT	LEVEL
170EN	English 7				7	F		
180EN	English 8	English 7	65		8	F		
131EN	Exploring Literature R	English 8	65		9	F	1	R
133EN	World Literature R	Exp. Lit. R	65		10	F	1	R
134EN	World Literature H	Exp. Lit. R	90	*	10	F	1	H
135EN	American Literature R	World Lit. R	65		11	F	1	R
136EN	AP English Language and Composition	World Lit. H World Lit. R	85 90	*	11	F	1	AP
137EN	Literary Heroes and Villains R	Am. Lit. R	65		12	F	1	R
139EN	English 12 H	Am. Lit R	90	*	12	F	1	H
138EN	AP English Literature and Composition	AP Lang & Comp Am. Lit R	85 90	*	12	F	1	AP
113EN	Public Speaking				11,12	S	.5	ST
114EN	Creative Writing				11,12	S	.5	ST

English 7

This course has a summer reading assignment that must be completed prior to the first day of class in September.

English 7 is designed to introduce students to the critical life-long skills of reading, writing, listening, and speaking. Building on their experiences from primary school, students will improve these skills through various methods of instruction, including lectures, discussions, small group activities, hands-on activities, individual work, oral presentations and written compositions. Students will build skills to improve sentence structure and the writing of well-developed paragraphs, recognizing the importance of supporting all claims with evidence. Students will read novels, full-length plays, short stories, and poetry, including works by Poe, London, Lai, Parks, and Arnold, among others. **Seventh graders must complete a research project.**

ENGLISH 8

This course has a summer reading assignment that must be completed prior to the first day of class in September.

English 8 is designed to build on the critical life-long skills of reading, writing, listening, and speaking. Building on their experiences in seventh grade, students will improve their skills through various methods of instruction, including lectures, discussions, small group activities, hands-on activities, individual work, oral presentations and written compositions, reinforcing the need for evidence-based claims. Eighth graders read novels, full-length plays, short stories, and poetry, including works by Poe, Dahl, Bradbury, Hinton, Albom, and Keyes, among others. **Eighth graders must complete a research project.**

EXPLORING LITERATURE (GRADE 9)

This course has a summer reading assignment that must be completed prior to the first day of class in September.

This course is designed to provide a solid foundation in the close reading and analysis of various types of literature, both written and oral, a foundation necessary for success in later grades. In Exploring Literature, the student is introduced to the principles of literary analysis through the study of short stories, novels, poem, plays, and non-fiction selections. Three basic writing techniques, exposition, narration, and description, are developed. Students are required to provide evidence for their claims. The fundamentals of grammar and the development of academic vocabulary are stressed throughout the course. **A research paper is required in order to receive credit for the course.**

WORLD LITERATURE R (GRADE 10)

This course has a summer reading assignment that must be completed before the first day of class in September.

This is a survey course of writers from across various eras and from a variety of countries. Students will read novels, full-length plays, poems, legends, non-fiction, and essays. Students work to improve writing techniques in narration, description, exposition, and argument and to develop academic vocabulary. Students support all claims with evidence from texts. **A research paper must be completed in order to receive credit for this course.**

WORLD LITERATURE HONORS (GRADE 10)

ALL students who plan to take this course must satisfactorily complete the summer reading and writing requirement prior to formal acceptance into this class.

This course includes the content covered in World Literature as well as additional enrichment material. The pace is faster than that of World Literature and the expectations are higher. Discussions probe more deeply into nuance and subtleties in works read. The course is more writing intensive in preparation for AP courses which many of these students elect to take. **A research paper must be completed in order to receive credit for this course.**

AMERICAN LITERATURE (GRADE 11)

This course has a summer reading assignment that must be completed before the first day of class in September.

This is a survey course of American Literature from the Colonial Period to present day, including the study of documents, speeches, essays, poems, short stories, novels, and full-length plays. Students improve critical thinking skills that aid them in the analysis of purpose and technique in writing. Students prepare for the writing required for the English Language Arts Regents which stresses the importance of evidence-based claims. There is a strong focus on formal writing and academic vocabulary. All students are required to pass the New York State regents exam in English Language Arts in order to graduate. **A research paper must be completed in order to receive credit for the course.**

AP ENGLISH AND COMPOSITION (GRADE 11)

ALL students who plan to take this course must satisfactorily complete the summer reading and writing requirement prior to formal acceptance into this class.

This course is focused on both the study of and writing about various non-fiction genres. Students build on the skills previously developed and can expect this course to be **writing** intensive. Analysis of meaning and how writers convey that meaning is central to this course. To be successful, students should expect to work independently outside of class. **ALL students enrolled in this course must take the AP exam. Students who do not receive at least a 3 on that exam must take and pass the English Language Arts Regents in order to graduate. Students will write a research paper that serves as the final exam for this course and is a requirement for credit for this course.**

LITERARY HEROES AND VILLAINS (GRADE 12)

This course has a summer assignment that must be completed before the first day of class in September.

This survey course provides an historical approach to the study of works by major writers from the ancient Greeks to the 20th Century and focuses on the traits of both heroes and villains through the reading of epic poems, plays, short stories, and novels. Odysseus, Beowulf, Macbeth, Frankenstein, and Dracula, along with others will be the focus of the course. Students will become familiar with the culture of the historical periods and with the concepts of heroes and villains within these periods. The course will also help prepare students for college level writing. **A research paper must be completed in order to receive credit for this course.**

AP LITERATURE AND COMPOSITION (GRADE 12)

All students must complete the summer reading and writing assignment before being formally accepted into the course.

According to the College Board, this course “engages students in the careful reading and critical analysis of . . . representative works from various genres and periods, concentrating on the works of recognized literary merit.” All analysis/argument must be supported by evidence from the texts. **This course is reading and writing intensive.** To be highly successful in this class, students should expect to work independently outside of class. **ALL** students enrolled in this course must take the AP exam. **Students will create and present a project based on works and characters studied during the year; this project serves as the final exam for this course.**

PUBLIC SPEAKING

This one-semester elective course provides students from all ability levels the opportunity to significantly improve their oral presentation skills through regular practice and performance in a safe environment with personalized feedback. The fundamentals of speech composition and delivery are emphasized. Students will improve their speaking skills by integrating peer feedback and practicing a variety of speaking techniques and formats. The course utilizes an individualized approach which seeks to integrate each student’s areas of interest and future goals into the process of learning to speak effectively. *

CREATIVE WRITING

This one semester elective course provides students a workshop style environment in which to develop their literary talents. Students will study the writing process and will incorporate daily writing practice into their writing journals. Students will develop a clear sense of both audience and speaker, and in the process will discover and refine their individual voices. Students will provide positive support for their fellow writers and will learn to revise their work using concrete, sensory details as well as the effective and proper use of syntax, diction, purpose and audience. Students will be encouraged to write in a variety of literary genres and will also be encouraged to submit their work for publication.

CORE CLASS MATHEMATICS



MATHEMATICS

COURSE #	COURSE TITLE	PRE-REQUISITE COURSES	CLASS GRADE	RECOM	GRADE LEVEL	LENGTH	CREDIT	LEVEL
525M	Pre-Algebra Math 7				7	F		
528M	Math 8	Pre-Algebra Math 7	89 & below		8	F		
526M 536M	Algebra I R	Pre-Algebra Math 7 Math 8	90 & above 75 & above	*	8 9	F F	1	R
534M	Algebra IA	Math 8	74 & below		9	F	1	ST
535M	Algebra IB	Algebra IA	65		10	F	1	R
537M	Geometry R	Algebra I Algebra IB	65 65		9,10 11	F	1	R
550M	Algebra II R	Geometry R	65		10-12	F	1	R
512M	AP Pre-Calculus	Algebra II	85	*	11-12	F	1	AP
515M	AP Calculus	Algebra II	85	*	12	F	1	AP
538M	AP Statistics	Algebra II	85	*	11-12	F	1	AP
542M	Applied Mathematics	Geometry	65				0.5	ST
	Consumer Mathematics		65				0.5	ST
	Financial Literacy		65				0.5	ST

Students registered for Pre-Algebra Math 7 (7th Graders) and Math 8 (8th Graders) are required to have a **SCIENTIFIC CALCULATOR** for use during their math class. TI-30XIIS or TI-30Xa are acceptable.

