

Notre Dame

H I G H S C H O O L

Grades 7 - 12

Academic Handbook

2025– 2026

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.

Graduate Profile

It is the goal of the Notre Dame Community to graduate individuals who are consciously developing their whole being. As the students approach the threshold of their lives, they will be intellectually and spiritually prepared for the challenges and responsibilities that lie ahead. They will demonstrate character, self-worth and a commitment to lifelong learning. Their faith in God and awareness of gospel values will be manifested in their social awareness and service to others. Notre Dame graduates will possess the skills and knowledge to think critically, communicate effectively, respond creatively, and compete successfully in our ever changing society. They will become the spiritual and visionary leaders needed to enrich our world for the betterment of all.

Academic Handbook

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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 their 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.

Study Halls can be an important part of the student experience, and they will be used to help students complete homework and study in an organized environment. In order to ensure students can stay at full-time status, **no students will carry more than two study hall periods per day at any given time during the academic 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)

Examination Requirements for Diplomas cont.

- 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)

*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/Elmira College:** 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. Courses taken through the agreement between ND and Elmira College, will count as a weighted credit for each semester course taken at EC.
- **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/EC 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. All students taking AP Lang & Comp will also take the NYS Regents ELA exam.**

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 | PREREQUISITE COURSES | CLASS GRADE | RECOM | GRADE LEVEL | LENGTH | CREDIT | LEVEL |
|--------------|------------------------------|--------------------------------------|-------------|-------|-------------|--------|--------|-------|
| 525M | Pre-Algebra I | Math 6 Placement Test | | * | 7 | F | | |
| 528M | Pre-Algebra II | Math 6 Placement Test or Pre-Algebra | 89 & below | * | 7/8 | F | | |
| 526M 536M | Algebra I w/ Lab (Regents) | Pre-Algebra Math 8 | 90 75 | * | 8 9 | F | 1 | R |
| 534M | Algebra IA w/ Lab | Math 8 | 74 & below | | 9 | F | 1 | ST |
| 535M | Algebra IB | Algebra I A | 65 | | 10 | F | 1 | R |
| 537M | Geometry (Regents) | Algebra I Algebra I B | 65 | | 9-11 | F | 1 | R |
| 550M | Algebra II (Regents) | Algebra I or Algebra IB (Regents) | 80 | * | 10-12 | F | 1 | R |
| 512M | AP Pre-Calculus | Algebra II | 85 | * | 11-12 | F | 1 | AP |
| 515M | AP Calculus | Pre-Calculus | 90 | * | 12 | F | 1 | AP |
| 538M | AP Statistics | Algebra II or Pre-Calc | 90 75 | | 12 | F | 1 | AP |
| 542M | Applied Mathematics for Life | Algebra I or Geometry (Regents) | | | 12 | F | 1 | ST |

Students registered for Pre-Algebra I or Pre-Algebra II are required to have a scientific calculator for use during their math class. Students registered for Algebra I (8th or 9th Graders) and above are required to have a TI-nSpire CX or TI-nSpire CX II.

PRE-ALGEBRA I

Topics covered in this course include New York State Standards for both 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 Pre-Algebra II.

Pre-Algebra II

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, describe quantitative relationships of two and three dimensional space and figures, and develop a concept of functions. Students will communicate and reason mathematically as well as problem solve by using appropriate tools and strategies.

ALGEBRA I R with Lab

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 a synthesis of modeling with equations and functions. 8th Grade students wishing to take Algebra I have prerequisites that need to be met in order to gain admittance into this course. They must take Pre-Algebra and have an overall Math grade of 90%. It is also important to note that Regents courses that could possibly be taken as an 8th grader (Algebra I & Biology) must be taken together. Students will also be registered for a math lab time outside of regular class for structured time to work on problems.

*NYS guidelines require students to pass the Regents Exam in Algebra I Common Core.

ALGEBRA I A with Lab

This course is the first of two courses (A and B) designed to cover the Algebra I curriculum over a two year period. Students will also be registered for a math lab time outside of regular class for structured time to work on problems.

