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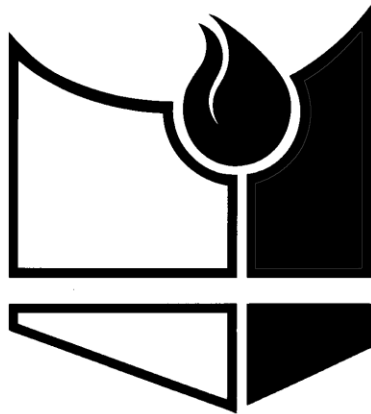
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DOMINICAN HIGH SCHOOL

MISSION

Dominican High School provides young adults with a co-educational, Catholic college-preparatory experience based on the teachings of Jesus.

Our faith-driven school community fosters spirituality and creativity, respects uniqueness and diversity, and encourages intellectual, social, physical and artistic development. We commission our students to develop a heightened sense of social responsibility and respect for human dignity based on the values articulated by the Sinsinawa Dominicans: truth, compassion, justice, community and partnership.



SHIELD

The Dominican High School shield is depicted in four separate angular shapes. The void areas that intersect represent a cross. The center portion of the cross extends upward, supporting the flame. The exterior shape and the line splitting the shield vertically represent an open book. (It is said that St. Dominic, the youngest of three boys, was to follow his father's footsteps as a soldier. Instead, his mother the Blessed Jane of Aza, put a book in his hands. This symbol of knowledge inspired his desire for the priesthood.) The arch on the inner top area of the shield reflects the architecture on the front exterior of Dominican High School, and the circular white area beyond the arch's border represents the world in which we serve our brothers and sisters in Christ.

Dominican High School does not discriminate on the basis of race, religion, gender or national origin.

DOMINICAN HIGH SCHOOL

HISTORY/FOUNDATION

St. Dominic de Guzman of Spain (1170-1221, shown on the front cover) was the founder of the Order of Preachers (O.P.). His personal response to the call to a life of prayer and study remain today as the foundation of the calling of Dominican religious congregations throughout the world. Dominic confronted heresy, persecution, and materialism by preaching the Gospel. He also challenged Church leaders to give witness to the Gospel by example in lives of voluntary simplicity.

Through the centuries, a diverse community of women and men have continued to give life to the Dominican tradition, including St. Thomas Aquinas and St. Catherine of Siena (Doctors of the Church), St. Albert the Great, St. Catherine de Ricci and St. Martin de Porres. From a grounding in prayer and study, Dominicans have been especially active in science, medicine, and service to the poor.

Our Dominican presence in Wisconsin came through Italian native Father Samuel Mazzuchelli, O.P. (1809-1864), who preached and established faith communities throughout what are now Michigan, Wisconsin, Illinois and Iowa. An accomplished scientist and architect, Fr. Mazzuchelli earned the respect of fellow Catholics and Protestants, Native Americans and settlers, for his preaching and openness to others. One of the new faith communities would eventually serve as the foundation for Dominican High School, the Sinsinawa Dominican Congregation of the Most Holy Rosary.

In the 2016-2017 school year, we celebrate 170 years since the founding of our sponsoring Catholic religious order of sisters in 1847 by the Venerable Father Samuel Mazzuchelli, O.P. (1809-1864). The Sinsinawa Dominican Congregation was the first religious congregation incorporated in the new state of Wisconsin in 1848. Today, the Sisters sponsor eleven institutions, one of which is D.H.S. Through sponsorship, the Sinsinawa Dominican women carry out their ministry of preaching and teaching in order to participate in the building of a holy and just society.

In September of 1956, Dominican High School opened its doors to 174 freshman students from 26 surrounding parishes. Although sponsored by the Sinsinawa Dominicans, Dominican High School would never have come into being without the thoughtful foresight of two visionary pastors, Rev. Peter E. Dietz, Pastor of St. Monica parish (1923-1947) and Monsignor Farrell P. Reilly, Pastor of St. Robert Parish (1912-1958). Both priests envisioned and championed the formation of a Catholic High School in the North Shore suburbs. St. Monica Parish donated the land for Dominican High School and St. Robert Parish contributed over a half million dollars of seed monies for its construction.

GRADUATION REQUIREMENTS

Total Credits Required (Minimum): 26

<u>Subject</u>	<u>Credits</u>	
Religion*	4.0	4 years required: Religion I, II, III, IV
English	4.0	4 years required: English I, II, III, IV
Mathematics	3.0	3 years required, 4 years strongly encouraged: Must complete Geometry, Algebra II or beyond
Science	3.0	3 years required, 4 years strongly encouraged: Biology required in Grade 9, Chemistry in Grade 10
Social Studies	3.0	3 years required, 4 years strongly encouraged: World Cultures required in Grade 9, U.S. History in Grade 10
Phy. Ed./Health	1.0	2 semesters required, 0.5 credit recommended in Grade 9/10
World Language**	2.0	2 years required, more encouraged: French, Spanish or ELL
Fine Arts	1.0	Art, Music or Theatre, 0.5 credit recommended in Grade 9/10
Computers	0.5	0.5 credit in computer courses, All Freshmen will achieve 0.5 credits in Integrated Technology
Total:	21.5	credits of required courses
	4.5	credits of elective courses

* Religion requirement corresponds to years in Catholic high school. Students transferring from public schools are required to earn 26 total credits for graduation.

** International students may be awarded World Language credit while being enrolled in English Language Learning (ELL) courses.

STUDENT COURSE LOAD

The minimum yearly course load for all students is 6.5 credits per year. To be eligible for grade level promotion, a student must have earned 6.5 credits after freshmen year, 13.0 credits after sophomore year, and 19.5 credits after junior year. If a student does not meet these minimum requirements, they may be academically dismissed from Dominican or, at the least, would be required to attend summer school to make up the needed credits before enrolling at the next grade level.

Freshmen year – 6.5 credits required

- Required credits (5.5):

Religion I	1 credit	English I	1 credit
World Cultures	1 credit	Integrated Tech.	0.5 credit
Mathematics	1 credit	Biology	1 credit
- Elected Credits:

Fine Arts	Physical Education
World Language	

Sophomore year – 6.5 credits required

- Required credits (5.0):

Religion II	1 credit	English II	1 credit
Mathematics	1 credit	Chemistry	1 credit
U.S. History	1 credit		
- Elected credits:

World Language	Physical Education
Computers	Fine Arts

Junior year – 6.5 credits required

- Required credits (3.0):

Religion III	1 credit	English III	1 credit
Mathematics	1 credit		
- Elected credits:

World Language	Science
Computers	Physical Education
Social Studies	Fine Arts

Senior year – 6.5 credits required

- Required credits (2.0):

Religion IV	1 credit	English IV	1 credit
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- Elected credits:

Mathematics	Science
World Language	Social Studies
Computers	Fine Arts
Physical Education	

REGISTRATION PROCEDURES

REQUIREMENTS FOR FRESHMEN ENROLLMENT

- Completion of High School Entrance Exam (Record of equivalent placement testing must be submitted for late registrants)
- Records of grade school achievement (Parents/Guardian are to arrange for the release of these records)
- Successful Completion of 8th grade
- Health and Immunization records/Birth Certificate
- Student Registration Fee (non-refundable): \$100.00

CONTINUING STUDENTS

Students who are already enrolled in Dominican High School use the following procedure to register each spring:

- Completion of a registration form with required Parental and Guidance Counselor signatures
- Selection of courses with required teacher approvals
- Student Registration Fee (non-refundable): \$100.00
- Late registrants will not be guaranteed their preference in course enrollments

TRANSFER STUDENTS

- Transcript and records from school last attended
 - Interview of student and Parents/Guardian with a Dominican Administrator
 - Health and Immunization records/Birth Certificate
 - Student Registration Fee (non-refundable): \$100.00
1. Ordinarily, student transfers will occur at the beginning of a new semester.
 2. Decisions regarding evaluation, transfer and acceptance of credits toward graduation are reserved to Dominican, but in general, a student who transfers to Dominican enters with the cumulative GPA he/she held at his/her previous school.
 3. Due to special circumstances regarding academic or behavioral records, probationary acceptance may be necessary for some students.
 4. Students transferring at the beginning of sophomore year due to a change in home address would be eligible for Valedictorian and Salutatorian honors. Transfer students are not eligible unless Dominican makes an exception upon admittance. A request for waiver must be made in writing to the Principal no later than the second semester of a student's enrollment at DHS.
 5. Dominican High School will consider accepting school credit from other institutions to the extent that coursework at the previous institution is documented and in accordance with Dominican High School's academic standards. Students must submit an official transcript from their prior school before enrolling at Dominican. All final determinations for the acceptance or rejection of transfer credits shall be made at the discretion of the school's Principal.

ADVANCED PLACEMENT COURSES

Dominican's Advanced Placement curriculum is certified by the College Board. AP courses follow course guidelines to prepare students to take the AP subject tests in May. Students enrolled in AP courses are required to take AP subject tests. AP exam fees will be paid as part of the school fees. Colleges may grant full academic credit for students that successfully complete AP courses and score high enough on AP exams. The administration reserves the right to restrict AP enrollment based on a student's prior academic performance and their course load.

Current Advanced Placement courses at Dominican High School include:

AP Literature & Composition
AP Language & Composition
AP Calculus
AP Statistics
AP United States History
AP European History
AP Psychology
AP United States Government and Politics
AP Computer Programming
AP Biology

Other courses that prepare students to take the AP exam:

French IV-A and V-A
Spanish IV-A and V-A

ADVANCED CURRICULUM COURSES

Courses that end with the suffix [-A] are Advanced Curriculum offerings. These courses may include extended research and projects, additional course content/rigor, and enhanced assessment tools/expectations.

Current Advanced Curriculum courses at Dominican High School include:

English

English II-A

Mathematics

Algebra I-A, Geometry-A, Algebra II-A with Trigonometry, and Pre-Calculus-A

Science

Chemistry-A, and Physics-A

World Language

French IV-A and V-A, and Spanish IV-A and V-A

Fine Arts

Music Theory-A

SCHEDULING POLICY & PROCEDURES

Course Selection: Student & Parental Responsibility

Individual student course selections begin the process of building a master schedule for the entire school. A considerable amount of administrative and support staff time, leads to the formation of a schedule that will best serve **the needs of all students**. Staffing and hiring of faculty are derived directly from the master schedule. Therefore, **any student initiated changes in course registration must be formally submitted to a Guidance Counselor and the Principal**. Dominican High School reserves the right to drop a course offering when an insignificant number of students have selected a course.

When necessary, decisions on course selections should be carefully discussed with teachers and counselors. Students taking a course against counselor/teacher advice do so at their own risk. A request to waive course prerequisites signed by the student and parent must be presented in the latter case. Students making such a selection will not be allowed to drop the course at a later date.

The most important, step prior to submitting the Course Selection/ Registration Contract is the meeting between student and parent/guardian(s). Parents/guardians must review each course selection with their daughter/son to confirm that graduation requirements are satisfied. In addition, parents/guardians should specifically plan for the coming academic year with their daughter/son to assess the relative demands upon the student's time. Both the student and parent/guardian must sign the course registration for the selections to be processed.

Course Changes

1. Once the registration process has been completed and parent/guardian(s) sign off on a final course contract, any student initiated changes in course registration must be formally submitted to a Guidance Counselor and the Principal.
2. Exceptions to this policy are determined by the Administration, and only for exceptional circumstances, including:
 - a. To avoid academic failure of the student based on the recommendation by the instructor.
 - b. To schedule a course requirement for graduation which the student failed after submitting his/her schedule
 - c. To add a course that is immediately necessary for graduation
 - d. To accommodate physical or medical disabilities.
3. The school reserves the right to cancel any course in the curriculum due to insufficient enrollment.
4. Requests from students or parents for a specific teacher are not honored.

Audit Policy

Students may be allowed to repeat courses as a means of strengthening their backgrounds in subject areas for the purpose of continuing into a higher level of a subject (but not concurrently with the higher level course). Students who have passed a course earlier but did not achieve sufficiently to warrant continuation to the next level of the subject use these audits.

Students who wish to audit a class must receive approval from the teacher, the Principal, and their guidance counselor prior to the start of the school year. Auditing students will be required to complete all required class work, take all tests, and actively participate in the class. A class taken as an audit will show up on the transcript as "AUD", which will indicate that the student was enrolled in the course for no credit. Consult your Guidance Counselor if you are considering auditing a class.

Independent Study

The Independent Study component to the curriculum affords highly motivated students opportunities to engage in extended research and academic exploration beyond curriculum offerings. A student may earn up to 1.0 academic credits of Independent Study within the required 26 graduation credits. Independent Study proposals are considered only for junior and senior terms. Students considered for Independent Study must have demonstrated a high level of initiative and academic achievement - particularly from the academic department in which the project is to be undertaken.

Student proposals for Independent Study must be submitted at the time of registration. The supervising teacher, guidance counselor and Principal review each proposal. Along with the student's proposal, his/her academic record will be reviewed. Notification of the status of the proposal (accepted/not accepted) will be communicated to the student as soon as possible prior to the start of the semester in which the project is to occur.

ACADEMIC POLICIES

Zero Hour Program

Dominican High School's Zero Hour program offers a full 0.5 credit semester course prior to the start of each school day. Zero Hour courses meet daily and follow all other grading and academic policies.

The Zero Hour program is designed to give some students the ability to create a more academically rigorous and/or diverse individual schedule. By enrolling in an additional Zero Hour class, students may have a more flexible schedule that will allow them to more easily enroll in advanced curriculum courses, fine arts courses and commit to a three to four year World Language program.

The number of Zero Hour courses offered each semester is limited and individual student enrollment in Zero Hour will be determined by the following factors:

- a. A student's graduation year with preference given to seniors and upperclassmen.
- b. The other course selections made by the student with preference given to students who have made course selections in the following areas:
 - i. Advanced Curriculum Courses
 - ii. Fine Arts Courses
 - iii. World Language Courses
- c. A student's GPA with preference given to students with a strong record of academic achievement.

