

# DOMINICAN

## CURRICULUM GUIDE 2026-2027

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### ACADEMIC POLICIES & COURSE OFFERINGS



**Dominican High School**

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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.



### **DOMINICAN 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 VERITAS MINISTRY SHIELD**

The central forms are the shield and the torch, the most prominent symbols within and across the Dominican order, distinguishing DVM's primary identity as Dominican. The shield has openings on its sides to reflect an openness to modern touches. The two forms, in the shape of a torch, spring up from the middle of the shield, one larger than the other, symbolizing a mentor-mentee learning relationship at the heart of DVM. The forms feature a color gradient to show a willingness to change with culture and various needs. Lastly, the black band at the center of the logo symbolizes unity, banning together in a new way to carry the legacy of Dominican education forward.

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 2026-2027 school year, we celebrate 180 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, in 2026, the Sinsinawa Sisters, alongside the Dominican Sisters of Houston and Adrian, transferred the sponsorship of their schools to the newly formed Dominican Veritas Ministries (DVM). DVM now sponsors nine institutions, one of which, is D.H.S. Through sponsorship, DVM continues the ministry that the Sinsinawa Dominican women began, a 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 priests, 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>	
<b>Religious Studies*</b>	4.0	4 years required: Religion I, II, III, IV
<b>English</b>	4.0	4 years required: English I, II, III, IV
<b>Mathematics</b>	3.0	3 years required: Geometry & Algebra II required
<b>Science</b>	3.0	3 years required: Biology & Chemistry required
<b>Social Studies**</b>	3.0	3 years required: World Cultures & U.S History required
<b>World Languages</b>	2.0	2 years required: French or Spanish
<b>Fine Arts</b>	1.0	1 year required: Visual Arts or Performing Arts
<b>Health &amp; Fitness</b>	1.5	1 year Fitness and 0.5 Health required .5 Fitness for class of 2028 and beyond
<b>Business &amp; Technology</b>	0.5	.5 Personal Finance required for Class of 2028 and beyond
<b>Campus Ministry*</b>	1.5	uKNIGHTED Service Credit upon completion in grades 10,11 & 12

<b>Total:</b>	<b>23.5</b>	<b>credits of required courses</b>
	<b>2.5</b>	<b>credits of elective courses</b>

\* Religious Studies requirement corresponds to years in Catholic high school. Campus Ministry uKNIGHTED service requirement corresponds to years at Dominican.

\*\* Passing grade on state mandated Civics test also required for graduation.

# **STUDENT COURSE LOAD**

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.

## **Freshman year – 5.0 required credits plus 2.0 electives**

1. Required Courses (5.5 credits):

Religion I	1 credit	English I	1 credit
Mathematics	1 credit	Biology	1 credit
World Cultures	1 credit		
2. Elected Courses (2.0 credits):

World Languages	Fine Arts
Health & Fitness	

## **Sophomore year – 5.5 required credits plus 2.0 electives**

1. Required Courses (5.5 credits):

Religion II	1 credit	English II	1 credit
Mathematics	1 credit	Chemistry	1 credit
U.S. History	1 credit	Service	0.5 credit
2. Elected Courses (2.0 credits):

World Languages	Fine Arts
Health & Fitness	Business & Technology

## **Junior year – 3.5 required credits plus 3.0 electives**

1. Required Courses (3.5 credits):

Religion III	1 credit	English III	1 credit
Mathematics	1 credit	Service	0.5 credit
2. Elected Courses (3.0 credits minimum):

Science	Social Studies
World Languages	Fine Arts
Health & Fitness	Business & Technology

## **Senior year – 2.5 required credits plus 4.0 electives**

1. Required Courses (2.5 credits):

Religion IV	1 credit	English IV	1 credit
		Service	0.5 credit
2. Elected Courses (4.0 credits minimum):

Mathematics	Science
Social Studies	World Languages
Fine Arts	Health & Fitness
Business & Technology	