Students registered for Algebra I (8th and 9th Graders) are required to have a **GRAPHING CALCULATOR** for use during their math class. TI-84, TI-Nspire, or NumWorks are acceptable.

PRE-ALGEBRA MATH 7

Topics covered in this course include New York State Standards for Math 7 and Math 8. This fast-paced intensive course requires students to be highly motivated, responsible, and determined. Students will communicate and reason mathematically as well as problem-solve by using appropriate tools and strategies. At the end of this course, students will be prepared to take Algebra I as an 8th grader or will continue their studies of junior high mathematical

standards in Math 8.

All students will take the NYSAA Mathematics Exam.

All students will take a Midterm and Final Exam created by the Notre Dame Math Department.

MATH 8

In this course students develop their understanding of exponents and scientific notation, application of congruence, and the concept of similarity. They will solve linear equations and systems of linear equations, and develop a concept of functions. Students will communicate and reason mathematically as well as problem-solve by using appropriate tools and strategies. At the end of this course, students will be prepared to take Algebra I or Algebra IA.

All students will take the NYSAA Mathematics Exam.

All students will take a Midterm and Final Exam created by the Notre Dame Math Department.

ALGEBRA I Regents

Topics that will be covered in Algebra I include relationships between quantities and reasoning with equations and their graphs, descriptive statistics, linear and exponential functions, polynomial and quadratic expressions, equations and functions, and modeling with equations and functions.

8th Grade students must have an overall math average of 90% to enter Algebra I.

9th Grade students must have an overall math average of 75% to enter Algebra I.

All students will take a Midterm created by the Notre Dame Math Department and the Final Exam will be the Next Generation Algebra I Regents Exam.

*NYS Guidelines require students to pass the Next Generation Algebra I Regents Exam to receive a Regents Diploma.

ALGEBRA IA

This course is the first of two courses (A and B) designed to cover the Algebra I curriculum over two years.

9th Grade students that have an overall math average of 74% will enter Algebra IA.

All students will take a Midterm & Final Exam created by the Notre Dame Math Department.

ALGEBRA IB

This is the second course designed to cover the Algebra I curriculum over two years.

10th-grade students who have passed Algebra IA will enter Algebra IB.

All students will take a Midterm created by the Notre Dame Math Department and the Final Exam will be the Next Generation Algebra I Regents Exam.

*NYS Guidelines require students to pass the Next Generation Algebra I Regents Exam to receive a Regents Diploma.

GEOMETRY Regents

This course covers triangle congruence through formal proof and algebraic applications (with and without coordinates) with the application of definitions and theorems. Similarity, right triangles, right triangle trigonometry, circles, quadrilaterals, and three-dimensional geometry are also studied.

9th Grade students who pass Algebra I will enter Geometry.

10th Grade students who pass Algebra I will enter Geometry.

11th Grade students who pass Algebra IB will enter Geometry.

All students will take a Midterm created by the Notre Dame Math Department and the Final Exam will be the Geometry Regents Exam.

*NYS Guidelines require students to pass the Geometry Regents Exam to receive an Advanced Regents Diploma.

ALGEBRA II Regents

Topics that will be studied include: searching for patterns, quadratic functions, polynomial functions, polynomial expressions and equations, sequence, and series, rational functions, solving rational expressions, radical functions, graphs, logarithms, and trigonometry functions and equations.

All students will take a Midterm created by the Notre Dame Math Department and the Final Exam will be the Algebra II Regents Exam.

*NYS Guidelines require students to pass the Algebra II Regents Exam to receive an Advanced Regents Diploma.

AP PRE-CALCULUS

In this course students will explore number systems (rational, real, and complex), functions (polynomial, exponential/logarithmic, and trigonometric), vectors, systems of equations, and infinite sequences. There will be a strong emphasis on building a thorough conceptual understanding of the material.

This is a full-year course.

Students will need a strong conceptual understanding of the fundamentals of Algebra.

All students will take a Midterm created by the Notre Dame Math Department and the AP Precalculus Exam.

AP CALCULUS

This rigorous first-year college calculus course aims to help prepare students for the demanding nature of college-level mathematics. The difficulty level is that of the normal college course, with an emphasis on understanding theory and techniques of differentiation and integration.

This is a full-year course.

Students will need a strong conceptual understanding of Algebra 2 and Precalculus topics.

All students will take a Midterm created by the Notre Dame Math Department and the AP Calculus AB Exam.

AP STATISTICS

This course is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

Students cultivate their understanding of statistics using technology, investigations, problem-solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

This is a full-year course.

All students will take a Midterm created by the Notre Dame Math Department and the AP Statistics Exam.

APPLIED MATHEMATICS

This class will build on students' prior knowledge and fundamental understanding of algebra to better prepare them for their first year of math at the college level. Students will prepare themselves for college math by deepening their problem-solving skills. This class is designed to expose students to the application of math in business content. Topics that will be covered include growth and decay, functions, finance, interest, budgeting, loans, and investments. This is a full-year course.

CONSUMER MATHEMATICS

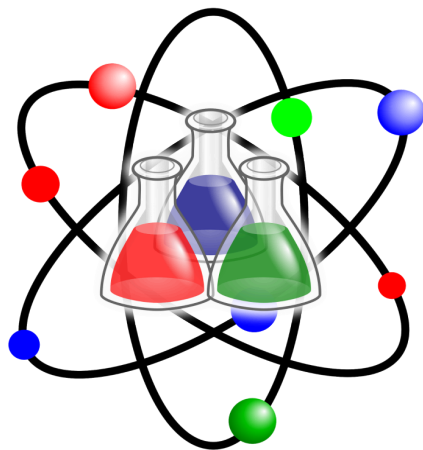
Consumer Math is designed to teach students everyday math skills involved in making wise consumer decisions. Examples of topics covered include balancing a checkbook, creating a budget, leasing vs. buying a car, renting vs. buying a home, maintenance of car and home, personal record-keeping, obtaining and keeping personal credit, medical insurance, life insurance and paying taxes. The goal of this Consumer Math course is to enable students to make educated decisions on matters of personal finance. This course will include in-classroom learning and real-life experiences in the community.

FINANCIAL LITERACY

This one-semester course for juniors and seniors is designed to assist students in developing an understanding of personal finance management and investment. The class will cover how to keep a checkbook, manage credit, and invest money in stocks and bonds. Students will learn how to set up both short and long term financial goals. Financing for college will also be discussed, as well as career choices and knowing how insurance fits into student lifestyles.

CORE CLASS

SCIENCE



SCIENCE

COURSE #	COURSE	PREREQUISITES	CLASS GRADE	REC	GRADEL LEVEL	LENGTH	CREDIT	LEVEL
770S	Science 7	Science 6			7	F		
780S	Science 8	Science 7	65		8	F		
704S	Biology R	Science 8 Science 7 & Pre-Algebra	65 90	*	9-12 8	F	1	R
702S	Earth Science	Biology R Algebra 1	65 65	*	9-12	F F	1 1	R R
707S	Chemistry R	Biology R Algebra 1	80 65	*	10-12	F	1	R
713S	Principles of Chemistry	Biology R Algebra 1	80 65		10-12	S	.50	ST
708S	ACE Chemistry 1	Biology R Algebra I	85 85 85	*	10-12	S	.50	ACE
709S	ACE Chemistry 2	Biology R Chemistry R ACE Chemistry 1 Algebra II	85 85 85	*	11-12	S	.50	ACE
710S	Physics R	Chemistry R Algebra II	75 80	*	11-12	F	1	R
711S	Physics Fundamentals	Chemistry R Algebra II	75 80		11-12	F	1	ST
730S	AP Physics 1	Chemistry R Algebra II	85 85	*	11-12	F	1	AP
732S	AP Physics 2	AP Physics 1 OR Physics R Pre-Calculus	85 85	*	11-12	F	1	AP
733S	ACE Biology 1	Biology R Chemistry R	85 85	*	12	S	.50	ACE
734S	ACE Biology 2	Biology R ACE Biology 1 Chemistry R	85 85	*	12	S	.50	ACE
717S	Environmental Science	Biology R	65		11-12	F	1	ST
739S	ACE Human Biology	Biology R	65		11-12	F	1	ACE

NYS requires all students who wish to take a science Regents exam to complete 1200 minutes of laboratory time. Labs conducted in the classroom are weighted by the teacher and must be satisfactorily completed in order to receive the allotted minutes. Teachers must provide hard evidence of a student's completion of this time requirement. Failure to meet this state requirement will result in students not being permitted to take the test.