Participation in Zero Hour is not required of any students and may NOT be a good academic choice for many students. All students can complete their core graduation requirements during the regular scheduled day over their four years without taking a Zero Hour class. Increasing enrolled credits beyond regular schedule limits and/or extending the school day an extra hour each day are not always in the best interest of some students. Careful consideration and conversation with parent/guardian(s) is critical prior to students making a Zero Hour request.

The administration reserves the right to deny a Zero Hour course request for any student. Zero Hour is not designed to create additional study halls or give students a place to go prior to the start of the school day. Zero Hour requests for those reasons will not be granted.

PowerSchool: Students and Parent/Guardian(s) are given access codes to the PowerSchool attendance and grading system at the beginning of each school year. Grading information is maintained regularly throughout the school year by individual teachers. PowerSchool serves as a real-time progress report for all students. Parents are encouraged to regularly monitor their student's academic progress via PowerSchool.

Parent Conferences: Offered for all students after the first quarter (October) and after the third quarter (March). Conferences are arranged at other times by appointment if requested by individual parents, teachers or counselors. Parents are encouraged to contact school personnel with concerns.

Report Cards: Mailed each quarter for all students.

Letter Grade – Grade Point Equivalent Values:

<u>Grading Scale</u>		<u>Grading System</u>	
A	= 4.00	A	= Excellent (93-100)
A-	= 3.67	B	= Very Good (85-92)
B+	= 3.33	C	= Satisfactory (77-84)
B	= 3.00	D	= Below Average (70-76)
B-	= 2.67	I	= Incomplete
C+	= 2.33	F	= Failing (0-69)
C	= 2.00	WP	= Withdrawal, passing work at time of withdrawal
C-	= 1.67		
D+	= 1.33	WF	= Withdrawal, failing work at time of withdrawal
D	= 1.00		
F	= 0.00		

Honor Roll: Based on grade point average (GPA) for Q1, S1, Q3, & S2:

High Honors: 3.67 - 4.000 Honors: 3.33 - 3.669 Commended: 3.00 - 3.329

Academic Letters: Awarded to students who achieve a 3.5 GPA for 3 consecutive semesters or for any 4 semesters.

Academic Medals: Awarded to students who have received an academic letter and have earned a GPA of 3.5 or better for 2 additional semesters.

Incompletes: Students who receive quarter and/or semester incompletes (“I”) must complete the unfulfilled work by no later than 3 weeks from the last day of the quarter/semester, or earlier if determined by the teacher. If extenuating circumstances justify an extension of this deadline, a student must present a written request for an extension - with a new deadline proposal - to the Principal on or before the date work is due. Failure to meet these deadlines will result in an automatic grade change to "F".

Failures: Students who receive semester failures (F’s) during an academic year are expected to do make-up work by successfully completing Dominican approved equivalent summer course(s) each year. Dominican allows a maximum of 1.0 credit to be earned during summer school each year. Students who have fallen behind their class by more than 1.0 credit may not be allowed to return to DHS for the next school year.

Academic Probation: Probation is a period of close academic supervision for individual students. Any current student who has earned:

- A. two or more "F's" at the end of any quarter or semester
- B. a grade point average (GPA) below 1.67 (a “C-“ average)
- C. insufficient credits to stay on track for graduation
- D. three or more incompletes at the end of the quarter or semester

Parents are notified of Academic Probation with a written notice. The Administration and Guidance Department will review the academic progress of each student on probation. If there is not significant improvement in the student’s performance, the student may be requested to withdraw from Dominican.

Athletic and Co-Curricular Eligibility: Co-curricular eligibility (for athletes, theatre, clubs and organizations, fieldtrips and school travel) is linked directly to academic probation. Co-curricular ineligibility stipulates that a student may not participate in any co-curricular activity while identified on academic probation. Students may appeal their co-curricular ineligibility to the Dean of Students after fifteen school days into the probation period. A formal probationary review shall be conducted to determine co-curricular eligibility at this time.

Milwaukee Parental Choice Religious Opt-Out Policy:

Any student participating in the Milwaukee Parental Choice Program has the right to opt-out of religious instruction. If a student wishes to opt-out of religious courses, the student must submit a written request to the Principal prior to the start of each academic school year. If a student opts-out of a Religious Studies course, that student must take another academic course of the same equivalent credit. Replacement courses must be courses required for graduation or courses from core subject areas, such as Mathematics, English, Social Studies, Science, and World Languages. The Principal will approve of the replacement course in advance.

DHS Credit Recovery Program: For students that fail the first semester of a yearlong required course, there is a need to increase student motivation for continuing in the same course and a need to recover a lost semester credit. In courses where the material builds from one topic to another, students can show mastery of earlier concepts by successfully passing the more challenging material later in the year.

To address those needs, DHS has established a credit recovery program for selected Math, Science & Technology courses. The program should encourage students to improve study habits and complete the daily homework needed to succeed in a college preparatory classroom. Student may also be able to avoid a required summer school class by completing this program.

Students will need to meet certain criteria to participate in this program. Not all students who fail a first semester course may recover the lost credit.

Eligible Courses for 2016-17

Algebra I	Geometry	Algebra II
Chemistry	Integrated Technology	

Criteria for Program Eligibility

- Student must have failed the first semester with a total percentage of between 60 - 69%.
- Student must obtain the permission to participate in the Credit Recovery Program from their Guidance Counselor or Principal.

Criteria for Earning First Semester Credit

- The average of the student’s two final semester grades must be above 70%. (Example; a student with a failing 67% grade in first semester must pass second semester with a 73% or higher)
- Student must maintain regular class attendance with a low number of absences and tardies in second semester. Failure to attend class could remove a student from the program by the Principal.
- Student must regularly complete daily homework assignments. Failure to complete regular homework assignments could remove a student from the program by the Principal.
- The teacher may require the student to retake and pass the first semester exam. Any exam retakes will be scheduled prior to the conclusion of the second semester.

Successful Completion

Students who successfully complete the Credit Recovery Program will earn the lost credit from the first semester. This recovered credit will be recorded on the student’s transcript as a “P” for Passing. Please be aware that the original failing grade will remain on the transcript and this program does not retroactively change a student’s grade point average.

Online Credit Recovery: Students that fail a class needed for graduation may regain that credit through a number of different online options, rather than attend summer school. The online credit recovery course must be approved in advance by the Principal. Once approved it is then the responsibility of the parent and student to register for the class, pay for the class, and to complete the class in the time frame agreed upon. Once the class is completed, the credit will be added to the students transcript. The original “F” grade remains on the transcript, and the recovery credit will appear as a “P” (passing grade) and will not affect the GPA.

Recording Course Withdrawals on Transcripts:

The deadline for dropping a course with the appropriate approvals (teacher, parent, and administrator) with no effect on the calculation of the GPA is the 15th calendar day from the end of the first or third quarters (mid-semester).

A dropped course will result in one of the following notations on the student's permanent record:

WP = Passing at time of withdrawal

WF = Failing at time of withdrawal

The “WP” or “WF” is not included in the calculation of the student’s grade point average (GPA).

If a student does not complete the paperwork for the withdrawal within 15 calendar days from the last day of the quarter, an “F” is reported on the report card—which is included in the calculation of the GPA. It is the student’s responsibility to obtain all signatures necessary to complete the paperwork by the required deadline. Withdrawal forms can be picked up in the Guidance Office. Consult your Guidance Counselor for more information.

Academic Dismissal from School: It is the policy of Dominican High School to retain students only if they remain on track to fulfill all graduation and credit requirements. A student is liable for academic dismissal if, after being placed on probation, they fail to demonstrate sufficient academic progress or if failed courses jeopardize their ability to fulfill graduation requirements. All dismissal decisions are made by the Principal.

Class Rank:

Individual class rank will be provided for second semester junior and senior students only (upon request) for the following purposes:

- scholarship applications
- applications to post-secondary educational institutions (colleges, universities)
- prospective employer requests
- parent/guardian request.

When an individual student’s class rank is required for one of the above reasons, the student or parent/guardian may request a traditional rank or a weighted rank. Most colleges and scholarship agencies require a traditional rank. However, if a weighted rank is accepted by the institution requesting the information, DHS will provide a weighted rank and identify that it is a weighted rank.

Our optional weighting system is as follows:

Traditional: All students are ranked on their cumulative grade point average (GPA) at the end of the sophomore year, and each semester thereafter.

Weighted: Students with an average of 1.0 or more credits of advanced courses per semester (average advanced credits completed per semesters of attendance) and a GPA of at least 3.33 (B+ or better) are ranked before all other students.

Important notes:

- The Grade Point Average (GPA) is never altered or weighted at DHS.
- Individual students should choose a non-traditional class rank on applications for colleges or scholarships only if they are confident that they may realize a specific benefit. The individual student and parent/guardian are responsible for the choice of any data that DHS is requested to report.
- Class rank, traditional or weighted, is not published externally, nor is it provided to any party other than those noted above and only when requested in writing by an individual student/parent.

Criteria for Granting a Dominican High School Diploma:

In order to receive a Dominican High School diploma a student must complete in a satisfactory manner our academic program as evidenced by teacher recommendations, the student’s academic performance, and by attaining the appropriate number of required credits.

Faculty recommends student advancement in a sequence of courses, and for grade level advancement by awarding passing grades. When a student has successfully achieved the credits for the required courses, this serves as a graduation recommendation for each student.

GUIDANCE SERVICES

Graduating Class Valedictorian & Salutatorian:

At the end of the 1st semester, senior year, the student with the highest cumulative GPA over his/her high school career will be honored with the distinction of valedictorian. The cumulative GPA calculated for valedictorian distinction will be based on seven (7) semesters (or equivalent) of secondary level academic course work as well as continually high academic achievement during the eighth semester. The salutatorian will have earned the second highest cumulative GPA. The valedictorian and salutatorian will be confirmed one week before graduation.

To be eligible for consideration for either of these honors, a student must:

- attend Dominican for a minimum of four consecutive semesters
- complete a minimum of 13 credits at Dominican High School
- average 1.0 or more credits of advanced coursework per semester of study at Dominican High School
- demonstrate a behavioral and attendance record consistent with the mission of Dominican High School.

The State of Wisconsin Academic Excellence Award provides a scholarship to the valedictorian of the senior class. In case of a tie, the determination for the award will be as follows:

1. The GPA will be extended to the third decimal. If a tie remains,
2. The number of credits of advanced curriculum coursework (defined earlier in this guide) completed at Dominican will be totaled. If a tie remains,
3. The highest ACT score will be used.

The philosophy of Dominican High School focuses its attention on the holistic development of each student, from academic to personal growth. The Guidance Department directs its efforts toward facilitation of that individual development.

Functions

The core function of the guidance program is the counseling service. The counselor assists the student in working toward his/her growth in the area of educational, career, and personal-social concerns. This service is provided through individual contacts and group procedures.

Because guidance involves the total development of the individual, all school staff members are part of the program. The Guidance Department provides the threads that bind the program together and helps the student to be more independent in his/her judgments and decisions.

In working toward the stated objectives, the guidance department may consult with teachers, administrators, parents, and community agencies that provide special services required by some students.

Role of the Counselor

As stated above, the counselor assists with several areas of student life: academic, college planning and personal development. Some of the specific activities for each of these areas are outlined below.

Regarding academic development, counselors assist the student in selecting courses that fit both abilities and future goals. If academic difficulties arise, the counselor helps to make the arrangements for appropriate assistance and may facilitate parent-teacher conferences as deemed useful. Counselors will collaborate with teachers, the Student Resource Center Director, and administrators to work toward a student's academic success.

The counselor assists with the students' personal and social development through individual conferences and small group meetings. Students are encouraged to meet individually with counselors whenever personal/social concerns or needs arise. Counselors have access to information regarding outside agencies to aid students and families in times of need.

The department guides families through the college selection process, testing requirements, and available resources. Financial aid information for college is made available through the counselor and by college representatives who visit Dominican to meet with prospective students. During college planning, students and parents will be required to attend 2 individual family/counselor meetings and are also required to attend a college planning evening in fall of the student's junior year.

STUDENT SUPPORT PROGRAMS

Student Resource Center

The Student Resource Center (SRC) provides services and resources for identified students who may need additional academic skill reinforcement. Instead of attending a study hall, assigned students will come to the SRC where they will work in a small classroom atmosphere. Freshmen and sophomore students that are assigned to the SRC will work 1-1, and in small groups to improve their basic study skills, working on learning different strategies that will help them to improve academically. Freshmen and sophomore students may receive up to 1 credit over two years as part of the SRC program. Juniors and Seniors can be assigned to the SRC in special circumstances.

Special Needs Students and Student Accommodations

Classroom accommodations for students who have been medically diagnosed with learning disabilities or other learning needs, are available. Accommodations are provided based on medical/psychological test information provided to Dominican by the student's parent/guardian, previous school district, or independent psychologist/psychiatrist. Accommodation decisions are made by Dominican High School based on testing recommendations, as well as Dominican's ability to provide the requested accommodations. More information can be found at dominicanhighschool.com. Go to "Academics", and then to "Student Resource Center" to view information as to how to receive accommodations at Dominican.

English Language Learning Courses

Dominican offers a comprehensive English Language Learning (ELL) program for international students in coordination with staff from the Wisconsin International Academy (WIA). To be eligible to enroll in ELL courses at Dominican, international students must be members of the WIA program. Course placements are determined by English proficiency tests conducted by WIA staff at the beginning of each semester.

Entering/Beginning ELL 1

Introduces English language learners to an American classroom setting and equips them with appropriate skills in reading, writing, listening and speaking. Intro to academic note-taking. Introduces students to colloquial American English, building vocabulary useful in various cultural settings, improves pronunciation and intonation. Develops the ability to speak confidently with native English speakers. Students learn to communicate their ideas while reviewing basic grammar for academic reading and writing. Construct paragraphs and eventually essays that reflect the use of topic and supporting sentences, transitions, grammar and logical conclusions.