# **REGISTRATION PROCEDURES**

## **Required for Enrollment**

### **FRESHMEN**

- Complete and submit application (fee \$35.00)
- Completion of High School Entrance Exam
- Records of grade school achievement
- Student essay
- Successful Completion of 8<sup>th</sup> grade
- Health and Immunization records & Birth Certificate or other official documentation showing student's full legal name
- Student Registration Fee (non-refundable): \$100.00
- Completion of PowerSchool enrollment forms

### **TRANSFER STUDENTS**

- Complete and submit application (fee \$50.00)
  - 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
  - Completion of PowerSchool enrollment forms
1. Ordinarily, student transfers will occur at the beginning of a new semester.
  2. 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.
  3. Upon enrollment, transfer students are considered probationary for their first full semester at Dominican High School. During this time, transfer students are expected to maintain satisfactory academic performance, adhere to behavioral expectations, and meet attendance requirements. Dominican reserves the right to terminate the enrollment of a transfer student who fails to meet or is unable to meet these expectations.
  4. Students transferring to Dominican will not be eligible for Valedictorian and Salutatorian honors.

Transfer credits will not be added to the Dominican transcript but will be used in conjunction with Dominican credits towards graduation.

## **CONTINUING STUDENTS**

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

- Completion of online course selection.
- Student Registration Fee (non-refundable): \$100.00 Late registrants will not be guaranteed their preference in course enrollments
- Resubmit PowerSchool enrollment forms

## **INTERNATIONAL STUDENTS**

- English Proficiency Exam - TOEFL (iBT) or SLEP
- English Language Interview
- Records of past grades
- Student essay
- Course placement exams
- Confirm receipt of I-20 after acceptance
- Prearrangement of any travel and I-20 signature check
- Homestay approval (if applicable)
- Completion of PowerSchool enrollment forms

## **CONTINUING INTERNATIONAL STUDENTS**

International students who are already enrolled in Dominican High School use the following procedure to register and return home each spring:

- Completion of online course selection.
- Selection of courses with required teacher recommendations. Late registrants will not be guaranteed their preference in course enrollments.
- Pick up of I-20 for end of school year travel along with Letter of Enrollment and copy of the student's current transcripts.
- Annual confirmation of arrival date in the United States.
- Resubmit PowerSchool enrollment forms
- Upon graduation, confirm transfer of I-20 in the SEVIS system

# **SCHEDULING POLICY & PROCEDURES**

## **Course Selection: Student & Guardian 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 member of the Counseling Department using a Course Change Request Form**. Dominican High School reserves the right to drop a course offering when an insufficient 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 guardian 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 course requests is the meeting between student and guardian(s). Guardians must review each course selection with their student to confirm that graduation requirements are satisfied. In addition, guardians should specifically plan for the coming academic year with their student to assess the relative demands upon the student's time.

## **Course Changes**

1. Once the student and guardian(s) have completed online course selection any student initiated changes in course registration must be formally submitted to a member of the Counseling Department by using a Course Change Request Form.
2. A request to add a course may be submitted up to 10 days into the semester.
3. 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.
4. The school reserves the right to cancel any course in the curriculum due to insufficient enrollment.
5. Requests from students or guardians for a specific teacher or to have a course during a specific time will not be honored.

## **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 credit 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, school 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.

## **Audit Policy**

Students who wish to audit a class must receive approval from the teacher, the Principal, and their school 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 school counselor if you are considering auditing a class.

## **Parental Choice or SNSP Religious Opt-Out Policy**

Any student participating in the Milwaukee Choice Program, Wisconsin Choice Program, or the Special Needs Scholarship Program has the right to opt-out of religious instruction. If a student wishes to opt-out of religious courses, the parent/guardian 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.

# **ADVANCED CURRICULUM COURSES**

Advanced Curriculum offerings are denoted with the suffix [-A]. 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 I-A, English II-A

Mathematics

Algebra I-A, Geometry-A, Algebra II-A with Trigonometry

Science

Chemistry-A, Physics-A

Social Studies

World Affairs-A

World Language

French IV-A, Spanish IV-A

Fine Arts

Music Theory-A

# **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. Colleges may grant full academic credit for students that score high enough on AP exams. The administration reserves the right to restrict AP enrollment based on a student's prior academic performance and course load.