SCIENCE 7

Seventh Grade Science is a course designed to introduce fundamental science concepts from biology, chemistry, earth science, and physics and provide practical application of the scientific method. Students use inquiry techniques to explore a variety of fields within science. Examples of topics covered are classification of living things, cellular structure and functions, matter and energy, weather and climate, rocks and minerals, and plate tectonics.

SCIENCE 8

In Science 8, students continue their exploration of biology, chemistry, earth science, and physics topics. Students develop and improve upon their scientific skills as they gain scientific literacy across the different fields. Examples of topics covered are chemical and physical changes, energy transformations, ecology and evolution, and waves. This is a rigorous course, preparing students for high school Regents level courses. **Students will take the NYS Science 8 Test at the end of the year.**

BIOLOGY R

The purpose of this course is to give students an understanding of the biological processes by the study of six areas: biochemistry, human physiology, reproduction and development, modern genetics, modern evolution theory, and ecology. Students will apply the information learned in hands-on labs that are required by the NYS Regents. **The Regents exam will be taken in June.**

EARTH SCIENCE R

Through laboratory exercises and other concrete experiences, the student will be introduced to the following areas: observation and measurement of a changing environment, earth measurements and motions, energy relationships, weather, climate, weathering, erosion, deposition, rocks and mineral formation, plate tectonics, geologic history and landscape development. **A Lab Practical and Regents exam will be taken in June.**

CHEMISTRY R

This is a general introductory chemistry course encompassing the New York State Regents syllabus in Chemistry. The following topics will be covered: physical behavior of matter, atomic structure, periodic trends, bonding, reactions and stoichiometry, solutions, kinetics and equilibrium, acid/base chemistry, redox reactions, and organic chemistry. Laboratory work is an integral part of the course. **The Regents exam is taken in June.**

PRINCIPLES IN CHEMISTRY

This course focuses on the foundational topics needed for success in Chemistry. Topics covered will include but not be limited to: measurements, scientific notation, and stoichiometry. While there will be no state requirements regarding lab completion, lab work will be an integral component of the course. Upon completion, students should be able to demonstrate an understanding of chemical concepts and an ability to solve related problems in subsequent chemistry courses.

ACE CHEMISTRY 1

This is the first course in a two-course general chemistry sequence, which covers the principles of chemistry and its quantitative aspects. Topics include the atomic theory of matter, characteristics of structure and bonding, reactions and stoichiometry, electronic structure, and the periodic table of elements. Descriptive chemistry is integrated through the course. (4 credit hours) (Fall) Prerequisite: Eligible to take ENGL 1010, 85% or higher in Regents Chemistry, 85% or higher in Regents Algebra II/Trigonometry, 85% or higher in Regents Biology, and placement in college level math, or CHEM 1020 and placement in college level math, or CHEM 1010. High school physics and familiarity with algebraic calculations is strongly recommended. Intended for math/science students. Lecture/laboratory. Lab fee. Meets SUNY General Education requirement in Natural Sciences.

ACE CHEMISTRY 2

This is the second course in a two-course general chemistry sequence, which covers the principles of chemistry and its quantitative aspects. Topics include intermolecular forces and the phases of matter (gases, liquids, and solids), chemical kinetics, chemical equilibrium, properties of solutions, chemical thermodynamics, and electrochemistry. Descriptive chemistry is integrated throughout the course. (4 credit hours.) (Spring) Prerequisite: CHEM 1510. High school physics and familiarity with algebraic/logarithmic calculations is strongly recommended. Intended for math/science students. Lecture/laboratory. Lab fee. Meets SUNY General Education requirements for Natural Sciences.

PHYSICS R

Physics is the study of “how the world works.” This course explores the fundamental concepts of physics with an emphasis on mathematical computation of physical effects. This approach extends the basic appreciation of the physical world and develops a detailed problem solving ability. Main areas of physics we explore are motion, forces, energy, sound, light, electricity and magnetism. Laboratory work is an integral part of the course and students must adhere to the NYS Regents laboratory report guidelines. **The Regents exam is taken in June.**

PHYSICS FUN-DAMENTALS

Prerequisites: Completion, with passing grades for both, Algebra 1 R and Earth Science R.

In Physics Fundamentals students will develop a conceptual understanding of how the physical world works through an experience that emphasizes hands-on exploration and experimentation. Topics covered will include motion, forces, gravity, energy, waves, sound, light, electricity and magnetism. Examples of some of the activities conducted in this class include building and analyzing a toy roller coaster and building a motor from basic materials. Students will develop skills of experimental design, digital data acquisition and data analysis during this course while conducting fun activities.

AP PHYSICS 1

This is the first half of an algebra-based introductory college level physics course. It is specifically designed as a first physics course. Topics include: vectors, linear kinematics in one and two dimensions, Newton's Laws, mechanical energy, momentum, rotational kinematics and dynamics, fluid mechanics, simple harmonic motion, and mechanical wave phenomena. A small amount of class time will also be devoted to a very basic introduction to electricity and magnetism. The course will follow the College Board recommended format and will be a combination of traditional lecture, problem solving, interactive learning activities, and hands on laboratory activities. **The AP examination will be taken in May.**

AP PHYSICS 2

This is the second half of an algebra-based introductory college level physics course. Topics include: temperature, heat, thermodynamics laws, electrostatics, magnetism, magnetic induction, DC and AC circuits, electromagnetic waves, geometric and physical optics, optical devices, and an introduction to modern physics. The course will follow the College Board recommended format and will be a combination of traditional lecture, problem solving, interactive learning activities, and hands on laboratory activities. **The AP examination will be taken in May.**

ACE BIOLOGY 1

This is an intensive lecture/laboratory course that covers a semester of college General Biology for Science majors. The topics that are covered include biochemistry, cell biology, genetics, plant structure and function, and biotechnology. This course is for seniors only and is limited to twelve students per section. **Students will earn up to four college credits through the ACE program at Corning Community College.**

ACE BIOLOGY 2

This is the second half of the ACE Biology class, and can only be taken upon successful completion of ACE Biology 1. This intensive lecture/laboratory course covers the second semester of college General Biology for science majors. Topics that are covered include evolution, animal behavior, human anatomy and physiology, and ecology. Students will have the opportunity to design, perform, and present their own lab project. **Students can earn up to four college credits through the ACE program at Corning Community College and/or take the AP Biology examination in May.**

ENVIRONMENTAL SCIENCE

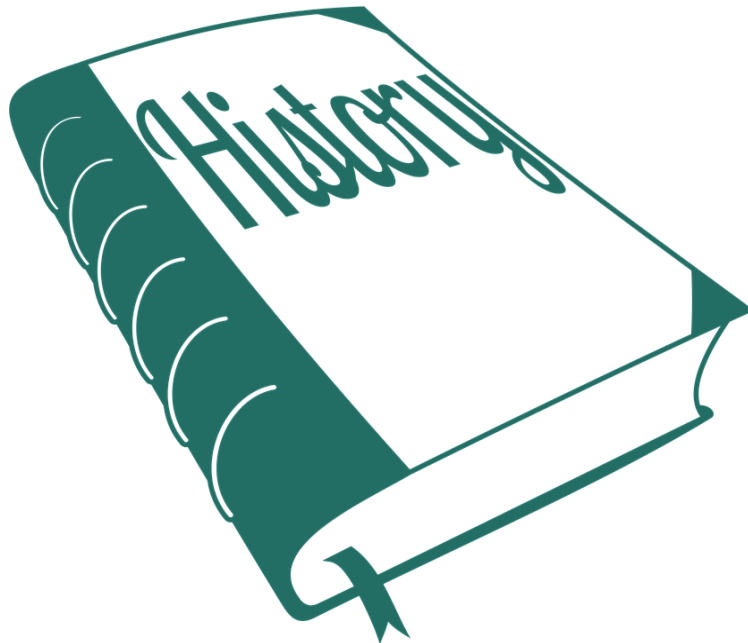
Environmental Science is the study of patterns and processes in the natural world and how these processes are altered by human activity. This course is multidisciplinary and will cover concepts from biology, chemistry, geology, physics, as well as the social sciences. Topics covered may include: ecosystems and biodiversity, agriculture, environmental law, the biosphere, renewable energies and other fuels, evolution, pollution, extinctions and mass extinctions, and Earth's past, current, and future climate.