Developing/ Expanding ELL 2

Continue to develop academic listening and note-taking skills. Encourages students to think and speak critically. Careful reading and discussion of academic texts. Students write articulately, progressively longer and more structured essays about a variety of topics. Emphasis on building content-specific vocabulary, comprehension and fluency. Students develop ability to write well-focused essays with solid introduction, body and conclusion.

Bridging/ Reaching ELL 3

Students begin to refine their skills in preparation for the standardized tests necessary to gain admission into American universities (SAT/ACT and TOEFL). Continue to improve academic reading and writing skills. Students learn to thoughtfully reflect on the material they read to write more organized, focused essays. Through continually practiced peer-review, students learn to effectively correct grammatical errors in their own writing.

Advanced/ Integration ELL 4

Students work towards near-native English fluency in their daily awareness and comprehension. Develop public speaking ability (clarity, timing, stance, eye contact) Focus on careful listening and attention to detail, in preparation for high level university content lectures. Students continue to focus on SAT/ACT and TOEFL preparation, engaging in practice scenarios and mastering key test-taking strategies. Focus is on transition from high school to university.

COLLEGE ADMISSIONS REQUIREMENTS

Among American colleges there are great variations in admission requirements and in the academic demands made on students. The principle factors considered by a college admissions office for each candidate are:

- **Grades/G.P.A.** (cumulative grade point average) in high school courses—the first three years, particularly the junior year, are critical because at the time of application the senior year grades may not be available
- **Rigor** of courses completed; almost all colleges focus on core courses—the basic requirements are English, Math, Science, and Social Studies
- **Test results**, including:
 - ACT (Administered by the American College of Testing Program); The ACT is required for admission at all campuses in the U.W. System
 - SAT (administered by the College Board)
- **Rank in class:** Class rank may be a factor for some universities; not all high schools calculate or provide class rank
- **Co/Extracurricular Achievement:** Students who demonstrate contributions in school organizations, student government, volunteer service, or team activities may enhance their candidacy for admission. Comprehensive portfolios of achievement can be valuable.

The subjects required and expected by each college are listed in college catalogues. Students are urged to use the college resources available in the Guidance Office.

The table "High School Courses Required by Many Universities, Colleges and Training Programs" shows, in general, the subjects expected for various types of post-high school education. Most colleges emphasize the traditional skill areas.

Advanced Placement Courses/College Credit

Although certain courses (higher level math and world language) may not be required for admission to a college, it may be possible for the student to satisfy part of the college degree requirements by successfully completing those courses in high school. By taking certain advanced level courses in high school, students may also be qualified to take tests through which they may earn advanced college placement and/or college credit. A significant number of Dominican High School students have satisfied college credit requirements by successfully completing advanced placement tests. It is essential to evaluate appropriate courses, and total course load, in consultation with parents, counselors and teachers or administrators where necessary.

High School Courses Required by Most Universities, Colleges, Post-Secondary Training Programs

Courses for Entering	Colleges and Universities	Arts	Vocational / Technical	Business
Science	3 to 4 years <i>Biology, Chemistry & Physics</i>	1 to 3 years	2 to 3 years	2 to 3 years
Math	3 to 4 years <i>Algebra I, Geometry Algebra II Adv. Algebra/Trig. Programming & Calculus</i>	2 to 4 years	2 to 4 years	3 to 4 years
English	4 years	4 years	4 years	4 years
Social Studies	3 to 4 years	2 to 4 years	2 to 4 years	2 to 4 years
World Language	2 to 4 years of the same language highly recommended	Proficiency desirable	Proficiency desirable	Proficiency desirable

Computer skills are beneficial, in some cases essential, in the areas noted above. A fourth year in science, math and foreign language is highly recommended for students applying to 'selective' colleges and universities.

Catholic and Other Private Colleges & Universities

Catholic colleges (Dominican, Franciscan, Jesuit and other) are known throughout the United States and internationally for providing excellent academic, professional and faith formation. Wisconsin benefits from a number of these institutions, including Alverno College, Cardinal Stritch University, Marquette University, and Mount Mary College in the metro Milwaukee area. The Sinsinawa Dominican Congregation (founders and sponsors of Dominican High School) sponsor Edgewood College in Madison and Dominican University in Chicago, Illinois.

Nationally, there are hundreds of choices for Catholic and other private colleges. Please refer to the following pages for a summary of admission requirements for the largest Catholic college in Wisconsin (Marquette University) and one of the largest out of state, the University of Notre Dame in South Bend, Indiana.

University of Wisconsin System

Many Dominican students also apply for admission at one of a number of quality programs in the University of Wisconsin system campuses. Important to be noted:

- **The ACT is required.**
- Class rank (based on the cumulative grade point) is often an important factor in the admissions decisions for this system.

Please see page 15 for a summary of admissions requirements to U.W.-Madison and information about other U.W. campuses.

Note: Requirements of all other Catholic, Christian, private non-sectarian, U.W. system, and out-of-state public colleges throughout the United States (and other countries) are available from the Dominican Guidance Office.

Marquette University – Minimum requirements for standard admission:

	Arts & Sciences	Business Admin.	Comm.	Engineering	Nursing	Health Services
English	4	4	4	4	4	4
Social Studies	3	2	2	2	2	2
World Language	2	2	2			
Math	3	3	2	4	3	3
Science (any)	2	2	1	1		
Biology				1	1	1
Chemistry				1	1	1
Physics				1		
Other	2	3	5	2	5	5
Total (minimum)	16	16	16	16	16	16

Important Notes:

- Algebra, geometry and intermediate algebra are specifically required for a number of majors. A fourth year of mathematics is often recommended.
- Pre-medical/dental and science majors should complete three units of science (preferably biology, chemistry and physics; where physics is unavailable, another senior level science/math course should be substituted).
- Those interested in International Business are strongly urged to complete 4 units of a single foreign language. Marquette University offers an independent evaluation of each student’s application beyond judging strictly on listed standards.

University of Notre Dame – Minimum requirements for standard admission:

	College of Science or Engineering School of Architecture	College of Arts & Letters College of Business Administration	L & S Premedical/Predental Combined Arts-Engineering
4	English		4
3	Math (basic): Algebra, Geometry, Advanced Algebra		3
-	Math (advanced): Trigonometry, Pre-Calculus, Calculus		1
2	Science		See below
-	Chemistry		1
-	Physics		1
2	History		2
2	World Language (same each year)		2
3	Additional courses in the above disciplines		2
16	Total (minimum)		16

University of Wisconsin-Madison – Requirements for standard admission:

English (emphasis on literature, composition or speech)	4
Mathematics: 1 Algebra, 1 Geometry and 1 third year Math*	3
Social Science	3
Natural Science	3
A single World Language** (2 consecutive years)	2
Additional units of Fine Arts, Communication Arts, Computer Science, Statistics and/or any of the above areas	2
TOTAL	17

- * Mathematics courses in advanced algebra, trigonometry, analytic geometry or calculus.
- ** Foreign language course work completed in the 7th and 8th grades will count toward the new high school foreign language requirement if work at the next higher level is completed in high school. For example, a student who takes the equivalent of first-year Spanish in 7th and 8th grade and then completes second-year Spanish in 9th grade will have fulfilled the foreign language requirement.

The UNIVERSITY OF WISCONSIN-EAU CLAIRE is currently the only other UW system school to require foreign language for applicants. The UNIVERSITY OF WISCONSIN-MILWAUKEE and other UW system institutions have similar requirements, including completion of the ACT. UW-Milwaukee (and other UW schools) may require applicants to be in the top ½ of their high school graduating class and/or achieve a composite score of 21 on the ACT.

The Dominican Guidance Department distributes a full U.W. system guide each year to all seniors and any other students who request this information.

Examples of minimum requirements at two other popular out-of-state universities (one private and one public) are also included below:

Cornell University, New York

English	4
Mathematics	3-4
Laboratory Science	3-4
A single World Language	at least 3
TOTAL (minimum)	at least 16

Note: Arts & Sciences requirements noted; SAT II exams required in some areas

University of Minnesota—Twin Cities:

English	4
Mathematics	3
Social Studies	3
Laboratory Science	3
A single World Language	2
Arts (visual and/or performing)	1
TOTAL (minimum)	16

Note: These samples of college admissions information in this section are summarized for introductory use only and are subject to change. Complete and current information is available through the Guidance Department.

RELIGIOUS STUDIES

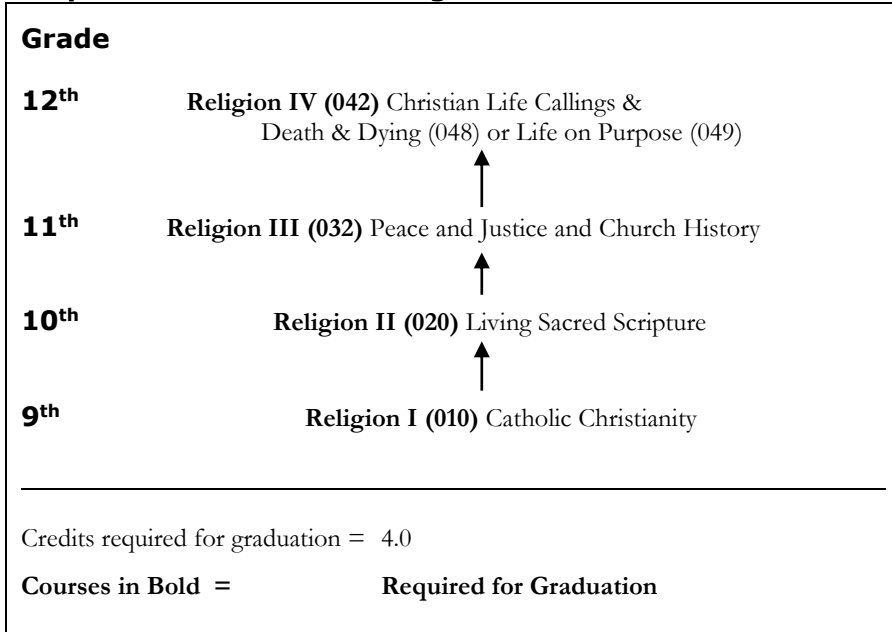
Our Purpose

The Religious Studies Department nurtures the mission of Dominican High School by:

- Rooting its focus in the Sacred Scripture and Tradition
- Studying Church History and Christian Life Callings
- Immersing Prayer, Spirituality, and Service opportunities
- Challenging contemporary culture by the study of Christian morality and issues of Justice and Peace
- Fostering the Dominican pillars of prayer, study, community, and preaching

The Religious Studies curriculum of Dominican High School fulfills the theological standards that have been established by the Archdiocese of Milwaukee.

Sequence of Course Offerings



RELIGION I (010) 1.0 Credit Grade 9 Year Course
Required for freshmen

Catholic Christianity: Students will acquire an overview of the major aspects of Catholic Christianity. Among those major aspects are beliefs about God and Jesus Christ, the Church, Divine Revelation, the Sacraments, Sacred Tradition, Morality, and the Hebrew and Christian Scriptures. Students will also receive an introduction to the Dominican identity.

RELIGION II (020) 1.0 Credit Grade 10 Year Course
Required for sophomores

Living Sacred Scripture: This course serves as both a continuation of content from freshmen year as well as an introduction to concepts that will be expanded on in junior year. Students will continue their study of Old Testament Scriptures, picking up on salvation history from where *Catholic Christianity* leaves off. Students will take that study into the New Testament stories, with particular focus on the Gospel narratives and epistles. Finally, students will be introduced to how the Church uses Sacred Scripture as the basis for Catholic Moral Teachings and be able to apply them in real-life situations.

RELIGION III (032) 1.0 Credit Grade 11 Year Course
Required for juniors

Peace and Justice: *Peace and Justice* will offer students an opportunity to become involved in working toward the betterment of our world through theory and application. They will be exposed to the needs of our world that require a radical Gospel response. This class will utilize the seven themes of Catholic Social Teaching to assist students in developing their ability to respond to challenges of the world through faith and justice, and allow them to commit to service projects of change that are currently in existence while processing their experiences with one another through theological reflection.

Church History: Students will learn the major developments and key persons in Church History. This knowledge will be applied to develop a deeper understanding of how God works in human history and in their students' own lives. Students explore the traditions of the Church, also learning to distinguish the essential from the non-essential in Catholic Christian practices. They reflect on their participation and commitment to their church and discern the actions they will take to shape their world and future. Critical thinking skills are developed through two projects and the successful completion of tests, assignments, projects, participation in class, and taking notes. Students plan and lead daily prayer reflections.

RELIGION IV (042)

0.5 Credit Grade 12 One Semester

Required for seniors plus one elective

Christian Life Callings Through this course students will continue to develop an awareness and appreciation of the Gospel message and Christian Tradition, especially focusing on the sacramental life of the Church and various understandings of Christian spirituality, including Dominican spirituality. The students will also examine lifestyle choices in light of broad vocational discernment. They will continue to develop their critical thinking and decision making skills, especially in the areas of faith and vocational discernment and come to an awareness as to how these issues are critical to the development of moral life choices.

DEATH & DYING (048)

0.5 Credit Grades 11-12 One Semester

Senior elective

There is one thing I can be sure of: I am going to die. But what am I to make of that fact? This course examines the question “What happens when we die?” in conversation with the many individuals and cultures that have proposed answers to this and related questions. The course will investigate how religions and philosophies throughout history define and cope with death. We will also examine the grieving process and common beliefs and myths people have about death and dying.

LIFE ON PURPOSE (049)

0.5 Credit Grades 11-12 One Semester

Senior elective

This course challenges the students to respond to Jesus’ call to live a life of purpose in offering time and talents in service to others. In order to succeed in this course and meet the course requirements, students must be able to volunteer a specified amount of time outside of class to perform service work. They volunteer at an agency of their choice that is approved by the instructor, or the class will volunteer together if time allows. Students tutor, work at nursing homes, hospitals, meal programs for the homeless, daycares and the like. Students study the healing ministry of Jesus and the contributions of humanitarians such as Mother Teresa, Cesar Chavez, St. John Paul II, and the lives of the saints.