*A Final Exam is given in this course, not a Regents Exam.

ALGEBRA I B with Lab

This is the second course of two courses (A and B) designed to cover the ALgebra I curriculum over a two year period.

*NYS guidelines require students to pass the Regents Exam in Algebra I Common Core

GEOMETRY R

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. Students will also be registered for a math lab time outside of regular class for structured time to work on problems.

*9th Grade Students are required to have passed the Algebra I Common Core Regents Exam with an 85%.

*NYS guidelines require students to pass the Regents Exam in Geometry Common Core to receive an Advanced Regents Diploma.

ALGEBRA II R

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.

*10th grade students are required to have passed the Geometry Common Core Regents Exam with an 85%.

*NYS guidelines require students to pass the Regents Exam in Algebra II Common Core 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. **An AP Exam is required.**

AP CALCULUS

This rigorous first-year college calculus course aims to help prepare students for the demanding nature of college level mathematics courses. 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 the topics covered in Precalculus.

*Prerequisite: PreCalculus (90 or above)

***Students are required to take the AP Calculus AB or BC Exam.**

AP STATISTICS

This course is an introductory course in statistics: the science of collecting, describing, and interpreting data. Students will learn how data is collected, how it can be described graphically and numerically, and how it can be interpreted to make decisions about a population of people or objects. Probability and distribution will also be discussed.

*This is a Full Year Course

*Prerequisite: Algebra II (90 or above) or PreCalculus (75 and above)

*Students are required to take the AP Statistics Exam

APPLIED MATHEMATICS

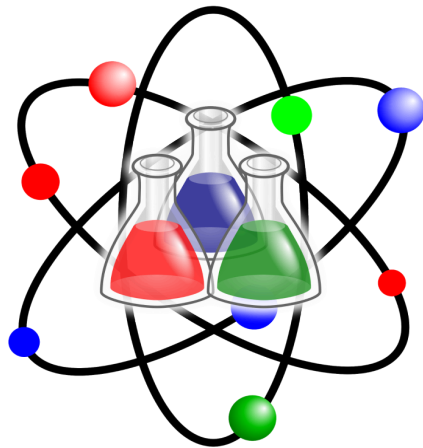
This class will build on students' prior knowledge and fundamental understanding of algebra in order to better prepare them for their first year of math at the college level. Students will prepare themselves for college math by deepening their problem solving skills. This class is designed to expose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

*This is a Full Year Course

*Prerequisite: Geometry and Algebra I or Algebra IB

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 | Phun with Physics | Earth Science Princ. of Chem. | 75 80 | | 11-12 | F | 1 | ST |
| 730S | ACE Physics 1 | Chemistry R Algebra II | 85 85 | * | 11-12 | F | 1 | ACE |
| 732S | ACE Calculus Based Physics | ACE Physics 1 OR Physics R Pre-Calculus | 85 85 | * | 11-12 | F | 1 | ACE |
| 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 |
| 735S | ACE Environmental Science | Biology R Earth Science R | 75 | | 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.**

Phun with Physics

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

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.

ACE PHYSICS 1

Introductory principles of classical and modern physics. Mechanics of solids, periodic motion and sound, and heat and properties of matter. A transfer course for students majoring in biology, chemistry, mathematics, or health sciences. This course also covers the second semester in the physics sequence, continuation of PHYS 1730; electricity, magnetism, optics, and modern physics.

ACE Calculus Based Physics

The first semester of a two semester sequence in calculus-based physics. Mechanics, including vectors, particle kinematics and dynamics, work and energy, impulse and momentum, rotational motion, harmonic motion, and waves if time permits.