**Current Advanced Placement courses at Dominican High School include:**

AP Art & Design

AP Literature & Composition-DE

AP Biology

AP Pre-Calculus

AP Calculus AB-DE

AP Psychology

AP Calculus BC-DE

AP Spanish

AP Chemistry

AP Statistics-DE

AP Computer Programming

AP United States Government and Politics

AP French-DE

AP United States History

AP Language & Composition

Other courses that prepare students to take an AP exam:

French IV-A

Spanish IV-A

# **DUAL ENROLLMENT COURSES**

Dominican High School offers a Dual Enrollment Program in partnership with various colleges. Dual Enrollment (DE) courses offer high school students the opportunity to take on challenging college-level course work in a traditional Dominican classroom setting. Students may also earn college credit from their DE course.

**Dual Enrollment courses at Dominican High School include:**

<b><u>Course</u></b>	<b><u>College/University</u></b>
2D Digital Imaging-DE	Marian University
AP Calculus AB-DE	Mount Mary University
AP Calculus BC-DE	Mount Mary University
AP French-DE	Saint Louis University
AP Literature & Comp.-DE	Saint Louis University
AP Statistics-DE	Marquette University
Catholic Social Teaching-DE	Marquette University
Philosophy for Theology-DE	Marquette University

## **AP AND DE COURSES**

Students taking courses that are both AP and DE may choose to take the AP test, dual enroll for college credit or both. Students are encouraged to check with their intended colleges to see what AP test scores award them credit and which dual enrollment courses may be accepted there in order to evaluate which option may be the best fit for their college options as well as their testing skill level.

**Current AP and DE courses at Dominican High School include:**

<b><u>Course</u></b>	<b><u>College/University</u></b>
AP Calculus AB-DE	Mount Mary University
AP Calculus BC-DE	Mount Mary University
AP French-DE	Saint Louis University
AP Literature & Comp.-DE	Saint Louis University
AP Statistics-DE	Marquette University

## **PASS/FAIL COURSES**

Some Dominican courses are graded on a Pass/Fail grading scale. A percentage of 60 or above will receive a passing grade issued as a 'P' on the transcript and will be issued course credit. A final percentage below 60 will not receive credit and will be recorded as an 'F' on the report card. Pass/Fail courses are not included in GPA.

**Current Pass/Fail courses at Dominican High School include:**

Ind. Fitness for Athletes	uKnighted Service 10, 11, 12
Ind. Technology Support	Youth Apprenticeship Program

# ACADEMIC POLICIES

**PowerSchool:** Students and Parent/Guardian(s) are given access to the PowerSchool attendance and grading system at the beginning of Freshman year. Grading information is maintained regularly throughout the school year by individual teachers. PowerSchool serves as a real-time progress report for all students. Every family is required to have a PowerSchool Parent Account to regularly monitor their student's academic progress and to complete required school forms.

**Parent/Teacher Conferences:** Conferences are offered for all students after the first quarter (October/November) 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:** Report Cards are emailed and posted in PowerSchool Parent Portals at the end of each quarter/semester for all students.

## Letter Grade – Grade Point Equivalent Values:

### Dominican High School Grading System

A (100-93) = 4.00	A- (92-90) = 3.67	B+ (89-87) = 3.33
B (86-83) = 3.00	B- (82-80) = 2.67	C+ (79-77) = 2.33
C (76-73) = 2.00	C- (72-70) = 1.67	D+ (69-67) = 1.33
D (66-63) = 1.00	D- (62-60) = 0.67	F (59-0) = 0.00

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

High Honors: 3.8 +	Honors: 3.5 – 3.79
(Commended: 3.33 – 3.49 – Grades 9 & 10 only)	

**Weighted Grades and GPA:** Some Dominican courses offer students the possibility of gaining college credit and/or are the equivalent of a college level course. Advanced Placement (AP), Dual Enrollment (DE), Physics – A, World Affairs - A and level IVs in the World Languages Department fit this category. These college equivalent courses require additional academic work and move at a more rigorous pace than other classes. These courses are given an additional weight in the calculation of a student's grade point average to match the challenge that students face when pursuing college-level proficiency.