Not only do the students grow in an awareness and appreciation for the differences and similarities that exist among peoples (religious, economic, social, physical, and racial), but students become more aware and sensitive to the needs of others, and more grateful for the blessings in their own lives.

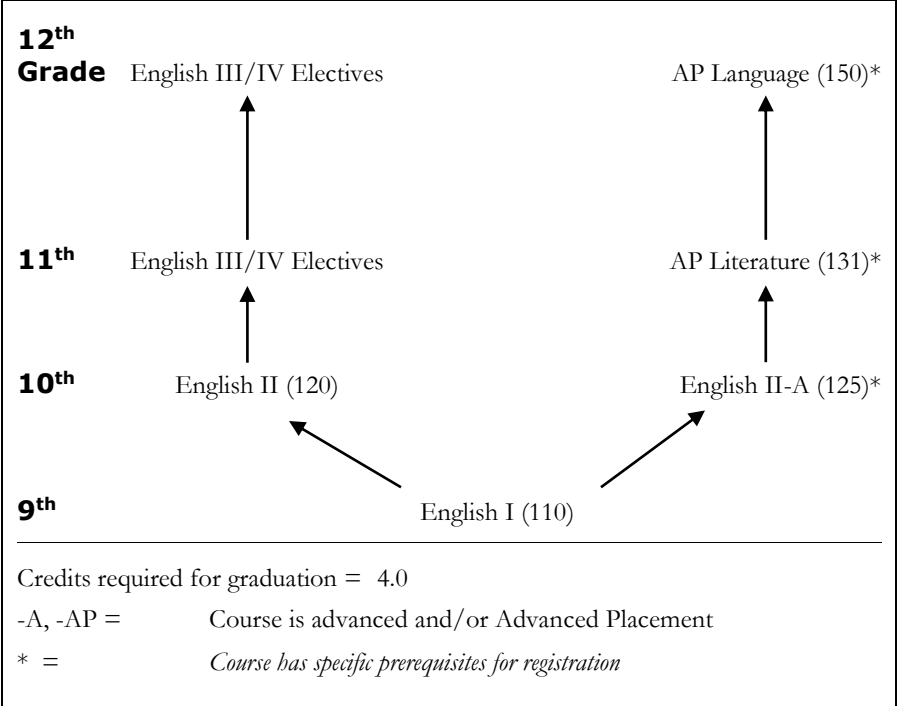
ENGLISH

Our Purpose

The English curriculum is designed to achieve the following goals:

- *To stimulate critical and creative thinking*
- *To improve students’ written communication by providing instruction, review and reinforcement in study skills, grammar, usage and vocabulary, structure and organization of the paragraph and essay, techniques of research, practical writing skills, and creative written expression*
- *To enable students to comprehend, interpret, analyze and appreciate literature through studying significant authors, relating themes of literature to everyday experiences and recognizing the universality and diversity of the human family*
- *To develop communication skills by teaching students to listen with discernment and respect, to voice ideas clearly, and to function effectively in various communication roles*
- *To foster Christian values through choice of material, class discussions and standards for responsible student behavior.*

Sequence of Course Offerings



Freshman English

ENGLISH I (110) 1.0 Credit Grade 9 Year Course
Freshmen enrolled in this class will refine basic English skills through completion of units on composition, literature, grammar, speech, and library research. Students will spend extensive time learning the basics of writing the five paragraph essay as well as the formal research paper. In addition to selected short stories and mythology, students will read such works as Shakespeare's *Romeo and Juliet*; Wright's *Black Boy*; Steinbeck's *Of Mice and Men*; and Wiesel's *Night*. Freshmen will respond to literature by writing both impromptu and literary papers and analyzing characterization and conflict. To develop creative skills, students will have the opportunity to produce imaginative writing and projects. In addition to completing all homework assignments, students are expected to participate in class discussions.

Sophomore English

ENGLISH II (120) 1.0 Credit Grade 10 Year Course
The American Dream: Sophomore English engages literature of the American Dream in a series of thematic units. Reading and writing assignments will encourage the exploration of archetype, symbol, motif and theme within a variety of American contexts. Additionally, students will evaluate the construction and tone of American literature. Students will write regular literary analyses, which will include one research paper and two term papers.

ENGLISH II-A (125) 1.0 Credit Grade 10 Year Course
Advanced Curriculum (Prerequisite: Departmental Approval)
Sophomores in the Honors English Curriculum will embark on an in depth study of American Literature and the research writing process. Focus will be placed on themes in American Literature and the interconnected nature of literary movements. Students will write at least three research papers of increasing length and breadth as the year progresses. The first of these papers will teach the process of research writing, while the second two will hone the skills learned in the first semester. Students will also be expected to write critically about literature, expressing their own opinions augmented with the opinions of the "experts." This class is presented in the Socratic method, and all students must participate in class discussion to be successful. Group activities, projects and presentations are a significant portion of the class experience. Students taking Honors English II may read: *The Crucible*, *The Adventures of Huckleberry Finn*, *The Things They Carried*, *The Catcher in the Rye*, and other novel-length titles in addition to selections provided by the literature text and teacher handouts. This class is intended for those students who are clearly at the peak of English ability, and is evaluated as such. Students in this class may be assigned a summer reading/writing assignment that is due on the first day of class in the fall.

Junior / Senior English

20TH CENTURY LITERATURE (149) 0.5 Credit Grades 11-12 One Semester
How did the 20th century catalyze the transformation of art and literature? The class will explore the formative effect of world wars, the Great Depression, social upheaval and the development of genre on the world of art and literature. Students will evaluate the impact of external world events on literary archetypes, symbols and themes. Students will write regular literary analyses, which will include one research paper and two term papers.

SHORT STORIES (142) 0.5 Credit Grades 11-12 One Semester
This class will explore the ways the short story form has been used in a variety of thematic settings. Students will engage the unique properties of plot structure, tone and characterization in the tight quarters of short fiction. Assignments will include short analyses and longer, comparative papers. Additionally, students will study related media, such as flash fiction and short film. Finally, students will hone short stories that incorporate techniques encountered in the classroom.

SHAKESPEARE (144) 0.5 Credit Grades 11-12 One Semester
In this course, students will examine Shakespeare as a comic, tragic, and historical playwright. Students can expect to become familiar with three of the Bard's plays, many of his sonnets, and his biographical backdrop. The course culminates with a significant literary critical research paper.

CREATIVE WRITING (146) 0.5 Credit Grades 11-12 One Semester
In this course, students will work in a workshop atmosphere to create poetry and short stories while sharing their own work and critiquing that of others. Students can expect a significant reading load and weekly writing assignments, and should expect to have their writing discussed in the classroom. This course is open only to juniors and seniors.

FILM AS LITERATURE (148) 0.5 Credit Grades 11-12 One Semester
Students will apply skills they have learned in literature classes in order to study film. Class members will discuss, analyze, and write about film to expand their critical thinking skills. The class will address various themes related to such topics as morality and the individual. Participants will leave the class with a better vocabulary to discuss film and will gain an appreciation for film as an art form. Students will advance their oral and written communication skills through presentations and papers. As the class will be discussion based, students must be prepared to share their ideas. Film as Literature includes a reading requirement that must be completed prior to the first day of class. *Additionally, this course requires that parents or guardians sign a content waiver.*

AP LITERATURE & COMPOSITION (131)

1.0 Credit Grade 11 Year Course

Advanced Placement (Prerequisite: *English II-A and/or department approval*)

The theme of this yearlong Advanced Placement (AP) class is “Narratives of Knowledge.” Juniors enrolled in this class will demonstrate special facility in analysis and critical thinking as they explore forms of knowledge in various media. Students will be expected to develop and demonstrate the writing and analytical skills necessary to succeed in an entry-level college English course. The first semester of the class focuses on the theme of appearance versus reality. In exploring how knowledge and truth are constructed, students will view a film and read Shakespeare, a novel, non-fiction, and short stories. Exploring narrative strategies, through several unconventional narratives, will be a secondary feature of the first semester. The second semester concentrates on the relationship between Romantic and Enlightenment values and the types of knowledge and experience promoted by each. In this portion of the course, students will respond critically and creatively to major British Romantic writers and important works of British literature such as Huxley’s *Brave New World*; Ang Lee’s *Sense and Sensibility*; Shelley’s *Frankenstein*; and Golding’s *Lord of the Flies*. During the year students will hone fine writing skills in their composition of formal literary and research papers. Students will also complete a variety of creative projects in response to the literature. In order to prepare for the AP exam, the class will include AP Literature exam practice exercises. Student who enroll in this course are required to take the AP Literature exam in May. Members of the class must be prepared to share their ideas as the class will be discussion based. The class includes a summer reading assignment.

AP LANGUAGE & COMPOSITION (150)

1.0 Credit Grade 12 Year Course

Advanced Placement (Prerequisite: *English III-A and/or Department approval*)

After completing this course, students will be able to comprehend, discuss, analyze, and appreciate both fiction and non-fiction works from a wide range of genres, times and locations. Students will be expected to demonstrate the writing and analysis skills necessary to succeed in any entry-level college course. In order to accomplish those objectives, the class is divided into four components, which are presented throughout the year.

Students will:

1. Participate in the discussion and analysis of written works with an emphasis on rhetorical strategy
2. Learn and apply specific literary criticism techniques and theories
3. Complete Advanced Placement (AP) Language exam preparation exercises
4. Review and reinforce the language elements necessary for successful communication

Successful students will be self-motivated and always willing to improve analytical and composition skills. All students are expected to complete assignments on time and participate positively in class discussions. Students who enroll in this course are required to take the AP Language exam in May. There is a summer reading requirement.

MATHEMATICS

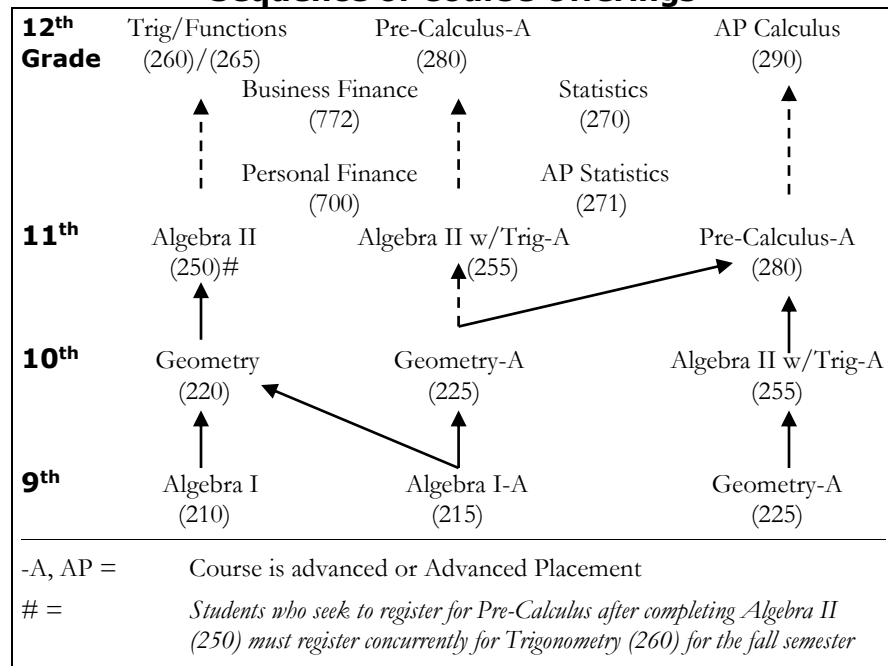
Our Purpose

Mathematics is a representation of God’s truth and beauty in this world. It is often referred to as the Universal Language as its concepts are demonstrated across cultural and language boundaries. We believe that students develop their intellectual gifts by successfully participating in a wide range of mathematical courses suited to their needs and abilities. In these courses students develop mathematical skills, establish the life-long habit of logical and critical thinking, prepare for a variety of occupations and/or college admissions, and acquire the flexibility to adapt to future technological advances.

The courses offered in mathematics provide for the varying needs and abilities of all students from 9th through 12th grade. The content and delivery of our courses is consistent with the content required for college admission and success as well as the standards for excellence written and accepted by the ACT College Readiness Standards. All of the math courses at Dominican High School incorporate the use of technology to develop and enhance critical thinking skills.

Calculators are used when appropriate to further learning and to explore the question “what if.” They are not used as a substitute for basic skills. Most college-bound students complete 4 years/4.0 credits of college preparatory mathematics.

Sequence of Course Offerings



Enrollment in all math courses requires satisfaction of prerequisites; please see sequence of course offerings, please read these prerequisites carefully. *Students who have not maintained the prerequisite grades will be required to complete summer school course work and/or additional tutoring. Placement in ninth grade courses is based upon each student's placement test, grade school performance and recommendations, Dominican's Mathematics department recommendation, and parental input. Incoming ninth grade students wishing to enroll in Geometry-A or Algebra II must pass a comprehensive Algebra I exam administered each May/June. The Algebra I—Geometry—Algebra II sequence is the minimum 3.0 credit sequence required for graduation.*

ALGEBRA I (210) 1.0 Credit Grade 9 Year Course
Algebra I is a standard first year course in Algebra but designed for the student who may need more review of middle school concepts and more support with new concepts. Students learn about number theory, substitution, simplifying algebraic expressions, solving algebraic equations, and expressing algebraic functions numerically, in diagrams, and in graphs. Students are exposed to numerous problem solving methods. Prerequisite skills for Algebra I include familiarity with basic operations with integers, fractions, and decimals. Students should be able to solve one step equations and graph on a coordinate plane. Students who successfully complete Algebra I will register for Geometry. A scientific or graphing calculator is required.