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.**

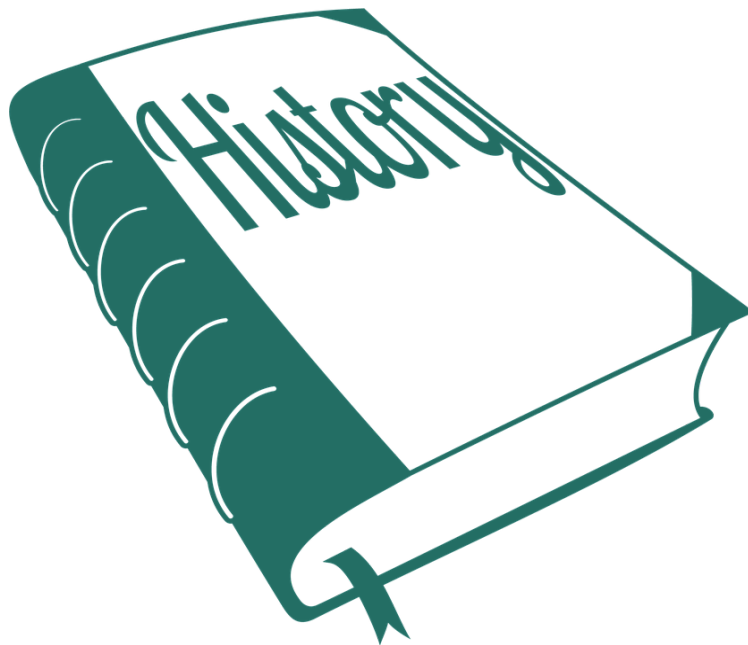
ACE ENVIRONMENTAL SCIENCE

Explores interrelationships between organisms and the environment. The impact of human activities such as pollution, resource use and population growth. Basic ecological concepts provide a foundation for understanding environmental problems and global change. Labs will illustrate the complexity associated with environmental change and emphasize sustainability. Laboratory includes the observation of plants, algae, bacteria and animals.

Prerequisites: Biology R, Earth Science R

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.

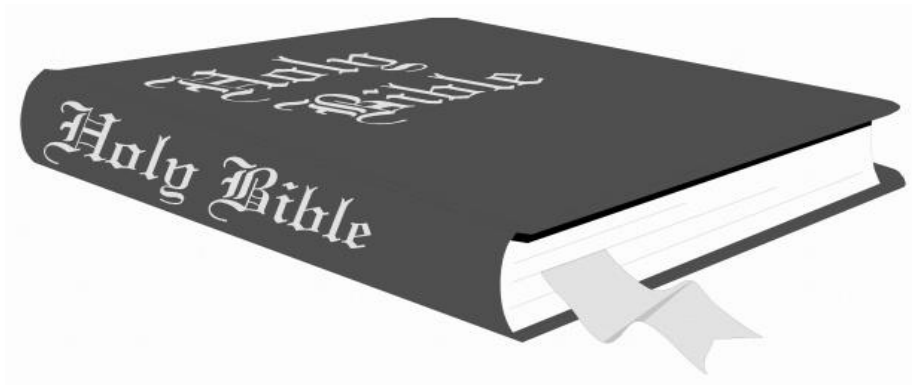
ACE CONTEMPORARY WORLD AFFAIRS

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 |

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

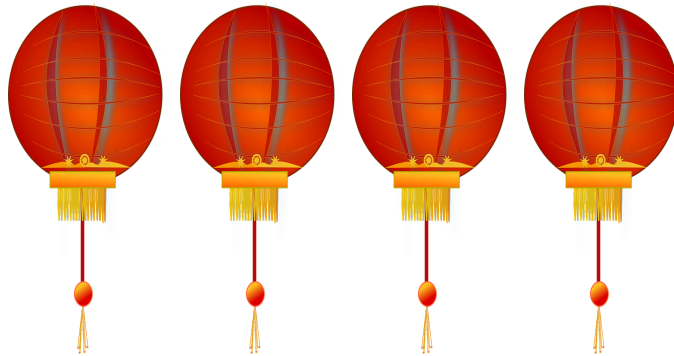
This semester course is required for all students during their junior year. Students examine the view of death in society, the American traditions associated with death in American society, the traditions associated with death in America and around the world, making life giving choices in shaping one's 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 |
|----------|---------------------------|--------------------------|-------------|-----|-------|--------|--------|-------|
| 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 | ACE Mandarin Chinese III | Mandarin Chinese II | 65 | | 10-12 | F | 1 | ACE |
| 393FL | ACE Mandarin Chinese IV H | ACE Mandarin Chinese III | 80 | * | 11-12 | F | 1 | ACE |

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.