ACE HUMAN BIOLOGY

Human Biology (ACE Human Biology) is a three-credit college course designed for non- science majors. The course covers the organization of the body, basic chemistry, and biochemistry, the principles of inheritance, and all the major body systems. Weekly laboratory exercises will reinforce the material covered and offer opportunities for hands- on exploration of human body systems. **This course must be taken for college credit through the ACE program at Corning Community College. This class is limited to 12 students.**

CORE CLASS

SOCIAL STUDIES



SOCIAL STUDIES

COURSE #	COURSE	PREREQUISITE COURSES	CLASS GRADE	REC	GRADE LEVEL	LENGTH	CREDIT	LEVEL
870SS	American History 7				7	F		
880SS	American History 8	American History 7	65		8	F		
802SS	Global Studies I	American History 8	65		9	F	1	R
804SS	Global Studies II	Global Studies IR	65		10	F	1	R
806SS	US Hist & Govt R	Global Studies IIR	65		11	F	1	R
807SS	American Studies H	Global Studies II	90	*	11	F	1	H
809SS	ACE Contemporary World Affairs		65		11-12	S	.50	ACE
813SS	ACE African American History		65		11-12	S	.50	ACE

AMERICAN HISTORY 7

Beginning in seventh grade, a two-year study of American History 7 is initiated. The American History 7 course is a chronological exploration of American History from the pre-Columbian era through the period of Reconstruction and aligns with the NYS Framework for Social Studies education. The units of instruction include “America Prior to 1500”, “Exploration and Colonization”, “A New Nation”, “Experiments in Government”, “Life in the New Nation”, and “Division and Reunion”. Important historical, economic, geographic and governmental features of this period are studied, and specialized social studies skills are taught.

AMERICAN HISTORY 8

The American History 8 course is a chronological exploration of American History and aligns with the NYS Framework for Social Studies education. The units of instruction include "The Development of Industrial America", "The Emergence of Modern America", "The Great Depression & World War II". "Postwar United States", "Contemporary United States". Important historical, economic, geographic and governmental features of this period are studied, and specialized social studies skills are taught.

GLOBAL STUDIES I R

This course studies the development of man from Prehistory through 1750. Study includes the development of civilizations, empires and dynasties as well as political, economic and social systems.

GLOBAL STUDIES II R

This course studies the development of man from 1750 through the present day. Study includes the development of civilizations, empires and dynasties as well as political, economic and social systems. **All students must take the NYS Regents Global exam.**

U.S. HISTORY & GOVERNMENT R

This course examines the American story as told from the perspective of the impact of events on the development of American politics and government. Overarching themes that characterized the growth of America from a colony to a superpower are discussed through the prism of social and economic change. **All students must take the NYS Regents US History exam.**

AMERICAN STUDIES H

An interdisciplinary approach to the study of five major areas of American history: United States government, United States, United States economic life, United States foreign policy, and the arts in the United States focuses attention on a conceptual understanding of selected topics. It is important to note that the course is designed to be very challenging, especially in terms of time. **All students must take the NYS Regents US History exam.**

ACE AFRICAN AMERICAN HISTORY

African American History is a one semester ACE course being taught by Professor Sky Moss from Corning Community College Department of Humanities and Social Studies. The course covers the historical background and cultural contributions of African American and includes units on African heritage, the slave trade, African Americans during the colonial and revolutionary periods, slavery in America, emancipation and reconstruction, the period of racial segregation, the struggle for equality and the recent reckoning for racial justice. The contributions of African Americans in literature, art, music, drama, and sports are also topics of discussion. Students receive 3 ACE credits from Corning Community College towards their college transcripts and .5 credits from Notre Dame towards their high school graduation.

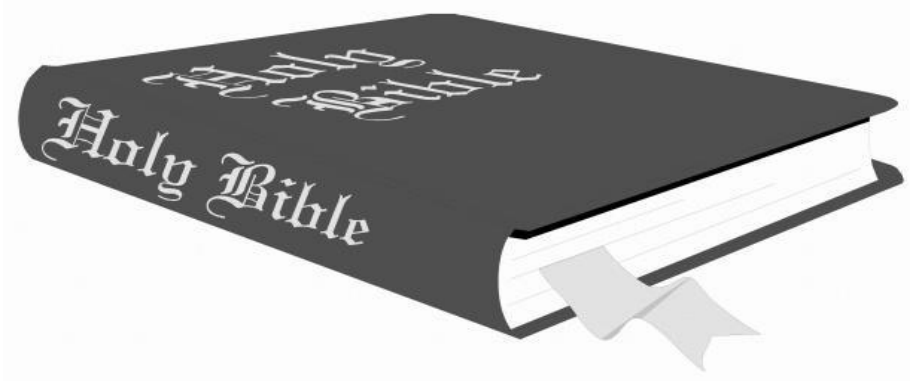
ACE CONTEMPORARY WORLD AFFAIRS

ACE Contemporary World Affairs course is a one semester ACE course being taught by Professor Sky Moss from Corning Community College Department of Humanities and Social Studies. This course will study major current issues and their historical background, in a broad overview. Selected events will be studied in-depth to understand why they are globally relevant.

Students receive 3 ACE credits from Corning Community College towards their college transcripts and .5 credits from Notre Dame towards their high school graduation.

CORE CLASS

THEOLOGY



THEOLOGY

COURSE #	COURSE	PREREQUISITES	CLASS GRADE	GRADE	LENGTH	CREDIT	LEVEL
970TH	Theology 7			7	F		
980TH	Theology 8			8	F		
901TH	Understanding the Bible		65	9	F	1	ST
902TH	World Religions	Understanding the Bible	65	10	F	1	ST
905TH	Morality	World Religions	65	11	S	.50	ST
906TH	Death & Dying	World Religions	65	11	S	.50	ST
909TH	Mercy and Justice	Morality & Death Dying	65	12	S	.50	ST

Students are required to complete a service project in the junior and senior year of high school. This graduation requirement includes 10 hours of service each of those years accompanied by a reflection paper.

THEOLOGY 7

The Theology 7 course is called *The Jesus Narratives* and focuses on the teachings and life example of Jesus Christ, primarily through study of the 4 Gospels with particular emphasis on Jesus' parables and miracles. The course also gives instruction on apostolic tradition, teachings of the Catholic Church, including the 7 Sacraments, and how the liturgical calendar ties into the timeline of Christ's life.

THEOLOGY 8

Theology 8 is a journey into the history of the Church, beginning with the death of Jesus and following the apostles as they take His message from Jerusalem and onward. We meet the early Church leaders and martyrs. We see where the Church was successful and where she was not. We witness the development of teachings and doctrines. We learn to appreciate the many accomplishments of faithful Catholics throughout the 2000 year history of the Church.

UNDERSTANDING THE BIBLE

This full year course, required of all freshmen, is an attempt to acquaint the student with the ongoing process of God's revelation to people as recorded historically in the Bible. The first semester will focus on a study of the Old Testament, the story of the Hebrew people and the religions, customs, and societies of ancient Palestine. This will serve as a basis for understanding the New Testament and the impact of Jesus Christ in history, which will be the focus of the second semester. Here Christ will be presented as Messiah and initiator of the new covenant established between God and all people.

WORLD RELIGIONS

This full year course, required of all sophomores, investigates the beliefs, history, sacred texts, art and architecture, and codes of conduct of several major world religions. The course explores the common need of all mankind to reach for greater depths of faith and meaning. It also

emphasizes the contributions religions have made to world cultures and stresses the importance of living with compassion and empathy in this global society. During the second semester, students will focus on Christianity, allowing the opportunity to explore the Sacraments in Catholicism.