ALGEBRA I-A (215) 1.0 Credit Grades 9-10 Year Course
Algebra I-A is the standard first year Algebra course. Topics are integrated with real-world connections for better understanding of the nature of mathematics and mathematical ideas. Students learn about number theory, substitution, simplifying algebraic expressions, solving algebraic equations, and expressing algebraic functions numerically, in diagrams, and in graphs. Students are exposed to numerous problem solving methods. The course develops the critical thinking skills needed to apply these methods. Prerequisite skills for Algebra I-A include mastery of basic operations with integers, fractions, and decimals. Students should be familiar with linear equations and linear graphs. Students who successfully complete Algebra I-A will register for Geometry or Geometry-A. A scientific or graphing calculator is required.

GEOMETRY (220) 1.0 Credit Grades 10-11 Year Course
Prerequisite: Successful completion of Algebra I or Algebra I-A / Department Approval
In Geometry students develop both inductive and deductive reasoning skills, while exploring Euclidean Geometry. Students use traditional construction techniques, powers of observation, proofs, and the computer program, *Geometer's Sketchpad*, to study the properties of geometric figures. An introduction to deductive reasoning and formal proofs is included. Students will learn to produce and analyze logical arguments using geometric and algebraic properties. Students who successfully complete Geometry will register for Algebra II. A scientific or graphing calculator is required.

GEOMETRY-A (225) 1.0 Credit Grades 9-10 Year Course
Advanced Curriculum (*Prerequisite: Department Approval*)
This is a rigorous course intended to meet the academic needs of the mathematically talented student. Freshmen wishing to enroll in this course have the following prerequisites: complete and pass an Algebra 1 course, demonstrate high mathematical ability, and pass the required Algebra/Geometry placement test. Sophomores wishing to enroll in this course must have department approval. Students utilize both inductive and deductive reasoning skills to learn about Euclidean Geometry. The Program, *Geometer's Sketchpad*, is used to enhance the discovery of geometric properties. Students who successfully complete Geometry A may register for Algebra II A with Trigonometry or Pre-Calculus A with department approval. A scientific or graphing calculator is required.

ALGEBRA II (250) 1.0 Credit Grades 9-11 Year Course
Prerequisite: Successful completion of Algebra I. In some cases summer school enrichment may be required.
In Algebra II students extend and strengthen the skills and concepts covered in Algebra I. Additionally, students study more advanced concepts such as irrational and complex numbers, rational exponents, polynomial equations, and rational expressions. Students will solve and graph quadratic and polynomial functions. Skills in solving problems that require the use of multiple advanced mathematical concepts will be emphasized. Students who successfully complete this course may register for Trigonometry and/or Functions and Models. A graphing calculator is required.

ALGEBRA II with TRIGONOMETRY-A (255) 1.0 Credit Grades 10-11 Year Course
Advanced Curriculum (*Prerequisite: 'B' or better in Geometry-A / Department Approval*)
This course is designed to serve the needs of the academically talented mathematics student. In addition to the topics outlined in Algebra II above, students' progress at a more rapid pace and cover the trigonometric, exponential, and logarithmic functions. Strong problem solving skills that require the use of multiple advanced mathematical concepts will be emphasized. Students who successfully complete this course may register for Pre-Calculus-A. A graphing calculator is required.

TRIGONOMETRY (260) 0.5 Credit Grades 11-12 One Semester
Prerequisite: 'C+' in Algebra II and Geometry / Department Approval
This is a one-semester course offered the first semester that is intended for students who will be studying college algebra and/or calculus. The course will study both triangular and circular trigonometry with applications as well as trigonometric proofs using identities. Students will use experimental data to connect classroom ideas and concepts developed to physical phenomenon. There is extensive use of graphing calculators and graphing software. A graphing calculator is required.

FUNCTIONS & MODELS (265) 0.5 Credit Grades 11-12 One Semester
Prerequisite: 'C+' in Algebra II / Department Approval

This is a one-semester course offered the second semester and is intended for students who will be studying college Algebra and/or Calculus at the university level. In addition to a review of linear and quadratic functions the students will explore polynomial, rational, exponential, and logarithmic functions and their applications. The use of functions as models of physical phenomenon is stressed. The students will use experimental data and determine appropriate functions that model the graphs of the data. A graphing calculator is required.

PRE-CALCULUS-A (280) 1.0 Credit Grades 11-12 Year Course
Advanced Curriculum (*Prerequisite: Department Approval*)

Pre-Calculus is recommended for those students interested in pursuing a career in mathematics or the sciences. As such it requires a high degree of academic maturity from its learners. Students are presented with an in-depth study of real and complex numbers, analytic geometry, elementary functions, some transcendental functions, and an extensive study of circular and trigonometric functions. In all cases, applications of these functions are studied in conjunction with problem solving. Graphing calculators will be used for discovery and to illustrate appropriate topics. Students who successfully complete Pre-Calculus are prepared to take college Calculus. A graphing calculator is required.

AP CALCULUS (290) 1.0 Credit Grades 11-12 Year Course
Advanced Placement (*Prerequisite: Department Approval*)

Calculus is for the highly motivated and able student. The goals of this course include preparation for the Advanced Placement Test in mathematics in order to obtain college credit. Graphing calculators will be used for discovery and to illustrate appropriate topics. Students who have completed AP Calculus may attend a local university for concurrent credit in a Calculus II course. The Guidance department and the Mathematics department will assist in the registration process. Students who enroll in this course are required to take the AP Calculus exam in May. A graphing calculator is required.

STATISTICS (270) 0.5 Credit Grades 11-12 One Semester
Prerequisite: 'C+' or better in Algebra II or Algebra II-A w/Trig. / Department Approval

Students acquire skills to analyze everyday statistics and understand how they impact our perception of the world. This course covers descriptive statistics, probability, and design of experiments. Students with a strong interest in business, health, sociology and related studies/professions will find this course most beneficial. A graphing calculator is required.

AP STATISTICS (271) 1.0 Credit Grades 11-12 Year Course
Advanced Placement (*Prerequisite: Department Approval*)

AP Stats is a college level class in statistics. The course covers descriptive and inferential statistics as well as probability. The course is rigorous and utilizes technology as much as possible to allow for the development of critical thinking in the realm of statistics and probability. Students who enroll in this course are required to take the AP Statistics exam in May. A graphing calculator is required.

PERSONAL FINANCE (700) 0.5 Credit Grades 11-12 One Semester
Personal Finance is a life skills course. We will study budgeting, investments,

retirement, savings, credit card use, credit scores, car, home and student loans. We will also look at the role of the internet in personal finance and internet security. This course is an elective and not a substitute for the core math curriculum. A graphing calculator is required.

BUSINESS FINANCE & ENTREPRENEURSHIP (772) 0.5 Credit Grade 12 Year Course

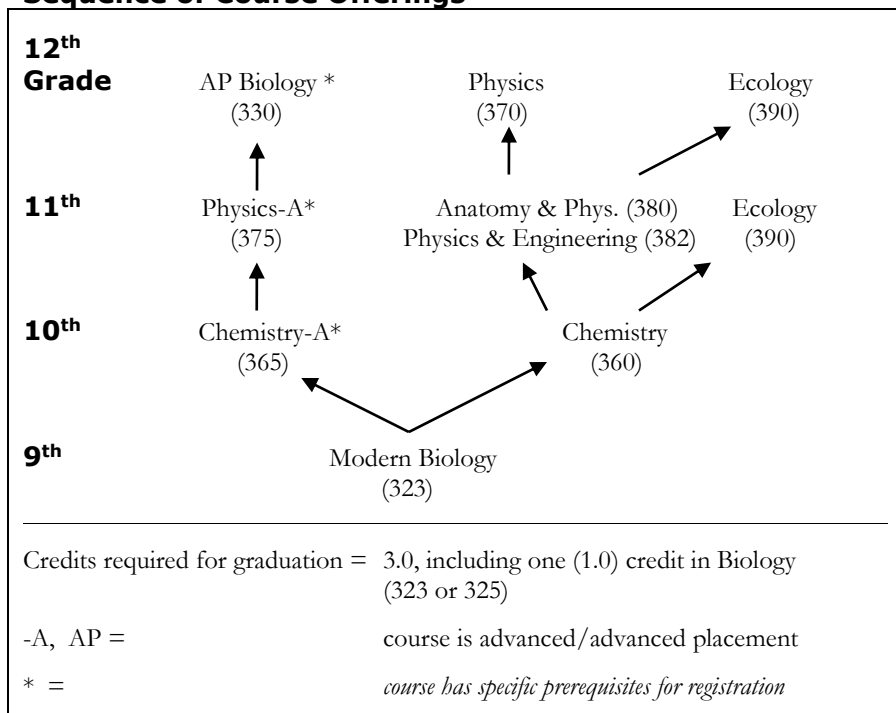
Business Finance & Entrepreneurship course is an elective 0.5 credit course open to students that meets all year long during student club periods. Students will take a Junior Achievement course during Wednesday's club periods each semester. The courses will be taught by Junior Achievement volunteers from the business community, often DHS alums. Students will be introduced to fundamental principles of economics and finance. As the year progresses students will create their own entrepreneurial plans to start a new business. Some student teams may even enter their start-up business plans at local and national competitions. Students will be graded on attendance, participation and completion of required projects each semester.

SCIENCE

Our Purpose

The Science Department seeks to provide an atmosphere in which students grow in awareness of their life long responsibility toward God, themselves and others. Science draws attention to the unique nature of human beings, who have much in common with all living creatures but are also endowed with free will. Study of the Natural Sciences promotes awareness of the hand of God in the order of the universe. Courses are designed to emphasize the scientific processes of observing, inferring, measuring, formulating and testing hypotheses, collecting and analyzing data and problem solving. The laboratory experience is an essential part of the curriculum. Oral and written communication of scientific ideas is essential and is stressed throughout the department. Assessment is based on written lab reports, quizzes, homework, exams, written research papers, projects and semester final exams.

Sequence of Course Offerings



Freshmen Science

MODERN BIOLOGY (323) 1.0 Credit Grade 9 Year Course
Biology is relevant to our daily lives on this planet because it touches upon all human activity. Since it is literally the study of life, Biology examines all aspects of the living world. Broad areas of study include: the cell, its structure and function, reproduction and development, the human body, its structure and function, genetics and evolution.

This course is primarily based in molecular study: including biochemistry, DNA, protein synthesis, genetics, cells, nucleic acids, biogenetics, evolution and the human body.

Sophomore Science

CHEMISTRY (360) 1.0 Credit Grade 10 Year Course
This laboratory course provides each student with an opportunity to study the composition of matter and the changes it undergoes. Major emphases include broadening problem-solving skills and increasing awareness of the impacts of chemistry in our world. Frequent experiments are performed and analyzed during the course.

CHEMISTRY-A (365) 1.0 Credit Grade 10 Year Course
Accelerated Curriculum (Prerequisite: 'B' in Biology and in Algebra I-A with concurrent enrollment in Geometry-A or Algebra II w/ Trig.-A—along with approval from both the Mathematics and Science departments)

Chemistry-A is designed for the serious science and math student who is preparing for college and possibly for a career in science. Mathematics is emphasized and the student enjoys an in-depth study of the nature of atoms, chemical reactions, states of matter, and acid-base theory. Frequent experiments are performed and analyzed during the course.

Junior/Senior Science

ECOLOGY (390) 1.0 Credit Grades 11-12 Year Course
This course offers an ecological approach to the study of organisms in relationship to their environment. Students learn major principles and concepts of Ecology and apply them to the study of the major terrestrial, aquatic and marine biomes. Conservation and pertinent environmental issues are an integral part of the course. Emphasis is placed on laboratory activities involved in analysis of field trip investigations.

PHYSICS (370) 1.0 Credit Grade 12 Year Course
Prerequisite: Seniors enrolled in Trig./Functions & Models or Pre-Calculus-A; 'B'- average in Math and Science courses / Department Approval

Physics involves the detailed study of energy interchange in the universe. A discovery approach using laboratory work and classroom demonstration, data analysis and problem solving leads the student to study theories in the areas of mechanics, wave motion, light, sound and electricity. Appreciation of the beauty and balance of the universe is also stressed. Physics is a rigorous college-preparatory course, involving extensive use of mathematics and analytical study.

PHYSICS-A (375) 1.0 Credit Grades 11-12 Year Course
Accelerated Curriculum (*Prerequisite: 'B' or better in the following courses: Biology, Chemistry-A, Algebra I-A, Geometry-A. Also enrolled in Algebra II-A w/Trig. or Pre-Calculus-A / Department Approval*)

This course offers a more in depth mathematical treatment of the topics studied in "regular" Physics. In addition, the topics of rotary motion, heat, sound and electricity will be expanded. There will be additional outside readings on contemporary topics. Physics is a rigorous college-preparatory course, involving extensive use of mathematics and analytical study.

AP BIOLOGY (330) 1.0 Credit Grade 12 Year Course
Advanced Placement (*Prerequisite: 'B' average in Biology, Chemistry, and Physics / Department Approval*)

This course will enable students having a special interest in the biological sciences to pursue in-depth studies in the field of cytology, genetics, physiology, evolution and ecology. Emphasis is placed on the development of skills and the art of laboratory investigation. Students who enroll in this course are required to take the AP Biology exam in May.

ANATOMY & PHYSIOLOGY (380) 0.5 Credit Grades 11-12 One Semester
Prerequisite: C or better in Biology

This is a one semester course designed to give students a fundamental background in the structure and functions of the human body. Laboratory dissections of mammal organs and species will be conducted in this class. This course is recommended for students pursuing careers in the health profession such as physical therapy, nursing, medicine, or medical technology.

THEORETICAL PHYSICS & ENGINEERING (382) 0.5 Credit Grades 11-12 One Semester

This is a one semester course which uses the concepts of physics and applies them to engineering principles. Students will engage in hands on projects and labs to apply the theory of physics to engineering. The topics to be studied will include linear motion, work and power, kinetic and potential energy, conservation of energy and an introduction to engineering principles.

SOCIAL STUDIES

Our Purpose

From a faith-based perspective, we are committed to the belief that the study of history and the social sciences is necessary to fully prepare students to take an active role as citizens in an ever changing and complex society.