ACE 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**

ACE MANDARIN CHINESE IV

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 |
|--------------|-----------------|--------------|-------------|-----|-------|--------|--------|-------|
| 309FL | Spanish A | | | | 7 | | | |
| 313FL | Spanish I JR | Spanish A | 65 | | 8 | | 1 | |
| 311FL | Spanish I | | | | 9-11 | F | 1 | R |
| 313FL | Spanish II | Spanish I | 65 | * | 9-11 | F | 1 | R |
| 315FL | ACE Spanish III | Spanish II | 65 | * | 10-11 | F | 1 | ACE |
| 317FL | ACE Spanish IV | Spanish III | 80 | * | 11-12 | F | 1 | ACE |

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

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.

ACE SPANISH III

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. Students will have the opportunity to earn college credits from CCC. **A passing grade (65) in Spanish Checkpoint B exam is needed for the Advanced Regents diploma**

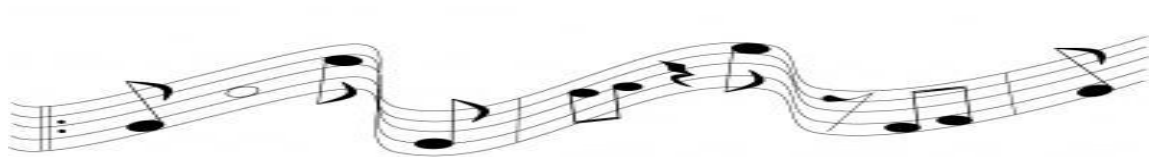
ACE SPANISH IV

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 the ACE program at Corning Community College, and will be offered in-person at ND.

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 |
| 249FA | Junior Handchimes | | 7-8 | F | .5 | ST |
| 237FA | Junior Chorus | | 7- 8 | F | .5 | ST |
| 250FA | Senior Handchimes | Junior Handchimes | 9-12 | F | .5 | 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 | S | .5 | ST |
| 620FA | Voice Class | | 9-12 | F | .5 | 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.

Junior Handchimes:

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, and ensemble skills through rehearsal of beginning level music on the handchimes. There are no weekly lessons, 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.

SENIOR HANDCHIMES:

This course is a continuation and development of skills learned in the Junior Handchimes class. Students will continue to grow in their ability to play and perform music using the handchimes. Participation in winter and spring concerts is expected.

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

THEATRE 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 | PREREQUISITES | GRADE | LENGTH | CREDIT | LEVEL |
|--------------|----------------------------|--|-------|--------|--------|-------|
| 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 | Studio Art 2D | 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 |
| 204FA | Portfolio Art | Drawing & Painting | 11-12 | F | 1 | R |
| 260FA | Ceramics I | | 11-12 | S | .5 | ST |
| 261FA | Ceramics II | Ceramics I | 11-12 | S | .5 | ST |
| 278FA | ACE Digital Photography I | | 11-12 | S | .5 | ACE |
| 279FA | ACE Digital Photography II | Digital Photography I | 11-12 | S | .5 | ACE |
| 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 |
| 277FA | ACE Intro. To Digital Art | | 11-12 | F | 1.0 | ACE |

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.

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.