MORALITY

This semester course is required of all juniors. Students see that morality begins with the choices that people make and the consequences that follow those choices. Morality teaches not only a respect for the law, but also an appreciation for the expression of personal responsibility towards the formation of a mature conscience. By focusing on historical issues and current events the students trace the steps to moral maturity. Some topics such as bigotry and racism, honesty and integrity, poverty and economic fairness and medical ethics are presented and discussed in class. Using Jesus as a role model, the course includes Catholic tradition as well as psychological and legal insight in examining pertinent social questions.

DEATH AND DYING

This semester course is required for all students during their junior year. Students examine the view of death in society, the American traditions associated with death in American society, the traditions associated with death in America and around the world, making life giving choices in shaping one's life. The course affords students the opportunity to study the hope that faith, love, and support brings to the dying. During this semester the student will gain a deeper appreciation for the gift of life that each of them has been given.

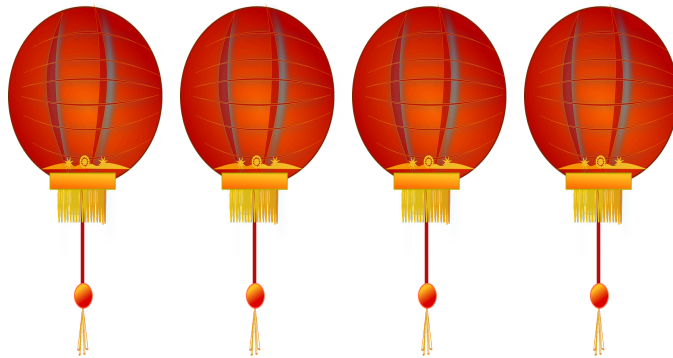
MERCY AND JUSTICE

This semester course leads the students through a deeper understanding of social teaching. Students will explore the growth in this teaching over the last century as the Church has responded to our rapid change in society. This course will explore specific social issues such as respect for life, poverty, hunger, war, and the environment. Overall, students are called to reflect upon Christ's call to live justly and confront sinful social structures.

WORLD

LANGUAGE

MANDARIN CHINESE



FOREIGN LANGUAGE: MANDARIN CHINESE

COURSE #	COURSE	PREREQUISITE	CLASS GRADE	REC	GRADE	LENGTH	CREDIT	LEVEL
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386FL	Mandarin Chinese A				7	F		
323FL	Mandarin Chinese I JR	Mandarin Chinese 7	65		8	F	1	
388FL	Mandarin Chinese I				9-12	F	1	R
390FL	Mandarin Chinese II	Mandarin Chinese I	65		10-12	F	1	R
391FL	Mandarin Chinese III	Mandarin Chinese II	65		10-12	F	1	R
393FL	Mandarin Chinese IV H	Mandarin Chinese III	80	*	11-12	F	1	H

MANDARIN CHINESE A

The basic Chinese Course introduces the Hanyu Pinyin phonetic system, Chinese characters, simple conversation, basic grammar, and popular idioms. Students will learn practical Chinese expressions, including greetings, self-introductions, and daily classroom language. Students will also participate in cultural activities, such as Chinese holiday celebrations.

MANDARIN CHINESE I JR

In this course, students continue to build a foundation in Chinese through practice of the Pinyin system as well as additional vocabulary, phrases, and sentences. Students will learn new practical Chinese expressions, including how to introduce family, make friends, and ask for information such as addresses and phone numbers. Students will also experience aspects of Chinese culture such as singing and arts and crafts.

MANDARIN CHINESE I

This course is for high school students who have not previously studied Chinese. It provides an introduction to Mandarin Chinese: pronunciation and intonation (including the Hanyu Pinyin system), basic grammar and idioms, and elementary vocabulary. Students will learn practical Chinese expressions, including greetings, self-introductions, and daily classroom language. Dialogues are an essential component of the daily classroom experience and will help students attain oral fluency. Students will also engage in cultural activities, including crafts, calligraphy, and Chinese music.

MANDARIN CHINESE II

Students will continue to build a foundation in Chinese by learning more vocabulary, grammar, and cultural topics. They will learn how to shop, make phone calls, and order food in restaurants, as well as learn to write letters and short essays. At this level, students will be expected to develop independent and team projects as well as deliver oral presentations.

MANDARIN CHINESE III

Students in this intermediate Chinese level will learn more complex vocabulary and grammatical patterns. They will expand their understanding of and competency in the language by listening to stories, reading articles, and writing compositions. By the end of this level, students should be able to speak confidently in public and engage in free conversation. Students will also learn how to discuss hobbies and travel plans, as well as to design invitations. **A passing grade (65) in Mandarin Chinese Checkpoint B exam is needed for the Advanced Regents diploma**

MANDARIN CHINESE IV H

This course is designed for advanced students of Mandarin Chinese. At this level, students will master specialized vocabulary and complex grammatical structures for the purposes of giving detailed explanations. By the end of this level, students should be able to follow and engage in wide-ranging discussions with ease. Students will also learn how to give directions and describe personal experiences. Additionally, they will be introduced to Chinese films and TV ads.

WORLD LANGUAGE

SPANISH



FOREIGN LANGUAGE SPANISH

COURSE #	COURSE	PREREQUISITE	CLASS GRADE	REC	GRADE	LENGTH	CREDIT	LEVEL
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309FL	Spanish A				7			
313FL	Spanish I JR	Spanish 7	65		8		1	
311FL	Spanish I				9-11	F	1	R
313FL	Spanish II	Spanish I	75	*	9-11	F	1	R
315FL	Spanish III	Spanish II	75	*	10-11	F	1	R
317FL	Spanish IV (ACE)	Spanish III	80	*	11-12	F	1	H

SPANISH A

Spanish 7 is the first half of high school Spanish I. Topics include Spanish speaking countries, numbers, time, introductions, likes, dislikes, school, food and travel.

SPANISH I JR

Spanish I JR is the second half of high school Spanish I. Topics including family, home, chores, clothing, shopping, community service, movies, television, and technology. At the conclusion of Spanish I JR, students will take a regional proficiency exam and, upon successful completion of the course, students will receive 1 high school credit.

SPANISH I

The first year course introduces students to basic language patterns and vocabulary. Students will learn through the four basic skills of language learning: oral expression, aural interpretation, reading and writing. Culture is an integral part of the course and is introduced through the use of media, readings, discussions, and guest speakers.

SPANISH II

(Must have earned a 75 in Spanish I or have a teacher recommendation)

The second year course builds on the foundation of the four basic skills learned in Spanish 1. Verb tenses and grammar are studied more intensively, and Spanish vocabulary is expanded. Concentration is given in particular to the area of speaking. The culture of the Spanish world is presented through readings, projects, and research conducted through a variety of media.

SPANISH III

(Must have earned a 75 in Spanish II or have a teacher recommendation)

The third year course further builds on the four basic skills. Verb tenses and grammar are studied more intensively. Students gain deeper cultural understanding by digital exploration of the Spanish speaking world. Authentic reading and listening resources are used to improve proficiency. Students are expected to function in the acquired vocabulary as well as express themselves in written form. **A grade of 65 in Spanish Checkpoint B exam is needed for the Advanced Regents diploma**

SPANISH IV

This course is designed for the advanced student of foreign language. Students expand their knowledge of language and culture through a combination of texts. Students are required to do listening and reading exercises outside of class, as well as oral presentations per semester. The

history, current politics, and distinct culture of the Hispanic world is presented through music, art, digital archives, and field trips. Students will examine issues that affect el Mundo Hispano and work creatively and collaboratively in the target language to garner solutions to these issues. Emphasis is placed on the application of critical thinking skills via speaking and writing. The course is offered through Corning Community College and is an online course. **Unlike other online courses this course is weighted and is calculated into grade point average (GPA).**

FINE ARTS

PERFORMING MUSIC



FINE ARTS: PERFORMING MUSIC

COURSE #	COURSE	PREREQUISITES	GRADE	LENGTH	CREDIT	LEVEL
247FA	Junior Band	Previous band experience	7-8	F	.5	ST
248FA	Percussion Ensemble		7-8	F	.5	ST

237FA	Junior Chorus		7- 8	F	.5	ST
249FA	Music Appreciation		7-8	F	1	ST
209FA	Concert Choir		9-12	F	.5	ST
210FA	Womens Select Chorus	Audition required Grades 7 & 8 by teacher permission only	9-12	F	.5	ST
216FA	Jazz Band	2 years of band	9-12	F	.5	ST
225FA	Senior Band	1 year of band	9-12	F	.5	ST
618FA	Theatre in the Moment		9-12	F	1	ST
620FA	Voice Class		9-12	F	1	ST

JUNIOR BAND:

Junior Band is for 7th and 8th grade students. Experience on a band instrument (flute, clarinet, saxophone, trumpet, trombone, French horn, baritone/euphonium, tuba, and percussion) is preferred, but not required. Junior band students attend rehearsals as well as sectional lessons on their specific instrument. Students perform in at least two concerts (winter and spring) outside of school hours throughout the school year. Emphasis is on building technique and ensemble skills through rehearsal and performance of beginning to intermediate level music. Participation in both winter and spring concerts is required.