In these courses the grade point equivalent value for each letter grade receives an additional 1.0 value. For AP, DE and college equivalent courses an A = 5.00, an A- = 4.67, B+ = 4.33 and so on. An F grade is not weighted and receives the same value as a non-weighted F grade or 0.00.

**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.

**Failures:** Students who receive semester failures (F’s) for required courses 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.

### **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 15<sup>th</sup> calendar day after 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 after 15 calendar days from the last day of the 1<sup>st</sup> or 3<sup>rd</sup> 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 Counseling Office. Consult your School Counselor for more information.

### **Attendance Withdrawal From a Course**

According to Wisconsin State Statute 118.15, a student cannot be excused from school for more than 10 days during a school year. If a student exceeds 10 absences, parents/guardians will be required to have an attendance meeting with the Dean of Students. Any student that missed 10 or more class periods in a semester will be on an attendance contract, will be placed under academic review, and may be required to withdraw from the course with an “F”. In instances where a significant medical condition exists, the student’s parent/guardian must submit documentation to excuse the student’s absences.

**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. earning a failing grade/credit deficiency in a course that is required for graduation
- D. three or more incompletes at the end of the quarter or semester
- E. failure to complete a required online course

Parents are notified of Academic Probation with a written notice. The Administration and Counseling 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.

**Exemptions:** It is to the discretion of the teacher and administration whether or not an exam exemption request can be made for a particular class. Seniors and second semester Juniors who are academically eligible and meet specific attendance criteria may be allowed to exempt a final exam. Student must have:

1. An ‘A’ average for the class for the semester.
2. No ‘CUTS’ or excessive ‘LTS’ (10 or more lates to school)
3. No more than 6 total absences in the class for the semester. This does not include school activities (ACTEX) and up to 4 college visits (COLLEGE). 2 tardies in the class will count as one absence and will count towards the 6 absence limit.
4. No suspensions or 3 or more detentions during the semester.
5. No more than 10 total tardies across all classes in the semester.

If an exam exemption is permitted the student and teacher will be notified.

**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 student’s 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. Online summer classes must be completed before the first day of school.

**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 and Science courses. The program should encourage students to improve study habits and complete the daily homework needed to succeed in a college preparatory classroom. Students 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 2026-27

Algebra I	Algebra II	Chemistry
Algebra I-A	Biology	Geometry

#### Criteria for Program Eligibility

- Student must have failed the first semester with a total percentage of between 50 – 59%.
- Student must obtain the permission to participate in the Credit Recovery Program from their School Counselor or Principal.

#### Criteria for Earning First Semester Credit

- The average of the student's two final semester grades must be above 60%. (Example; a student with a failing 57% grade in first semester must pass second semester with a 63% 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 which is not included in GPA calculation. 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.

**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.

**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.

**Class Rank:**

Since Dominican High School has a rigorous college preparatory curriculum, a cumulative ranking system does not fairly and accurately represent a student's relative achievement. Therefore, Dominican does not rank its students.

**Graduating Class Valedictorian & Salutatorian:**

At the end of the 1<sup>st</sup> 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 seven consecutive semesters.
- Demonstrate a behavioral and attendance record consistent with the mission of Dominican High School.

The State of Wisconsin Higher Educational Aids Board provides a scholarship to the valedictorian of the senior class if the student is attending college in Wisconsin. 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 highest ACT score will be used. If a tie remains,
3. The highest PSAT score will be used. If a tie remains,
4. The recipient will be chosen in a random drawing by administration

# COUNSELING DEPARTMENT

## Role of the School Counselor

The role of the school counselor is to work within the mission of Dominican High School by implementing a counseling program that holistically addresses the academic, personal/social, and career development of all students. This programming is provided through group and individual counseling, academic/college planning, and the delivery of school counseling curriculum in the classroom. The school counselors also provide short-term counseling in times of crisis and are trained to identify and respond to student mental health needs. Counselors assist students and families by providing resources and referrals to outside help when necessary and appropriate. They also serve as a bridge between students/families and the school when necessary.