ACE 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**

ACE 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

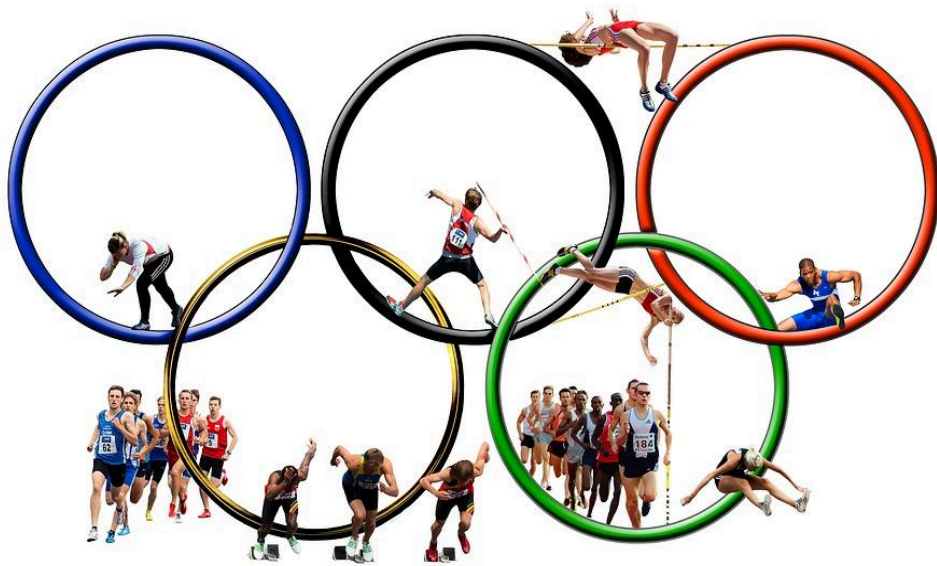
In these two separate, one semester courses, students will continue to explore methods and techniques in clay. Students will work closely with the instructor to decide their focus and projects for the duration of each course. Since these courses meet during the regular level ceramics classes, students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

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.

Physical Education Grading:

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 | |
| 700TC | ACE Computer Essentials | 9-12 | Tech 7 & 8 | | F | 1 |
| 713TC | ACE Structured and Object-Oriented Problem Solving | 11-12 | Computer Essentials | 65 | F | 1 |
| 692TC | ACE C/C++ Programming | 11-12 | Structured and Obj-Orient Prob Solv. | 65 | S | .50 |
| 715TC | ACE JAVA Programming | 11-12 | Structured and Obj-Orient Prob Solv. | 65 | S | .50 |
| 712TC | ACE 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.

ACE COMPUTER ESSENTIALS:

Theories and applications of computers. Includes computer architecture, hardware, software, number coding, problem solving paradigms, microcomputer applications, network technology, computer ethics, computer careers, e-commerce, and system software. Lecture/laboratory. Prerequisites: Eligible to take a college-level composition course and completion of all developmental mathematics requirements.

ACE STRUCTURED AND OBJECT-ORIENTED P

Prerequisite: ACE Computer Essentials

Logic for analyzing problems and communicating problem-solving procedures to the computer. Data types and variable, control structures, arrays, sorting and searching, “common sense” analysis, problem-solving, logic flow charting, pseudo coding, and Unified Modeling Language (UML).

ACE JAVA PROGRAMMING:

Prerequisite: ACE Structured and Object-Oriented Problem Solving

Basic concepts of object-oriented programming, fundamentals of the language and syntax, algorithmic thinking, problem solving, control structures, data types, operators, input/output, method (user defined and API), single- subscripted arrays and strings, and class libraries. Extensive hands-on program development creating stand-alone applications and Java applets. Lecture/laboratory

ACE C/C++ PROGRAMMING

Prerequisite: ACE Structured and Object-Oriented Problem Solving

C/C++ Programming for systems, commercial, and scientific applications. Topics include: procedural vs. object-oriented programming, data types, operators, standard control structures, functions, pointers, arrays, structures, classes, objects, encapsulation, inheritance, polymorphism templates and libraries. Lecture/laboratory.