Through diverse learning and assessment experiences, students will debate, research, and present their knowledge about the events that shape humankind and the dynamics of social and political decision making that takes place in our society. Using national standards as the norm, Dominican students must complete World Cultures, United States History or AP U.S. History, and 1.0 credit social science electives to fulfill graduation requirements.

Our goal is to produce graduates who will use their high school experience to gather knowledge needed to function as ethical citizens in the community, the country and the world—citizens who are tolerant of differences, committed to life-long learning and to service within our society.

Sequence of Course Offerings

11th & 12th

Electives: Psychology I (450), AP Psychology (452), International Studies I&II (480&481), Domestic Social Issues (477), Cont. Am. Culture (431), Introduction to Law (465), History in Film (440), AP European History (445), U.S. Gov (455), AP U.S. Gov (456)



10th United States History (420) or AP United States History (421)



9th World Cultures (410)

Credits required for graduation = 3.0

Courses in Bold = Required for Graduation
 -A, -AP = course is advanced or Advance Placement
 * = course has specific prerequisites for registration

WORLD CULTURES (410) 1.0 Credit Grade 9 Year Course
Required for Graduation

A core component of Dominican's Knights Integrated Curriculum (KIC) Program, World Cultures is a survey of selected cultures and civilizations from their inception to modern times. Students will examine societies from historical and cultural perspectives in order to gain insight into the human experience at different times throughout history. Emphasis is placed on the history, geography, art, government, religion, economics and other distinctive accomplishments of each area. Regions studied include Africa, South Asia, Southeast Asia, China, Korea & Japan, Latin & South America, the Middle East, Russia & Eastern Europe, and Western Europe.

UNITED STATES HISTORY (420) 1.0 Credit Grade 10 Year Course
Required for Graduation

The student will be able to trace the major themes of American history through a chronological approach from pre-colonization (Native American history) to the 21st century. Student development in the areas of research, essay writing and the analysis of primary documents is the major focus of the class. Quizzes and comprehensive tests will also be used as primary means of assessment.

AP UNITED STATES HISTORY (421) 1.0 Credit Grade 10 Year Course
Advanced Placement (*Prerequisite: Department Approval – fulfills United States History requirement for Graduation*)

The student in APUSH, like those in U.S. History, will examine United States History from colonization to the Obama administration. A central focus of the class is the development of research skills. Additionally, students will analyze primary documents, complete oral presentations, and write multiple types of essays. A high level of participation is expected of the APUSH student. Students who enroll in this course are required to take the AP U.S. History exam in May.

INTRODUCTION TO LAW (465) 0.5 Credit Grades 10-12 One Semester

Students are introduced to the field of jurisprudence. They will be exposed to both the theory and practice of law. In addition, they will gain a greater understanding of their own rights and responsibilities. The Survey Method, along with guest lecturers, provides a rich learning environment for this course. Students are assessed through a series of debates, projects (including summaries and presentations of court cases), quizzes and exams.

DOMESTIC SOCIAL ISSUES (477) 0.5 Credit Grades 11-12 One Semester

Do you read the newspaper? Do you understand the news? DSI examines current political events and trends in contemporary America. The DSI student will research and analyze topics such as discrimination, health care and wellness issues, poverty, crime and the criminal justice system, and educational challenges. The goal of the course is for the upperclassman, who is approaching voting age, to understand pressing issues in American society.

U.S. GOVERNMENT & POLITICS (455) 0.5 Credit Grades 11-12 One Semester

This course will be offered every other year.

An understanding of the American political system is the dominant focus. Students will examine the structure of American government and analyze the impact that media, political parties, public opinion and interest groups have on our election process. Students will develop the ability to exercise their rights and responsibilities of citizenship.

AP UNITED STATES GOVERNMENT & POLITICS (456) 0.5 Credit Grades 11-12 One Semester

Advanced Placement (*Prerequisite: Successful completion of U.S. Government & Politics and approval of the instructor. This course will be offered every other year*)

This AP course follows the first semester of U.S. Government & Politics and provides students with instruction in the Constitutional underpinnings of the United States government, political beliefs and political behaviors, political parties, interest groups and mass media, institutions of National Government, public policy, civil rights and civil liberties. Students will practice analyzing and interpreting data and other information relevant to the U.S. Government. This course will include supplemental readings, including primary source materials and contemporary news analyses that strengthen student understanding of the curriculum. Students who enroll in this course are required to take the AP U.S. Government exam in May

CONTEMPORARY AMERICAN CULTURE (431) 0.5 Credit Grades 11-12 One Semester

Prerequisite: United States History

Contemporary American Culture examines the economic, political and social factors which shape modern American consciousness. Bookended by the national traumas of World War II and 9/11, the class utilizes a thematic approach to examine the people, ideas, movements and events which forged modern American culture. From spies and propaganda to conspiracy and rebellion, students will investigate the foundations of contemporary America.

INTERNATIONAL AREA STUDIES I: AFRICA, ASIA

& MIDDLE EAST (480) 0.5 Credit Grades 11-12 One Semester

This course will not be offered until the 17-18 school year.

Do you read the newspaper? Do you understand the news? IAS examines contemporary challenges facing the international community. The IAS student will research and analyze international issues such as weapons proliferation, the War in Iraq, the War on Terrorism, the crisis in Darfur, the peace process, as well as recent historic changes in South Africa, the Middle East, and Asia. The goal of the course is for the upperclassman, who is approaching voting age, to be informed about the pressing issues facing the international community in the 21st century.

INTERNATIONAL AREA STUDIES II: LATIN AMERICA

& EUROPE (481) 0.5 Credit Grades 11-12 One Semester

This course will be offered every other year.

How are minority groups such as Muslims treated in France? What impact has the drug war had on Mexico? How has Brazil become one of the world's emerging powers, soon to host the Olympics? What effect does the European debt crisis have on the U. S.? International Area Studies II examines key changes facing the global community, focusing specifically on Latin America and Europe. A historical framework will be used to address the social, economic, and political changes in these areas since WWII. Movies, PowerPoint presentations, debates and simulations will be used to examine these issues. The topics taught are distinct from International Area Studies I so students can take both courses. IAS is not a prerequisite for International Area Studies II.

PSYCHOLOGY I (450) 0.5 Credit Grades 11-12 One Semester

Psychology is a survey course designed as an introduction to the study of the human mind and behavior. Students will gain a basic familiarity with some of the fundamental concepts, principles and theories of general psychology and begin to explore the impact these have on the world around them. A variety of case studies will be utilized as a means to apply the ideas discussed in class. Units of study include: Introduction/ History of Psychology; Learning, Memory, Thought & Intelligence; The Life Cycle; Altered States of Consciousness; Abnormal Psychology; and Social Psychology.

AP PSYCHOLOGY (452) 0.5 Credit Grades 11-12 One Semester

Advanced Placement (*Prerequisite: Successful completion of Psychology I with a minimum "B" grade and approval of the instructor.*)

AP Psychology builds off the foundation of Psychology I offering a systematic and scientific examination of human behavior and mental processes. Included is a consideration of the principles and phenomena associated with the major subfields within psychology. The course will offer a review and further analysis of material covered in Psychology I as well as present new units covering topics not previously studied. The focus of the course is to prepare students to take the Advanced Placement Psychology course administered by the College Board. Students who are enrolled in this course are required to take the AP Psychology exam in May.

HISTORY IN FILM &

FILM IN HISTORY (440) 0.5 Credit Grades 11-12 One Semester

Requirements: US History, consent of the instructor; parental permission.

Since narrative storytelling is the primary method of inquiry for most of recorded history, it only makes sense to use the modern incarnation of it, Hollywood films, to prepare for the future. In the fast paced world of contemporary society, individuals are constantly bombarded by challenging visual stimuli. This course offers students the wherewithal to interpret films and thereby gain a deeper understanding of the world around them. Through extensive use of written analysis, students will be able to hone their communication skills while developing a richer understanding of the visual world around them.

AP EUROPEAN HISTORY (445) 1.0 Credit Grades 11-12 Year Course

Advanced Placement (*Prerequisite: Department Approval. This course will not be offered until 17-18 year.*)

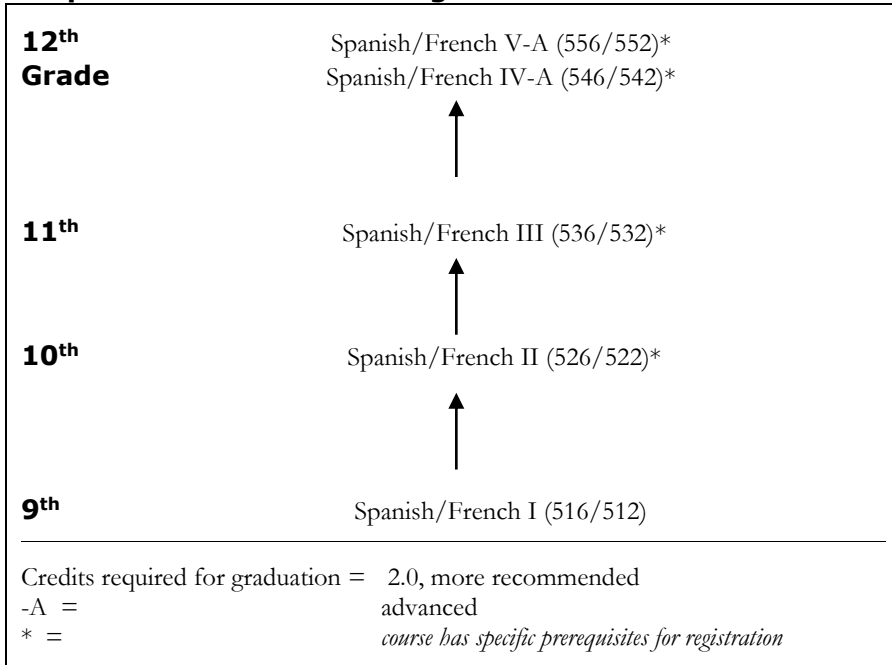
Both primary and secondary sources will be used to examine the causes and effects of the major events in European history, such as the Black Death, the Renaissance, the Reformation, the Age of Napoleon, the Great War and World War II. Trends in politics, diplomacy, and social reform will also be studied. Significant historical controversies concerning each period will be examined. Students will be expected to develop the ability to weigh evidence carefully in order to arrive at informed conclusions. Students will be accountable to write college level essay answers for subjective items, in addition to objective test questions. This course prepares students for the Advanced Placement exam. Students who are enrolled in this course are required to take the AP European History exam in May.

WORLD LANGUAGES

Our Purpose

- We thoroughly prepare our students with curriculum based on the standards from the Wisconsin Model Academic Standards for Foreign Languages (DPI) and the outcomes of the National Foreign Language Education Project and the American Council on the Teaching of Foreign Languages (ACTFL).
- We demonstrate that all spoken and written communication must promote an understanding, tolerance, and respect for others.
- We promote that the process of learning to comprehend, speak, read, and write another language develops insight into the nature of language as well as connections to other disciplines.
- We show that learning another language prepares students to be citizens of the global community by developing an awareness and appreciation of other cultures.
- We encourage our students to use their language skills to explore other cultures in high school and to commit to lives of inquiry, compassion, and service.

Sequence of Course Offerings



SPANISH I (516) 1.0 Credit Grades 9-12 Year Course

Seniors may take this class in addition to an upper level French course
 This course introduces students to the Spanish language and Spanish-speaking cultures via interpretive, presentational, and interpersonal skills. The curriculum base is an online textbook. Communicative topics, with their related grammar concepts, consist of basic greetings, the classroom, family, pastimes, vacations, and shopping. Listening comprehension and speaking are developed through consistent daily use of Spanish in the classroom, games, music, and pair and small group activities. Cultural topics focus on seven countries of the Spanish-speaking world, including famous people from those countries as well as holidays, food, and art: the United States and Canada, Spain, Ecuador, Mexico, Puerto Rico, and Cuba. Language proficiency and cultural competence are increased via music and regular cultural readings, two films related to immigration and Latinos in the U.S., a 22-episode video series based in Spain, important Catholic traditions in the Spanish-speaking world, and curriculum-related video clips. Spanish is used in classroom instruction and interactions as much as possible.

SPANISH II (526) 1.0 Credit Grades 9-12 Year Course

Prerequisite: 'C' average in the first year Spanish and/or department approval
 This course provides continued development and practice of interpretive, presentational, and interpersonal skills in Spanish. The curriculum base is an online textbook. Language structures and vocabulary learned in the first year are reviewed, expanded, and refined. New communicative topics, with their related grammar concepts, are introduced and consist of our daily routines, food, celebrations, illness and treatments, technology, and housing. Listening comprehension and speaking are enhanced through consistent daily use of Spanish in the classroom, games, music, short skits, and pair and small group activities. Cultural topics focus on six more countries of the Spanish-speaking world, including famous people from those countries as well as holidays, food, and art: Perú, Guatemala, Chile, Costa Rica, Argentina, and Panamá. Students increase their language proficiency and cultural competence via music and regular cultural readings, three full-length films related to the Day of the Dead, Latinos in the U.S., and family values within varied cultural contexts, a 14-episode video series based in Mexico, important Catholic traditions in the Spanish-speaking world, and curriculum-based video clips. Spanish is used in classroom instruction and interactions as much as possible.

SPANISH III (536) 1.0 Credit Grades 9-12 Year Course

Prerequisite: 'C+' average in the previous year of the language and/or department approval
 This course provides more extensive development and practice of interpretive, presentational, and interpersonal skills in Spanish as well as increased awareness of Spanish-speaking cultures and values. The curriculum base is an online textbook. New thematic topics, with their related grammar concepts, are introduced and consist of the environment, rural life and urban life, health and wellness, work and careers, the arts/movies/television, and news/media/current events. *Continued...*

Cultural topics focus on nine more countries of the Spanish-speaking world: Colombia, Venezuela, Bolivia, Nicaragua, the Dominican Republic, El Salvador, Honduras, Paraguay, and Uruguay. Students increase their language proficiency and cultural competence via music, regular cultural readings and short stories, presentations, two full-length films related to Cuba and to Latino family values within varied cultural contexts, a 9-episode video series based in Chile, indigenous and Catholic traditions in the Spanish-speaking world, and curriculum-based video clips and podcasts. Spanish is used in classroom instruction and interactions as much as possible.