PERCUSSION ENSEMBLE:

This course is for 7th and 8th grade students with little or no prior experience on an instrument. Students will learn basic rhythms, staff reading, percussion instruments, and ensemble skills through rehearsal of beginning level music. There are no weekly lessons and no performance requirement, although students will be invited to perform in the spring concert.

SENIOR BAND:

This high school course is designed for students with previous experience (at least one year) in a band. Senior band students attend rehearsals as well as sectional lessons on their specific instrument. Students perform in at least two concerts (winter and spring) outside of school hours throughout the school year. Emphasis is on expanding technique, ensemble, and individual performance skills through rehearsal and performance of intermediate to advanced music. Participation in both winter and spring concerts is required.

JAZZ BAND:

This high school course is designed for students with previous experience (at least two years) in a band on the following instruments: saxophone, trumpet, trombone, guitar, piano, bass, drums. (Flute, tuba, and French horn may be considered.) Jazz band students attend rehearsals as well as sectional lessons, either winds or rhythm. Students perform in at least two concerts (winter and spring) outside of school hours throughout the school year. Emphasis is on ensemble and individual performance skills through rehearsal, including improvisation, and performance of beginning to intermediate jazz music. Participation in both winter and spring concerts is required. Additional performance opportunities may arise throughout the school year with the hope that most can participate.

NOTRE DAME JUNIOR CHORUS:

Chorus students in grades 7 & 8 will learn to use their vocal instrument to create a correct and pleasing singing sound. In addition to learning proper vocal production and technique, students will also learn music reading skills, sight-singing skills, and performance skills. Chorus also offers opportunities for students to develop team building and leadership skills. This is a performance-based class. Participation in concert performances outside of regular class hours is required.

MUSIC APPRECIATION:

In this course, students in grades 7 & 8 will be given the tools necessary to actively listen to, discuss and critique various styles of music thus increasing their musical awareness. Students will learn the fundamental elements of music including melody, rhythm, form, tempo and dynamics. Students will then study and discuss a variety of musical genres including classical, jazz, rock, world music and musicals. This class is perfect for the music enthusiast who prefers the academic side of music over performance.

NOTRE DAME SENIOR CHORUS:

Students will sing a wide variety of choral repertoire as well as learn basic aspects of music theory and good vocal technique. No audition is required. Students will perform at all school and community events. T/Th

WOMENS SELECT CHORUS:

This select choir is a small female ensemble that focuses on a cappella music and harmony singing. Students will develop their musical ears and learn to blend and

harmonize. Students must audition with the instructor and are required to be in either the Jr High Chorus or the Notre Dame Choir. Auditions are open to both Jr High and High School females. M/W/F

THEATER IN THE MOMENT:

In this course, students will explore the importance of personal experience and inspiration in theater through improvisation, acting games, storytelling techniques, and acting exercises. Students will learn to incorporate basic tools like intention, subtext, and commitment into their acting skills. Grades 9-12

VOICE CLASS:

This class is for the serious singer looking to advance their vocal technique. Students will learn proper breathing techniques, vocal control, diction and vowel shaping, phrasing, and much more. Students will implement these tools by singing in class every day as a group and as a soloist.

FINE ARTS

VISUAL ARTS



FINE ARTS: VISUAL ARTS

COURSE	COURSE	PREREQUISIT ES	GRA DE	LENG TH	CRED IT	LEVE L
280FA	Art 7		7	S		
281FA	Art 8	Art 7	8	S		
262FA	Studio Art 2D		9-12	S	.5	ST
263FA	Studio Art 3D		9-12	S	.5	ST
264FA	Drawing & Painting I	Studio Art 2D or 3D	10-12	S	.5	R
265FA	Drawing & Painting II	Drawing & Painting I	10-12	S	.5	R
266FA	Printmaking I	Studio Art 2D or 3D	10-12	S	.5	R
268FA	Sculpture	Studio Art 2D or 3D	10-12	S	.5	R
204FA	Portfolio Art	Drawing & Painting	11-12	F	1	R
269FA	Art Essentials ACE	Teacher Approval	11-12	F	1	ACE
260FA	Ceramics I		11-12	S	.5	ST
261FA	Ceramics II	Ceramics I	11-12	S	.5	ST
271FA	Digital Photography I		11-12	S	.5	ST
272FA	Digital Photography II	Digital Photography I	11-12	S	.5	ST
267FA	Independent Study Art	Teacher Approval	11-12	S	.5	ST
273FA	Advanced Ceramics I	Ceramics I and II Teacher Approval	12	S	.5	ST
274FA	Advanced Ceramics II	Requires Ceramics I, II and Advanced Ceramics and Teacher Approval	12	S	.5	ST
275FA	Advanced Digital Photography I	Digital Photography I and II Teacher Approval	12	S	.5	ST
276FA	Advanced Digital Photography II	Digital Photography I and II and Advanced Digital Photography	12	S	.5	ST

ART 7/8

This is a studio-based course where students are introduced to the fundamentals

of art. Coursework is based on the elements and principles of art, with a strong emphasis on observational drawing. Students will be introduced to a variety of mediums and techniques that will prepare them for future study at the high school level.

STUDIO ART 2D

This course offers a foundation in the fundamentals of two-dimensional art. This includes drawing, painting, and printmaking techniques. Students will explore a variety of media including pencil, charcoal, colored pencil, marker, pastel, watercolor, and acrylic paint

STUDIO ART 3D

This course offers a foundation in three-dimensional design principles. Students will experiment with wire, papier-mache, clay, mixed media, and recycled materials.

DRAWING & PAINTING I

This course will allow students to create original artwork in pencil, colored pencil, pen, charcoal, pastel, watercolor, and acrylic paint. Students will explore artistic styles throughout history with units that include landscape, still life, the human figure, and abstraction.

DRAWING & PAINTING II

This course will further allow students to create original artwork in pencil, colored pencil, pen, charcoal, pastel, watercolor, acrylic, and oil paint. Students will further explore artistic styles throughout history with units that include landscape, still life, the human figure, and abstraction.

PORTFOLIO ART

This is an independent, upper-level course designed for those students preparing an art portfolio for college presentation. Emphasis will be placed on creating an individual style.

ART ESSENTIALS (ACE)

In this ACE course, students will be introduced to the visual arts, emphasizing the understanding and appreciation of art through a review of the elements and principles of art and design, as well as an examination of two- and three-dimensional art forms, methods, and media. Requires teacher approval

CERAMICS I

This course will expose students to various hand building techniques using clay. Students will create both functional and decorative works and will learn about a number of surface decorating techniques and materials. In addition, students will learn the history and current day use of ceramics. Students will be

required to pay a \$30 lab fee that covers the cost of materials for both Ceramics I and II.

CERAMICS II

This course will allow students to further explore methods and techniques using clay, with a strong emphasis on advanced hand building and the potter's wheel. Students will create both functional and decorative works and advance their knowledge and understanding of surface decorating techniques and materials.