## Services

The Counseling Department is student-centered and is integral to the educational program at Dominican. The counselors collaborate with school staff, parents, administration, and the community to promote positive student development and success. Counselors honor the individuality of each student and build upon their natural gifts and talents to help them reach their goals. Programming at each grade level is tailored to fit the unique and developmental needs of students at that time. The counseling department offers:

- Academic advising
- Course/schedule planning
- College/career planning
- Mental health counseling (short-term)
- Crisis intervention and referrals

## Confidentiality

Because counseling is based on a trusting relationship between the school counselor and student, information shared by the student will be kept confidential *except in certain situations* where confidentiality is limited. Under the following circumstances, school counselors are required to share information with others and break student confidentiality:

1. The student is presenting information about harming himself or another person
2. There is evidence or disclosure of past/current neglect or abuse (physical, sexual, and/or emotional)
3. There is a threat to school safety
4. The presenting information will dramatically impact the well-being of the greater Dominican community

Counselors may share information with parents/guardians, teachers and/or administrators on a need to know basis so that efforts can be coordinated to best support the student. Parents have the right to know about their child's general progress and are entitled to any and all information regarding academics (homework, test performance, grades, etc.).

# STUDENT SUPPORT PROGRAMS

## **Mazzuchelli Academic Center**

The Mazzuchelli Academic Center (MAC) offers programs that are available to students seeking academic assistance throughout the year. The MAC hosts several initiatives aimed at providing a variety of students with guidance, resources, and advocacy in all academic areas. MAC programs are available to students during their study periods. The MAC may also be assigned to a student by administrators.

## **Applied Learning Strategies**

Identified students who may need additional academic skill reinforcement will be assigned to the MAC to 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. Applied Learning Strategies is targeted for freshmen and sophomore students. Students may receive up to 1 credit over two years as part of this program. Juniors and Seniors may be assigned to the MAC in special circumstances.

## **Credit and Homework Intervention Program (CHIP)**

This program is mandated for some students who are in danger of failing one or more classes due to incomplete or substandard homework, low test scores, extended absences, or other reasons. CHIP enrolled students work to create and execute a step by step daily plan to sustain satisfactory progress in each area of concern.

## **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.

## **Special Needs Scholarship Program (SNSP)**

Dominican High School participates in Wisconsin's state-funded Special Needs Scholarship Program (SNSP) for eligible students with disabilities. This program allows Dominican to access state funds to help support and enhance student support services. SNSP funding is not part of the tuition process and is used solely to support student needs at Dominican.

# COLLEGE ADMISSIONS

College admissions offices primarily consider the following factors:

➤ **Course Schedule and Grades Earned**

AP/DE: These courses show students challenging themselves.

Trends: Colleges prefer to see consistency or an upward trend.

➤ **GPA**

➤ **Standardized Test Scores** (if applicable)

➤ **Teacher Recommendations**

Letters speak to the student's personality, work ethic, and involvement.

➤ **Activities and Involvement**

Students should get involved in activities they are passionate about like athletics, school organizations, or community service.

➤ **College Essay**

Students have the opportunity to tell their story and show personality.

This table shows the general subjects required and recommended for high school students to take prior to college. This is a general idea of college admissions requirements, visit specific college websites for their requirements. Specific majors may require specific coursework, i.e. Pre-Calculus for Business majors or Physics for Engineering. Students are responsible for researching their college's specific admissions requirements.