SPANISH IV-A (546) 1.0 Credit Grades 10-12 Year Course
Advanced Curriculum (*Prerequisite: Spanish III with a 'C+' average or better/ department approval*)

This course provides deeper development, refinement, and understanding of the Spanish language and Spanish-speaking cultures. Emphasis is given to listening comprehension and accuracy in writing and speaking with a comprehensive review of Spanish grammar. New thematic and cultural topics focus on families and communities, contemporary life, and beauty and esthetics, as well as the history, arts, literature, and cultural traditions of Latino-Americans in the U.S., of Spain, and of Mexico. Students improve their language skills and enhance their cultural competence by viewing a variety of full-length films related to Latino family values, the Spanish Civil War, Spanish art, and the Camino de Santiago in Northern Spain. In addition to reading textbook selections, newspaper, magazine, and internet articles, students read and discuss short stories, plays, and poems. Classroom instruction and interactions are entirely in Spanish. This class serves as preparation for the AP and college placement exams.

SPANISH V-A (556) 1.0 Credit Grades 11-12 Year Course
Advanced Curriculum (*Prerequisite: Spanish IV-A completed with 'B' average/ instructor approval*)

This course provides continued development, refinement, and understanding of the Spanish language and Spanish-speaking cultures. Emphasis is given to listening comprehension and accuracy in writing, speaking, and translation. New thematic and cultural topics focus on personal and public identities, world challenges, and science and technology, as well as the arts, literature, and cultural traditions of Central America, the Caribbean, and South America. Authentic audio sources, such as radio broadcasts and short video documentaries, provide the means by which students perfect their listening skills. Students improve their language skills and enhance their cultural competence by viewing a variety of full-length films, biographies, and documentaries. In addition to reading textbook selections, newspaper, magazine, and internet articles, students read and discuss short stories, plays, and poems. Classroom instruction and interactions are entirely in Spanish. This class serves as preparation for the AP and college placement exams.

FRENCH I (512) 1.0 Credit Grades 9-12 Year Course
Seniors may take this class in addition to an upper level Spanish course
Beginning students study language that can be used in everyday conversation. Students study French through a communicative approach, whereby listening and speaking skills are emphasized, while reading and writing skills are also developed. Class will be conducted primarily in French with a goal of helping each student become a competent communicator. Vocabulary will focus on topics such as: greetings, school, shopping, foods, clothes, and travel and leisure time activities, as students learn to exchange information, inquire about situations and converse using the vocabulary introduced. Various authentic media: CDs, DVDs, movies, magazines, and newspapers, will be used to augment their learning. Students will expand their understanding of culture by studying various aspects of the Francophone world.

FRENCH II (522) 1.0 Credit Grades 9-12 Year Course
Prerequisite: 'C' average in the first year language and/ or Department Approval
Students will build on the basics learned in French I. They will continue to increase their ability to communicate and understand spoken and written French by speaking, reading and writing in the target language. This class will be conducted primarily in French and students will be expected to use the language in class. Vocabulary will focus on leisure and cultural activities, expressions relating to health, technology, and travel. Students will also learn more complicated grammatical structures, including past tenses by using them in classroom activities, group projects, internet searches. All is supplemented by authentic French material.

FRENCH III (532) 1.0 Credit Grades 9-12 Year Course
Prerequisite: 'C+' average in the previous year of the language and/ or Instructor Approval
In this class, students will build upon the skills learned in French II. The curriculum will emphasize more challenging use of the language and will be conducted entirely in French. In addition to use of the text, students will give presentations, read short stories, watch films and write often in an effort to increase fluency and accuracy in French. Cultural topics focus on the customs and traditions of the Francophone world.

FRENCH IV-A (542) 1.0 Credit Grades 10-12 Year Course
Advanced Curriculum (*Prerequisite: French III with a 'C+' average or better / Instructor Approval*)
In this class, students will continue to work on expressing themselves in French. They will study authentic articles, poems, short stories, novels, video clips, reports and films from France and French-speaking countries to gain a well-rounded perspective on the Francophone world. They will increase their capacity to read, write, speak and understand the French language through a variety of interpretive, interpersonal and presentational assessments. This class is conducted entirely in French.

VISUAL ARTS

Please note: Dominican students are required to take 1.0 or more credits in Fine Arts, which includes visual art, music and theatre offerings.

Our Purpose

We provide extensive opportunities in the visual arts for each of our students for several foundational reasons:

- Our spiritual tradition treasures the arts as valuable human expression
- Artistic skills have been linked to the enhanced development of critical thinking skills.
- Art skills are essential in a college-preparatory experience, where preparation for careers in health sciences, architecture, engineering, among others, requires dimensional thinking and presentation abilities

Art is offered all four years and is open to all students. Art Foundations (603) is required of all students before signing up for individual semester courses. Art classes provide the opportunity for students to express themselves through a variety of materials and techniques. Students will become more sensitive to colors, textures, shapes and designs to help make them aware of their ability. Any new student with an extensive art background may submit a portfolio of at least ten pieces, which may allow her/him to skip Art Foundations (603).

Sequence of Course Offerings

Please note: Students may begin art in any grade, 9 – 12, and then proceed through the levels and courses subsequently available to them.

Level III (Advanced Courses):

Photography I (631), Photography II (632), Stained Glass I (641),
Stained Glass II (644), Ceramics II (623)



Level II (Intermediate Courses):

Drawing and Painting (611), Digital Imaging (637),
Ceramics I (622)



Level I (Introductory Course):

Art Foundations(603)

Credits required for graduation = 1.0 within Fine Arts

Prerequisites: *Art Foundations (603) must be completed before enrolling in a Level II course; at least one Level II course must be completed prior to enrolling in a Level III course*

ART FOUNDATIONS (603) 0.5 Credit Grades 9-12 One Semester

Prerequisite for all other Art courses

Students spend one semester developing a strong foundation in the visual arts. They are introduced to the technical skills needed to draw, shade, paint and sculpt, which develop as a result of accurate seeing. The first quarter focuses on developing students' technical drawing skills through contour, sensitive line, negative space and shading. Painting skills are developed second quarter through studies of color theory, color mixing and paint application. Students work on three-dimensional studies with an introduction to clay. Sketching assignments are given with the majority of the projects.

DRAWING AND PAINTING (611) 0.5 Credit Grades 9-12 One Semester

Prerequisite: Art Foundations

Students will explore a wide variety of drawing and painting skills, including analytical, gesture, and contour with an emphasis on color use and paint handling to create form in drawing and painting. Students will work from life to gain experience in interpreting objects from a 3D world to a 2D surface. A variety of media will be explored, including ebony pencil, charcoal, pastels, watercolor, acrylic and working on stretched canvas. Art historical references will be used to teach concepts of drawing and painting. Assignments challenge students to think creatively as they develop their "voice" in this sequential, structured combined drawing and painting course. Recommended for college portfolio preparation.

DIGITAL IMAGING (637) 0.5 Credit Grades 10-12 One Semester

Prerequisite: Art Foundations and Department Approval

This course is an introduction to design using digital imaging. Students will explore art concepts such as: shape, line, color, form, value and texture using Adobe Photoshop. Techniques such as using Layers, Blending modes and Special effects will be explored. Participants will need to supply their own memory stick to save their work. A digital camera is not required, but would be useful. There is one camera available for check out.

CERAMICS I (622) 0.5 Credit Grades 9-12 One Semester

Prerequisite: Art Foundations

Students create hand-built pottery and sculptured forms in addition to learning how to use the electric pottery wheel. They will also experiment with surface textures, stains, glazes, and other medium. A short report on an artist of their choice & related clay piece will be one of the assignments.

CERAMICS II (623) 0.5 Credit Grades 10-12 One Semester

Prerequisite: Ceramics I / Departmental Approval

A continuation of first semester Ceramics, pinch, slab and coil techniques will be used to create various hand-built constructions. A variety of figurative, abstract, organic and architectural themes will be explored. The semester will be started by making small bowls to donate to the "Milwaukee Empty Bowls" project.

PHOTOGRAPHY I (631) 0.5 Credit Grades 11-12 One Semester
Prerequisite: Art Foundations plus one Level II course and Department Approval, plus your own 35mm SLR camera

Students spend the semester learning all aspects of black and white photography. In addition to learning the technical parts of the camera, students spend considerable time in the darkroom learning to process and print 35mm film. They explore the difference between snapshots and photographs, striving to get a creative shot. They learn how to burn, dodge, crop and enlarge prints. A short oral and written report on a famous photographer is required. Students need to have a 35mm manual SLR camera; details are given upon course registration. There is a \$20 course fee for photographic paper supply.

PHOTOGRAPHY II (632) 0.5 Credit Grades 11-12 One Semester
Prerequisite: Photography I/ Department Approval, plus your own 35mm SLR camera

This second semester photography class emphasizes working in thematic series of black and white images. Techniques for advanced photo shooting and dark room work will be demonstrated. The use of burning and dodging, double exposure and hand tinting to personalize photos will be explored. The development of a unique photo portfolio is at the core of this course.

STAINED GLASS I (641) 0.5 Credit Grades 11-12 One Semester
Prerequisite: Art Foundations plus one Level II course and Department Approval

Glass cutting, soldering and grinding techniques are taught so that students can construct finished, decorative glass pieces. They will create their own designs to make two glass pieces using the copper foil method. Students are required to purchase specific colors of glass on their own.

STAINED GLASS II (644) 0.5 Credit Grades 11-12 One Semester
Prerequisite: Stained Glass I and Department Approval

A continuation of Stained Glass I, we start with a small three-dimensional form. This advanced class requires two major pieces of the student's choice; a three dimensional piece is recommended. The students should come with design ideas at the beginning of the semester.

INDEPENDENT

PORTFOLIO STUDY (647) 0.5 Credit Grade 12 One Semester
Advanced Curriculum (Prerequisite: Department Approval)

This class is intended for advanced art students who have taken the majority of art offerings and are interested in putting together a portfolio of two-dimensional and/or three-dimensional work in a variety of media. Students are required to design their own curriculum with input from instructors and to work independently. They regularly consult with the instructor for guidance, ideas, and critiques. This class is essential for students applying to Art Colleges and/or planning to pursue a career in art.

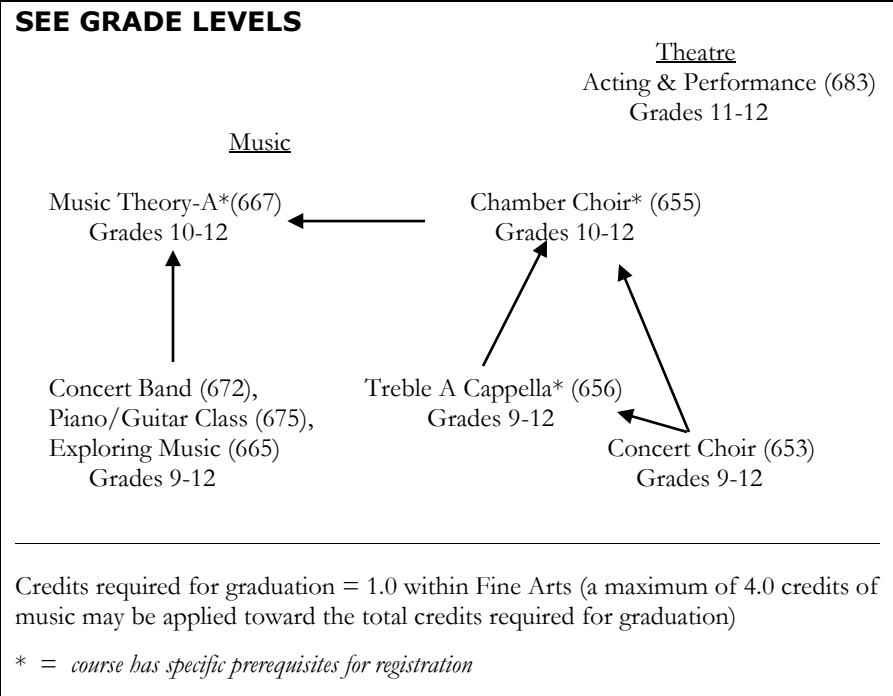
PERFORMING ARTS: MUSIC & THEATRE

Please note: Dominican students are required to take 1.0 or more credits in Fine Arts, which includes visual art, music and theatre offerings.

Our Purpose

The Performing Arts Department strives for excellence in one of the most exciting art forms. Performance opportunities at Dominican provide students with a creative outlet for personal expression. Students will grow in appreciation and understanding of the impact of the performing arts not only for participants and supporters, but for the communities they entertain and enlighten. Instructors welcome, encourage, challenge and nurture a sense of community for both beginners and burgeoning professionals. We are guided by the Gospel of Matthew 5:16 in which Jesus challenges us to let our light shine before all men, and Stanislavsky's challenge to "Love the art in yourself, not yourself in the art."

Sequence of Course Offerings



EXPLORING MUSIC (665) 0.5 Credit Grades 9-12 One Semester
This course is designed to enhance enjoyment and ability of musicianship. Students will explore topics in composing, listening, basic keyboard/piano skills, singing, digital music, playing classroom instruments, improvisation, and music literacy. This class will provide an introduction to the creative process of making music while developing understanding of basic musical concepts. "Exploring Music" is ideal for the student who has minimal background in music, but wishes to increase their understanding of music.

CONCERT CHOIR (653) 1.0 Credit Grades 9-12 Year Course
This course is designed to familiarize students with the art of singing. Students will learn proper vocal technique, develop aural and written skills necessary for musicianship, and apply those skills through the study and performance of excellent choral music. They will better understand music as an art form, as a form of communication, and as a means of expressing emotion. In addition, students will also develop a strong sense of teamwork and an overall appreciation of choral music. Students receive ample performance opportunities, including four (4) concerts. For beginning and intermediate level voice students. Participation in concerts outside of the school day is required. No previous singing experience is necessary.