DIGITAL PHOTOGRAPHY I

In this course, students will be exposed to basic camera and photography skills. There will be a focus on the elements and principles of art and design as they apply to photography, and the technical aspects of the craft, as well as basic editing skills using Adobe Photoshop. In addition, students will learn about the history and current trends in photography. **Requires teacher approval**

DIGITAL PHOTOGRAPHY II

In this course, students will have the opportunity to advance their skills in photography, with an emphasis on digital editing and compositing. In addition, students will further explore the history and contemporary trends in photography. **Requires teacher approval**

ADVANCED CERAMICS I and II

In these two separate, one semester courses, students will continue to explore methods and techniques in clay. Students will work closely with the instructor to decide their focus and projects for the duration of each course. Since these courses meet during the regular level ceramics classes, students may also be asked to assist with demonstration of techniques. **Requires teacher approval**

ADVANCED DIGITAL PHOTOGRAPHY I and II

In these two separate, one semester courses, students will continue to explore concepts and techniques covered in digital photography I and II. In addition, students will work on an independent, long-term project that has been approved by the instructor. This project will mimic a college level thesis project. **Requires teacher approval**

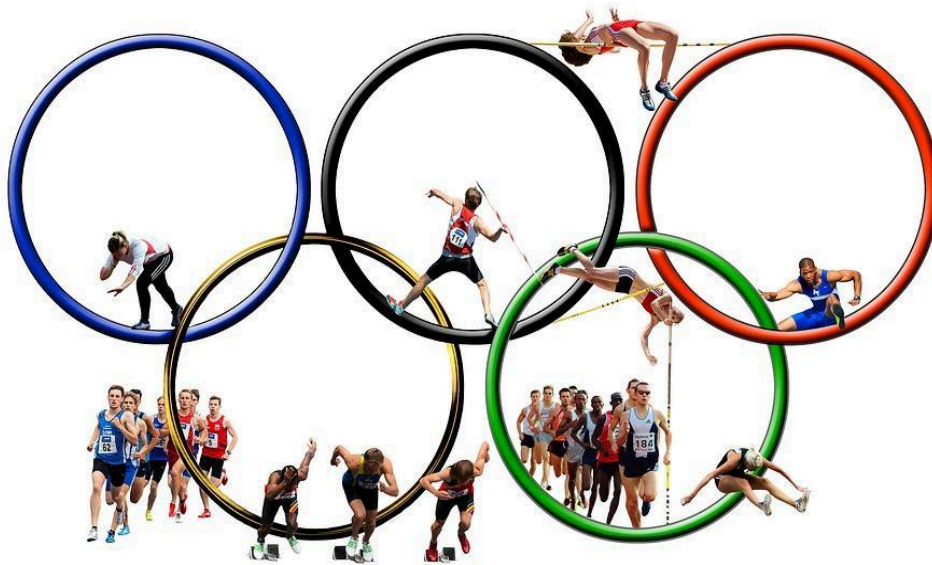
INDEPENDENT STUDY IN ART

This course is an opportunity for students to explore art in depth in an area of special interest by working on projects or assignments individually developed for their desired art field. Students will formulate a master plan through research, experimentation, and exploration. An individualized body of work

will be produced concluding in an exhibition of student art. **Requires teacher approval**

PHYSICAL EDUCATION

HEALTH



PHYSICAL EDUCATION and HEALTH

COURSE #	COURSE TITLE	GRADE LEVEL	LENGTH	CREDIT
477PE	Physical Education 7	7	F	
488PE	Physical Education 8	8	F	
408JR	Health 8	8		
401PE	Health	11-12	S	.5
405PE	Physical Education Fall	9-12	S	.25
406PE	Physical Education Spring	9-12	S	.25

PHYSICAL EDUCATION 7/8

Students will participate in a semi-elective program choosing a wide variety of lifetime activities and traditional sports.

HEALTH 8

Students will study basic health concepts such as hygiene, nutrition, mental health, emotional health, drugs, alcohol, and tobacco.

HEALTH

This required health course provides an atmosphere where health concerns can be assessed and discussed. From material received in class, students are encouraged to formulate values which will make them informed and health-conscious citizens. The following topics are discussed: personal hygiene, personality, behavior, emotional and mental health/illness, stress, disease, nutrition, fitness, substance use, abuse, consumer awareness, community health, CPR/first aid and selected topics in human sexuality.

PHYSICAL EDUCATION

Physical Education is a mandated course and is therefore necessary in order to complete the New York State educational requirements for graduation. The nature of the course requires that students be in attendance and participate in order to receive credit. The student must participate in a minimum of 75% of the total number of class meetings in each 10-week period. The various units offered concentrate on improving fitness and providing opportunities to increase knowledge of and participation in a variety of individual and team activities. Emphasis is on the development of the skills and strategies used in team activities, while the value of individual sports and lifetime activities is also emphasized. Through the following offerings, students are introduced to a variety of experiences that will aid in their development.

GRADES: Physical Education grades, which are included in Honor Roll calculations but not in the GPA, not only represent a student's achievement on written and skills tests, but also how well he/she fulfills the requirements of attendance, participation, behavior, proper uniform attire, and a positive and cooperative attitude, along with effort and skill acquisition.

MEDICAL LIMITATIONS: Medical/physical limitations do not negate the graduation requirements regarding physical education. New York State Education Commissioner's Regulations require that individual medical certificates of limitations from an attending physician be on file with the school nurse whenever a student is being treated for an illness or injury. A determination as to the extent of a student's continued class participation and/or any necessary adapted activities will then be made on an individual basis. Adapted activities may include written assignments, as well as limited physical activity. If out of extended medical excuse, please have the doctor recommend modifications or alternative ways to participate.

TECHNOLOGY



TECHNOLOGY

COURSE #	COURSE TITLE	GRADE LEVEL	PREREQUISITE COURSES	PRE-REQ. CLASS GRADE	LENGTH	CREDIT
670TC	Information & Technology Skills 7	7			S	
680TC	Information & Technology Skills 8	8			S	

690TC	Computer Science: Python I Coding	9-12			S	.50
691TC	Computer Science: Python II & Java	9-12	Computer Science: Python I Coding	65	S	.50
692TC	AP Computer Science:A	11-12	Computer Science: Python I Coding and Python II & Java	85	F	1
700TC	Design & Drawing for Production	9-12			F	1
701TC	Architectural Drawing & Design	10-12	Design & Drawing for Production	65	S	.50
712TC	Principles of Engineering	10-12	Design & Drawing for Production	65	F	1

TECHNOLOGY 7/8

All 7th/8th grade students must take technology for one semester.

Tech 7 familiarizes students with the Google Suite and Microsoft Office, ethical online behavior, and digital literacy.

Tech 8 builds on the skills learned in Tech 7 and adds an introduction to coding, TinkerCad, and other applications.

COMPUTER SCIENCE I: PYTHON I CODING

Do you like to play video games? In this one semester course you can learn the basics of video game development by using an easy to learn computer programming language. This is an introductory course in Computer Science where you will be introduced to computer programming concepts and techniques that will lead to a final project in which you design and code your own game. You will also have the opportunity to develop troubleshooting and debugging skills by testing the games other students have written. If you are planning to major in engineering or computer science in college, or are just interested in learning more about how video games are developed and written, this is the course for you.

COMPUTER SCIENCE II: PYTHON II & JAVA

Prerequisite: Computer Science I

In this one semester course you will continue to build on the programming skills you learned in Computer Science I/Python I. This course will cover more programming concepts using Python; such as loops, data structures, and object oriented programming. These concepts will revolve around topics such as art, data visualization, science, artificial intelligence, music, and game development. This course also includes an introduction to JAVA, the language used in AP Computer Science A and most universities. JAVA is a major programming language used in every major industry segment and is present in a wide range of devices, computers, and networks.

AP COMPUTER SCIENCE A

Prerequisite: Computer Science I and Computer Science II

This full year course prepares students to take the AP Computer Science A Exam. Topics covered include: programming, methodology, problem solving, algorithm development, object oriented programming techniques, searching and sorting methods, and an introduction to data structures, using the Java programming language.