ACE PRINCIPLES OF ENGINEERING:

Prerequisites: ACE Design & Drawing for Production/ACE Computer Essentials

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. Prerequisite: ACE Physics

ELECTIVES



ELECTIVES

| COURSE # | COURSE | GRADE LEVEL | LENGTH | CREDIT | LEVEL |
|----------|-----------------------|-------------|--------|--------|-------|
| 963EL | Business I | 11-12 | S | .5 | ST |
| 964EL | Business II | 11-12 | S | .5 | ST |
| 608EL | Financial Literacy I | 11-12 | S | .5 | ST |
| 609EL | Financial Literacy II | 11-12 | S | .5 | ST |
| 615EL | Forensic Science | 11-12 | F | 1 | ST |
| 616EL | Law & Society | 11-12 | s | .5 | ST |
| 610EL | ACE Psychology | 12 | S | .5 | ACE |
| 958EL | ACE Service Learning | 11-12 | S | .5 | ACE |
| 962EL | Senior Internship | 12 | S | .5 | P/F |
| 100YB | Yearbook | 11-12 | F | 1 | R |

BUSINESS I:

Required membership in NDHS Business Leadership Club

Understanding of individual and workplace needs as they relate to professionalism, team building, and career growth. Topic areas include human relations, business ethics, business etiquette, team building concepts, and career enrichment. Discussion, participation, and role-playing exercises. May be taught in a simulated work environment.

BUSINESS II:

A continuation of Business I. In addition to further enrichment in topics from the first class, students will go more in depth into business marketing and management. A simulated business will be created and rolled out.

FINANCIAL LITERACY I/II:

Financial Literacy I is required for graduation from Notre Dame HS. It 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.

Students taking the full year Financial Literacy I/II for Mathematics credit will continue with the topics in Financial Literacy I and expand to learn more in-depth management of personal budgeting in the real-world.

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.

ACE 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.

ACE 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. **Junior and senior editors will gain credit for taking this class.**

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

.05 credit course: \$300.00

Non-credit course is \$190.00.

Credit-recovery Courses: \$190/semester = \$380 (Notre Dame students must complete both sessions/semesters for credit recovery)

Schedules

Credit courses: June 12 – July 14, 2025

- Late Start Health Class runs June 16 - July 18, 2025

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

Semester 1: June 9 – June 27, 2025

Semester 2: June 30 – July 18, 2025

Non-credit skills courses: June 16 – July 11, 2025

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.

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> <ul style="list-style-type: none"> ● _____ ● _____ ● _____ | <p>11th Grade:</p> <ul style="list-style-type: none"> ● Morality ____ ● Death & Dying ____ ● English 11 ____ RE ____ ● US History & Govt. ____ RE ____ ● Math _____ RE ____ ● Science _____ RE ____ ● Foreign Lang. _____ ● _____ ● Physical Education .5 ____ <p style="margin-left: 40px;">Credits Earned _____</p> <p style="margin-left: 40px;">Total Credits _____</p> |
| <p>9th Grade:</p> <ul style="list-style-type: none"> ● Understanding the Bible ____ ● English 9 ____ ● Global Studies 9 ____ ● Math _____ RE ____ ● Science _____ RE ____ ● Foreign Lang. _____ ● Art/Music _____ ● Physical Education .5 ____ <p style="margin-left: 40px;">Credits Earned _____</p> <p style="margin-left: 40px;">Total Credits _____</p> | <p>12th Grade:</p> <ul style="list-style-type: none"> ● Theology 12 ____ ● Health ____ ● English 12 ____ ● _____ ● _____ ● _____ ● _____ ● Physical Education .5 ____ ● Credits Earned _____ ● Total Credits _____ |
| <p>10th Grade:</p> <ul style="list-style-type: none"> ● World Religions ____ ● English 10 ____ ● Global Studies 10 ____ RE ____ ● Math _____ RE ____ ● Science _____ RE ____ ● Foreign Lang. _____ ● _____ ● Physical Education .5 ____ <p style="margin-left: 40px;">Credits Earned _____</p> <p style="margin-left: 40px;">Total Credits _____</p> | <div style="border: 2px solid black; padding: 10px;"> <p>SUMMARY INFORMATION:</p> <p>Diploma Type : Regents ____</p> <p style="margin-left: 100px;">Advanced Regents _____</p> <ul style="list-style-type: none"> ● Students whose average score on their Regents Examinations is 90% or greater earn an “Honors” designation. ● Total Credits needed for graduation: 25.5 </div> |