Credit Requirements for College Admissions			
Subject	Dominican Requirements	University of Wisconsin System	Selective College Recommendations
English	4 credits	4 credits	4-5 credits including AP level
Social Studies	3 credits	3 credits	4+ credits including AP level
Math	3 credits (to include Geometry & Algebra II)	3 credits (to include Algebra I, Algebra II & Geometry)	4 credits including AP level
Science	3 credits (to include Biology & Chemistry)	3 credits (2 with laboratory)	3-4 credits (to include Biology, Chemistry, & Physics)
World Language	2 credits	Not required for most; UW-Madison recommends 2-3 credits	3-4 credits of the same language
Health & Fitness	1.5 credit	---	---
Bus. & Tech.	0.5 credit	---	---
Fine Arts	1 credit	---	1+ Recommended
Religion	4 credits	---	---
Service	1.5 credit	---	---
Electives	2.5 credits of elective courses	4 Academic Credits from Areas Above	Academic Electives
<b>TOTAL</b>	<b>23.5 Credits of Required Courses</b>	<b>17 (or more) Academic Credits</b>	<b>20+ Academic Credits</b>

# 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 the history of the Church and call of God within our lives*
- *Immersing students in 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

### Grade

**12<sup>th</sup>**

**Religion IV Philosophy for Theology-DE (051),  
Death & Dying (048), World Religions (063), or  
Faith & Science (386)**



**11<sup>th</sup>**

**Religion III Church History (034) and  
Catholic Social Teaching – DE (038)**



**10<sup>th</sup>**

**Religion II Living Sacred Scripture (020)**



**9<sup>th</sup>**

**Religion I Catholic Christianity (010)**

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Credits required for graduation = 4.0

**Courses in Bold = Required for Graduation**

**RELIGION I** (010) 1.0 Credit Grade 9 Year Course

*Required for freshmen*

**Catholic Christianity:** Students will experience 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 Mass, 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.

## **Junior Religion**

**CHURCH HISTORY** (034) 0.5 Credit Grade 11 One Semester

*Required for juniors*

Students will learn the major developments of Church doctrine and key figures in Church History. This knowledge will be applied to develop a deeper understanding of how God works in human history and in students' own lives. Students explore the traditions of the Church, while 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 the successful completion of tests, assignments, projects, participation in class, and taking notes. Students plan and lead daily prayer reflections.

## **CATHOLIC SOCIAL**

**TEACHING – DE** (038) 0.5 Credit Grade 11 One Semester

**Dual Enrollment** *Required for juniors*

This course will examine the historical settings and the biblical and theological foundations for Catholic Social Teaching. By applying a process of social analysis, students will probe the underlying causes of issues of social justice and peace. The course will explore how the principles of Catholic Social Teaching address these issues and how students might apply these principles to their future service experiences. This class is being offered as a dual enrollment course through Marquette. Students can take this course for only high school credit or for both high school and college credit.

## **Senior Religion**

**DEATH & DYING** (048)      0.5 Credit      Grade 12      One Semester

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.

**FAITH & SCIENCE** (386)      0.5 Credit      Grades 11-12      One Semester

Religion and science are often viewed as being in conflict with each other: this misconception makes it difficult for students to see that their faith is compatible with a scientific worldview and can inform modern culture. Students will explore different theories on how science and religion can be integrated into a cohesive Catholic and Christian perspective and examine the dialogue between religion and science on topics such as the Big Bang theory, evolution, bioethics, and environmental ethics. This course emphasizes the analysis and discussion of primary and secondary sources as well as independent research.

**WORLD RELIGIONS** (063)      0.5 Credit      Grade 12      One Semester

*Prerequisite: Church History*

This course will survey the major world religious traditions including Judaism, Eastern Christianity, Islam, Traditional Indigenous Religions, Hinduism, Buddhism, and other faiths. Students will study the history and major beliefs of each tradition in an effort to increase interreligious awareness. This course will encourage students to seek God’s truth in comparing these religions to Christianity and is rooted in Church guidance on non-Christian religions, especially from the Second Vatican Council document, *Nostra Aetate*.