DESIGN & DRAWING FOR PRODUCTION

This full year course provides experiences for the student to be given a design problem and present a solution through design and drawing exercises. The course is a creative design class which requires students to work collaboratively to design, create, critically analyze and critique their own work. Students will engage in assigned design problems and present their solutions through design, drawing, and model building. This course is essential for understanding fundamental principles of engineering and design; it is intended as a precursor to college entry classes in engineering and design. This course fulfills one year of Art/Music requirement.

ARCHITECTURAL DRAWING & DESIGN

Prerequisite: Design & Drawing for Production

This one semester course is for the art and technically oriented student. This course deals with the fundamentals of design and drafting as related to building construction. Computerized drafting (CAD) is available for dimensional drawings and 3D renderings. The computer lab is also utilized to develop drawing and artistic renderings of architectural designs. Topics covered in this course include: history and culture, tools and techniques, aesthetics, site plan, area and room planning, floor planning, dimensioning, sectioning and framing, exterior elevation, perspectives, and careers. This course is highly recommended to students who are looking forward to an engineering or art/design career after high school.

PRINCIPLES OF ENGINEERING

This one year course exposes students to major concepts they would encounter in post-secondary engineering courses. Students will explore a variety of design problems including sources and applications, hydroponics, modeling, machine systems, and robotics. Students will develop their understanding with design projects relevant to the “real-world” while functioning within groups. Students will hone their knowledge of research and design, creating innovative and practical solutions to a host of design challenges. The student design teams will properly document their work and communicate their solutions to a panel of peers and members of the professional community.

ELECTIVES



ELECTIVES

COURSE #	COURSE	GRADE LEVEL	LENGTH	CREDIT	LEVEL
615EL	Forensic Science	11-12	F	1	ST
616EL	Law & Society	11-12	s	.5	ST
610EL	Psychology	12	S	.5	R
958EL	Service Learning	11-12	S	.5	ACE
962EL	Senior Internship	12	S	.5	P/F
100YB	Yearbook	9-12	F	1	R

FORENSIC SCIENCE

Forensic Science engages students in the exciting world of investigation and inquiry. The class contains five units that include skill based lessons and case applications that allow students to experience science. The final unit of study provides a case scenario that allows students to function as actual crime scene investigators.

LAW & SOCIETY

This one-semester elective course covers all aspects of law, beginning with the Amendments to the U.S. Constitution, as well as criminal law and civil law. Students are offered an opportunity to study the history of law enforcement and current law in today's society. The law enforcement field is analyzed to expose the numerous functions it performs. Areas of study include crime scene investigations, interview and interrogation, deceptive behavior, and the final evidence collection techniques.

PSYCHOLOGY

This one-semester course is open to the academically motivated senior. The objective is to acquaint the student with various ideas in the study of psychology. As it is a general overview, the course may provide the student with a base for further study at the college level. Through lectures, readings, and discussions, there is the opportunity to examine the basic components of human behavior and the various theorists and their work. Students are expected to make connections from class topics to current and historical events.

SERVICE LEARNING

Service Learning combines academic instruction, meaningful service, and critical reflection meant to enhance student learning and civic engagement. It differs from volunteerism through its use of structured inquiry, critical reflection and in the importance placed on community partnerships. Class sessions examine social issues, their historical roots, and current effects. The issues chosen correlate to the Critical Concerns of the Sisters of Mercy. Service opportunities allow students to engage with those issues in an active, hands-on investment of their time and talent in the Notre Dame and greater Elmira community. Service Learning is an ACE (Accelerated College Education) dual enrollment, college credit courses offered in collaboration with Corning Community College. The course is an elective option for juniors and seniors at Notre Dame High School. *

SENIOR INTERNSHIP

Seniors in good academic standing are invited to pursue an internship experience in a career area of their choice. They will be required to spend 60 hours at the internship site and be responsible to a mentor there, as well as to their guidance counselor. Internship participants will be required to keep a log documenting their hours and to submit a short paper discussing their experience in order to receive credit. **It is the responsibility of the student to arrange the internship and obtain approval from the Guidance Counselor.**

YEARBOOK

In this 21st century, cross curricular, project-based class, students work collaboratively by using technology such as digital cameras, photo editing software, and Adobe InDesign or online design software to digitally produce a yearbook. Students use writing skills, communication skills, and creativity to tell the story of the school community and peers in an engaging way. Students demonstrate knowledge of graphic design and think creatively when organizing information within the yearbook. In this college and career ready course, students think critically to meet deadlines, track goals, and utilize multimedia to market and disseminate information that aligns with and models an actual business.

MERCY EDUCATION ONLINE COURSES

Notre Dame High School students may register for online courses offered through the Mercy Learning Online Network. **These courses do not count toward the 6.5 credits expected of every full-time student at Notre Dame. Credit toward graduation will be awarded for these courses and they will appear on the student's transcript. The grades, however, will not be included in GPA or Rank figurations.**

You must contact your guidance counselor to register for these classes. For more detailed information, please visit <https://mercyedu.org/programs/mlol/>

Fees

.05credit course: \$325.00

Non-credit course is \$215.00.

Credit-recovery Courses: \$215/semester = \$430 (Notre Dame students must complete both sessions/semesters for credit recovery)

Schedules

Credit courses: June 10 – July 12, 2024

Credit recovery courses (Notre Dame students must complete both semesters for credit recovery)

Semester 1: June 10 – June 28, 2024

Semester 2: July 1 – July 19, 2024

Non-credit skills courses: June 17 – July 12, 2024

Courses: .05 Credit Courses Available:

American Government; Anatomy; Art History; Astronomy & Cosmology; Creative Writing; Digital Marketing; Economics; Environmental Science*; Fitness; Global Affairs; Health; Intro to Psychology; Music Appreciation*; Sociology*; Speech; Street Law

*Available by request.

**Late Start Health will run June 19-July 21, 2023

Credit Recovery Courses Available:

Algebra; Algebra/Trigonometry; Biology; Chemistry; English 9; English 10; English 11-12; Geometry; Spanish 1; Theology 9-10; Theology 11-12; United States History; World History;

Non-Skills (noncredit) Courses Available:

Fundamental Writing Skills Strengthening; Pre-Algebra & Algebra Skills

Four Year Outlook Sheet

Name: _____ Date Reviewed: _____

<p>8th Grade Credits:</p> <p>_____</p> <p>_____</p>	<p>11th Grade:</p> <p>Morality _____</p> <p>Death & Dying _____</p> <p>English 11 ____ RE ____</p> <p>US History & Govt. ____RE____</p> <p>Math _____ RE ____</p> <p>Science _____ RE ____</p> <p>Foreign Lang. _____</p> <p>_____</p> <p>Physical Education .5 _____</p> <p style="text-align: right;">Credits Earned _____</p> <p style="text-align: right;">Total Credits _____</p>
<p>9th Grade:</p> <p>Understanding the Bible ____</p> <p>English 9 ____</p> <p>Global Studies 9 ____</p> <p>Math _____ RE ____</p> <p>Science _____ RE ____</p> <p>Foreign Lang. _____</p> <p>_____</p> <p>Art/Music _____</p> <p>_____</p> <p>Physical Education .5 ____</p> <p style="text-align: right;">Credits Earned _____</p> <p style="text-align: right;">Total Credits _____</p>	<p>12th Grade:</p> <p>Theology 12 _____</p> <p>Health _____</p> <p>English 12 ____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Physical Education .5 _____</p> <p style="text-align: right;">Credits Earned _____</p> <p style="text-align: right;">Total Credits _____</p>
<p>10th Grade:</p> <p>World Religions ____</p> <p>English 10 ____</p> <p>Global Studies 10 ____ RE ____</p> <p>Math _____ RE ____</p> <p>Science _____ RE ____</p> <p>Foreign Lang. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Physical Education .5 ____</p> <p style="text-align: right;">Credits Earned _____</p> <p style="text-align: right;">Total Credits _____</p>	<p>SUMMARY INFORMATION:</p> <p>Diploma Type : Regents ____</p> <p style="padding-left: 100px;">Advanced Regents _____</p> <p style="text-align: center;">Students whose average score on their Regents Examinations is 90% or greater earn an “Honors” designation.</p> <p style="text-align: center;">Total Credits needed for graduation: 25.5</p>