CHAMBER CHOIR (655) 1.0 Credit Grades 10-12 Year Course
Instructor Approval/ Audition
Chamber Choir is an (auditioned) advanced mixed vocal ensemble at Dominican High School. It is a performance-oriented class designed to familiarize advanced voice students with a variety of styles of choral music. Students will better understand and appreciate music as an art form by performing high quality examples from the choral repertoire. They will have ample performance opportunities throughout the year, including four (4) concerts. Chamber choir students are required to participate in WSMA Solo and Ensemble Festival. Prerequisite-1 or more years of experience singing in a school, church or community choir. Contact the instructor to set up an audition. The number of female voices will be determined by the number of male voices eligible. Audition required.

TREBLE A CAPPELLA CHOIR (656) 1.0 Credit Grades 9-12 Year Course
Instructor Approval/ Audition
Treble A Cappella is a select (auditioned) advanced choral ensemble of treble voices grades 9-12. Students will study music written for treble voices in three to four parts from a wide variety of musical time periods and styles. The student must be ready to pursue advanced music-reading skills. Members will study many styles of choral literature, including music written for show choir, jazz choir, and a cappella choirs. Students are expected to participate in Solo & Ensemble. Members of the Treble Choir will receive ample performance opportunities throughout the year, including 4 concerts. Prerequisite-1 or more years of experience singing in a school, church or community choir. Contact instructor to set up an audition. Audition required.

CONCERT BAND (672) 1.0 Credit Grades 9-12 Year Course
Instructor Approval

This instrumental music ensemble performs a wide variety of genres and emphasizes the continued development of musical performance skills. Classes will be devoted to different musical studies. Students will work on concert band repertoire as well as jazz standards. Basic music theory is incorporated to enhance each student's musicianship. Students taking this course will improve their ability to read music and express themselves creatively, even learning the basics of improvisation. Members of the band will receive ample performance opportunities throughout the year, including 4 concerts. This class is open to all instrumentalists of any skill level-beginners welcome.

PIANO / GUITAR CLASS (675) 0.5 Credit Grades 9-12 One Semester
This class will teach students basic skills on guitar or piano. Students will perform a variety of styles of music, learn how to play melody lines, learn accompaniment figures and common chord progressions. Students will work on repertoire with the expectation of participating in a class recital. No previous experience is necessary; however, intermediate and advanced students will work on developing repertoire. We will provide students with the skills needed for a lifetime of musical enjoyment. Class size may be limited based on instruments available; guitarists may need to provide their own guitar for class. Ask instructor for information on purchasing or renting an instrument. Students should have a keyboard, piano, or guitar available for their individual practice at home.

MUSIC THEORY – A (667) 0.5 Credit Grades 10-12 One Semester
Advanced Curriculum (Prerequisite: 1.0 credit in band or choir, Dept. Approval)
Music Theory is an academic course designed to familiarize the advanced music student with the fundamentals of melody, harmony, and rhythm. Students are introduced to the basics in music notation and ear training. The skills acquired in this course are essential for anyone considering majoring in music in college. Topics to be studied will include: staves, clefs, time signatures, intervals, scales, key signatures, chord progressions, sightreading, transposition, part-writing, and orchestration. The culmination of the course will be a major music composition project. Upon completing this course, a student should be able to:

- read and notate music in a variety of clefs
- take rhythmic and melodic dictation
- sightread tonal melodies in major and minor keys
- write a basic accompaniment for a tonal melody
- transpose a piece of music into another key
- orchestrate a piece of music for a group of instruments
- write a basic chord progression
- compose a basic melody that makes melodic and harmonic sense

ACTING & PERFORMANCE (683) 0.5 Credit Grades 10-12 One Semester

Designed to be an introduction to theatre, students will be introduced to the physical, vocal, and psychological components of acting technique. In addition, emphasis will be placed on appreciation of theatre as an art form. They will come away from this course with an increased comfort level when performing or speaking in front of people. Moreover, students will develop a deeper understanding of themselves as performers.

This course is presented in a “performance lab” environment, where skills are developed through hands-on activities. Topics to study include, but are not limited to: physicalization, voice and articulation, improvisation, stage movement, character, dialects, stage combat, stage make-up, and/or script analysis. No theatre experience is required for this course, beyond a serious desire to study the discipline of acting. Attendance at school performances is required.

COMPUTER EDUCATION

Our Purpose

The coursework in Computer Education is designed to integrate the knowledge students have attained in many other academic disciplines toward the development of effective and long-lasting skills for life, career, and academic pursuits. These studies provide:

- Communication and critical thinking skills needed in higher education
- Foundational competencies for long-term success in fields that utilize a high degree of technological tools, such as computer programming

The Computer Education Department offers an Integrated Technology which is required for Freshmen. The Programming courses are divided into an introductory semester long course and an AP Computer Programming course, which is offered for the entire year and includes Advanced Placement exam preparation. There are also several technology based art courses available.

The graduation requirement from this department is 0.5 credit.

Sequence of Course Offerings

SEE GRADE LEVELS

Programming Sequence

AP Computer
Programming (750)*
Grades 11-12

Computer Arts

Media Production II (181)*
Grades 10-12

Computer
Programming I (740)
Grades 10-12

Digital Imaging (637)*
Grades 10-12

Media Production I (180)
Grades 10-12

Integrated
Technology (700)
Grade 9

Credits required for graduation = 0.5; * = course has specific prerequisites for registration

INTEGRATED TECHNOLOGY (700) 0.5 Credit Grade 9 Year Course
Integrated Technology is a required part of the Freshmen Program. The course is designed to improve library research skills, provide a background in some of the most commonly used applications, and integrate the use of those technologies into their core courses. Students learn word processing with an emphasis on the formatting styles used in all aspects of a research paper. Students learn spreadsheets, databases, desktop publishing, video editing, and presentations in an integrated environment. Students are assessed through assignments, exams, and projects.

COMPUTER PROGRAMMING I (740) 0.5 Credit Grades 10-12 One Semester
Prerequisite: 'B' in Geometry and/or Department Approval. This course will not be offered until the 17-18 school year

Students gain an introduction to computer programming using the JAVA language and the NetBeans IDE. Topics include operation of computers and programming, which cover input, output, formatting, selection, variables, loops, and graphics. This course is recommended for students interested in computer science, engineering, mathematics, and science. It can be useful in a broad range of disciplines. Students are assessed through programming projects and written exams.

AP COMPUTER PROGRAMMING (750) 1.0 Credit Grades 11-12 Year Course
Advanced Placement (*Prerequisite: 'B' in Computer Programming I*)

Students are provided programming skills development in the JAVA language. Topics in Computer Programming I are studied in more depth along with topics such as program documentation, data types, creating classes and methods, inheritance, GUI programming, and recursion. Content is designed for students who plan on further study in computer science after high school. Students are assessed through written assignments, programming projects, and written exams. Instruction includes preparation for the Advanced Placement exam. Students who enroll in this course are required to take the AP Computer Programming exam in May.

DIGITAL IMAGING (637) 0.5 Credit Grades 10-12 One Semester
Prerequisite: Art Foundations and Department Approval

This course is an introduction to design using digital imaging. Students will explore art concepts such as: shape, line, color, form, value and texture using Adobe Photoshop. Techniques such as using Layers, Blending modes and Special effects will be explored. Participants will need to supply their own memory stick to save their work. A digital camera is not required, but would be useful. There is one camera available for check out.

MEDIA PRODUCTION I (180) 0.5 Credit Grades 10-12 One Semester
Students in this semester long class will learn introductory skills related to multimedia production, including news gathering and production, photojournalism, and video production. Students can expect hands-on experience with leading editing and production software, as well as projects which provide an opportunity for both demonstration of skill and creativity. Participants will also have the opportunity to provide content for the yearbook, DHSKnightlyNews.com, and other school outlets. While students will have access to a few school-owned cameras, it will be helpful to have access to a personal or family digital camera. All Media Production students are required to purchase their own 16 gigabyte (or greater) Class 10 SDHC card (approximately \$20). This course is required for Media Production 2. Students may take Media Production 1 first or second semester. Those who complete the course first semester are eligible to take Media Production 2 second semester.

MEDIA PRODUCTION II (181) 1.0 Credit Grades 10-12 Year Course
Prerequisite: Departmental Approval

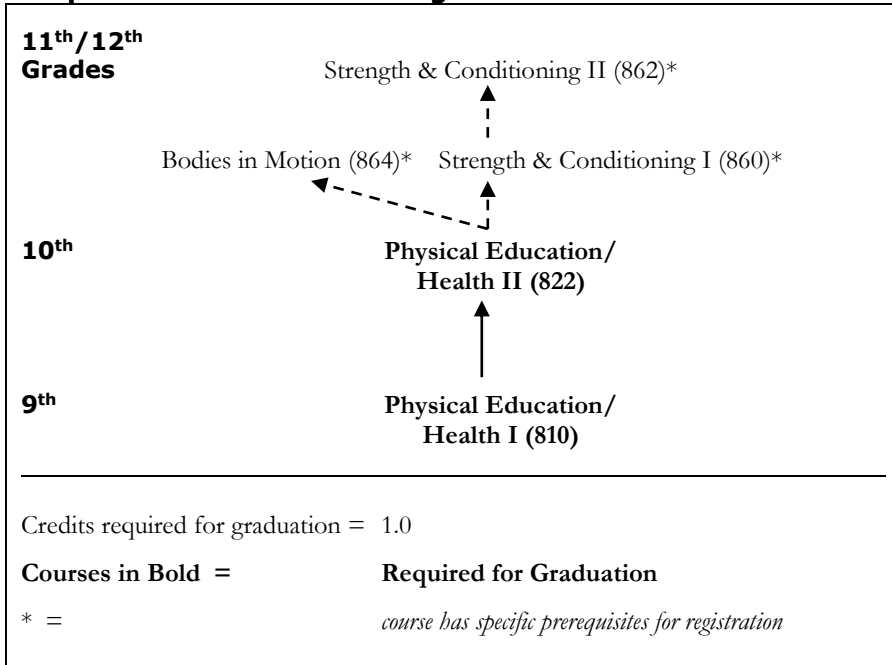
This year long course is a continuation of Media Production I with a focus on deliverable products. Media Production II students are responsible for the production of the DHSKnightlyNews.com website, video productions, and the school yearbook. Participants can expect a greater degree of autonomy and responsibility, and will work with Media Production I students throughout the year. All Media Production students are required to purchase their own 16 gigabyte (or greater) Class 10 SDHC card (approximately \$20).

PHYSICAL EDUCATION

Our Purpose

Physical Education is a necessary component in a program of education reflecting the total development of the individual. Our program contributes to understanding the process of physical health, social development, and self-directed learning. Individual classes assist the student in formulating a lifelong plan for physical activity allowing for the individual's unique desire, ability and motivation. In order to provide a lifelong model for physical activity, the program reflects the ability of the individual to determine his/her needs, goals and the methods that will best serve meeting those needs and goals.

Sequence of Course Offerings



PHYSICAL EDUCATION/ HEALTH I (810)

0.5 Credit Grade 9-12 One Semester

Required for Graduation

Physical Education: The student will be able to formulate a lifelong plan for physical activity, allowing for the individual's unique desire, ability and motivation. Social interaction is addressed through the practice of collaborative skills and team membership. Upon completion, the student will have the ability to determine his/her needs and goals, and the methods that will best serve meeting them. The student is required to come to class with the proper Physical Education attire. Students will be provided with a school issued lock. A variety of individual and team lessons encourage active participation.

Health: Health education is designed to be a comprehensive, prevention-oriented course. The goal is to facilitate the necessary skills to help the student begin to make healthy choices about their own life and lifestyle. The student is required to be a part of active class discussion in order to appreciate, formulate and understand different opinions and approaches to wellness.

PHYSICAL EDUCATION/ HEALTH II (822)

0.5 Credit Grade 9-12 One Semester

Required for Graduation / Prerequisite: Completion of Physical Education/Health I

This course is a continuation of Physical Education/Health I (810); see above for the basic course description. The health topics identified in Physical Education/Health I are developed further at various times during the course.

STENGTH &

CONDITIONING I (860)

0.5 Credit Grades 11-12 One Semester

Prerequisites: "B" or better in Physical Education II; Instructors consent

Students will develop appropriate skills, strategies, terminology and etiquette in order that they may be able to incorporate strength and conditioning into their daily routine while working toward lifetime fitness. Each student will be able to develop their own personal fitness plan that meets their own personal goals set at the beginning of the course. Throughout the course students will complete a series of writing assignments that will allow them to reflect upon their progress and gain a better understanding for the importance of personal fitness.

STENGTH &

CONDITIONING II (862)

0.5 Credit Grades 11-12 One Semester

Prerequisites: "B" or better in Strength and Conditioning I

Continuation of fitness plan from Strength and Conditioning I. Students will also take an active role in tracking their daily physical activity and nutritional habits through the use of an on-line interactive tracking system. The exploration of motivation as it relates to physical activity will also be explored through a group project.

BODIES IN MOTION (864) 0.5 Credit Grades 10-12 One Semester

Prerequisites: "B" or better in Physical Education II

This course is designed for students who are interested in improving flexibility and cardiovascular endurance. Students will accomplish this through exposure to several different units including: yoga, tae bo, pilates, plyometric training, zumba, core body development and kettle bell training. Students will be encouraged to engage in various activities in order to create lifelong healthy habits.



Fr. Samuel Mazzuchelli, O.P. (1809-1864, shown above) founder of the Sinsinawa Dominican Congregation of the Most Holy Rosary.

“Practice of the acts of friendship and charity towards all who are near to us, and by acquitting ourselves faithfully of all our religious and civic duties, we shall convince the world that we are true disciples of Jesus”