## **PHILOSOPHY FOR**

**THEOLOGY – DE** (051)      0.5 Credit      Grade 12      One Semester

**Dual Enrollment** (*Prerequisite: 'B' in Religion III and English or Teacher Recommendation*)

Philosophy for Theology is a historical and methodological overview of the philosophical themes and concepts important in the study of religion and Christian theology, with emphasis on the modern and contemporary periods. The main objectives of the course are to become familiar with important philosophical figures, issues, and methods, and to gain an appreciation of the relation to these variety of contemporary approaches in theological study. This class is being offered as a dual enrollment course through Marquette University’s Theology 2300 course. Students can take this course for only high school credit or for both high school and college credit.

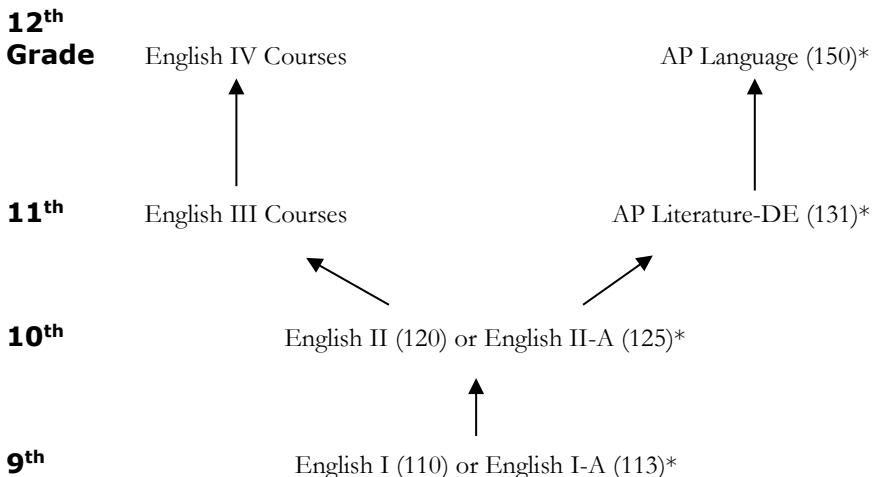
# ENGLISH

## 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



Credits required for graduation = 4.0

-A, -AP = Course is advanced and/or Advanced Placement

\* = Course has specific prerequisites for registration

## **Freshman English**

### **ENGLISH I** (110) 1.0 Credit Grade 9 Year Course

Students enrolled in this course will refine basic English skills through completion of units on composition, literature, grammar, and literary 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, students will read novels, plays, and creative non-fiction. 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.

### **ENGLISH I-A** (113) 1.0 Credit Grade 9 Year Course

#### **Advanced Curriculum** (*Prerequisite: Admissions Committee/Department Approval, based on entrance and placement exams and writing sample assessments*)

Students enrolled in this course will develop the foundational skills necessary for success in college level English courses. Students will work to demonstrate mastery of strategies that will contribute toward the development of literary critical insights, the effective expression of well-substantiated arguments, and the overall advancement of core English language skills. Students will read and respond to a variety of novels, dramatic works, short stories, essays, and poems from a diverse set of writers who lived across the globe throughout many different eras of human history. In addition, students in this course will focus heavily on the development of academic writing skills with an emphasis on seeking sophistication and nuance while maintaining an efficient and focused organizational structure.

## **Sophomore English**

### **ENGLISH II** (120) 1.0 Credit Grade 10 Year Course

Sophomore English engages literature 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 one term paper. There is a summer reading requirement.

### **ENGLISH II-A** (125) 1.0 Credit Grade 10 Year Course

#### **Advanced Curriculum** (*Prerequisite: Teacher Recommendation*)

Sophomores in the Advanced English Curriculum will engage with American literature across multiple decades through the lens of social commentary. Key points of emphasis will be for students to examine the world around them at this present moment, to constantly question what it means to “be an American,” and to refine their critical thinking skills in the process. Students will be expected to write a number of analytical essays of varying length and difficulty, culminating in term papers. This class is intended for students who are clearly already advanced in their English ability, and will be evaluated as such. There is a summer reading requirement.

## **Junior English**

### **CLASSICAL LITERATURE**

**STUDIES** (152)      0.5 Credit      Grade 11      One Semester

This course provides juniors with the opportunity to explore works from the Early Modern to Modernist Periods. In it, students may explore the history, culture, and art of each era, searching for connections to their current lives. They will also continue to develop their critical thinking, speaking, and writing skills. Topics may include literary modes and genres, criticism and theory. Writing assignments will vary in scope and length, and will all aim to assist students in mastering their expression and critical insights, particularly in terms of their confidence, sophistication, and fluidity. There is a summer reading requirement.

### **CONTEMPORARY**

**LITERARY STUDIES** (149)      0.5 Credit      Grade 11      One Semester

This course will delve into works from the end of WWII to the present day. Students can expect to see poetry, novels, short stories, plays, and films, as well as forms that seek to expand the definition of 'literature.' Students will be given the opportunity to see literature through an array of critical lenses, including, but not limited to, reader response, economic/social class, archetypal, and formalist theories. Students may continue to see the works in light of their literary elements and in terms of their ties to contemporary life and its contexts. Writing assignments will ask students to demonstrate their growing uniqueness of expression and ability to outline thoughts complex in nature. There is a summer reading requirement.

### **AP LITERATURE &**

**COMPOSITION - DE** (131)      1.0 Credit      Grade 11      Year Course

**Advanced Placement/Dual Enrollment** (*Prerequisite: English II-A and/or Teacher Recommendation*)

AP English Literature and Composition is an introductory college-level course in which students hone their abilities to carefully and critically read, analyze, and write about complex literature. Students can expect to encounter a range of short fiction, poetry, longer fiction, and drama in this course. Students learn to identify key decisions made by authors in order to craft their own arguments that reveal cogent, persuasive lines of reasoning and write with an elevated sense of sophistication. Studies of character, setting, structure, narration, figurative language, and literary argumentation form the foundation of the course. Students are expected to arrive to class prepared to participate in discussion of the assigned reading each day. There is a summer reading requirement. AP Literature and Composition is being offered as a dual enrollment course through Saint Louis University's ENGL 2250 course. Students can take this course for only high school credit or for both high school and college credit. Students can choose to take the AP Literature exam and/or the Dual Enrollment option.

## **Senior English**

### **MODES OF COMPOSITION**

**& COMMUNICATION** (141) 0.5 Credit Grade 12 One Semester

In this course, students can expect to craft essays, create projects, and engage in debates, Socratic seminars, creative writing, and presentations that will develop their ability to communicate ideas about a given topic or text. Additionally, students will develop critical speaking and listening skills through the study of and practice in the basic principles and techniques of effective communication. There is a summer reading requirement.

### **DIVERSE VOICES IN WORLD**

**LITERATURE** (138) 0.5 Credit Grade 12 One Semester

The cannon of literature is filled with the voices of the powerful majority. In this course, students will broaden their horizons through the study of texts from underrepresented authors throughout literature. Students can expect regular literary analysis reading and a variety of writing assignments as they explore literature written by women, ethnic minorities, and other marginalized voices. There is a summer reading requirement.

### **DRAMATIC LITERATURE**

**STUDIES** (153) 0.5 Credit Grade 12 One Semester

Dramatic Literature Studies is a one semester elective course that will use a variety of plays as a vehicle for the development of core college level literary and language skills. Students will read and respond to dramatic works through literary analysis papers, creative projects, and even on-stage interpretations. A special focus on character development and conflict structure will spark conversations for students enrolled in this course seeking new ways to master the nuances of literary criticism and analysis. There is a summer reading requirement.

### **AP LANGUAGE &**

**COMPOSITION** (150) 1.0 Credit Grade 12 Year Course

**Advanced Placement (Prerequisite: AP Literature-DE and Teacher Recommendation)**

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 these 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 strategies
3. Complete Advanced Placement Language exam preparation exercises
4. Review and reinforce the language elements necessary for successful communication

*Continued...*

Successful students will learn to 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

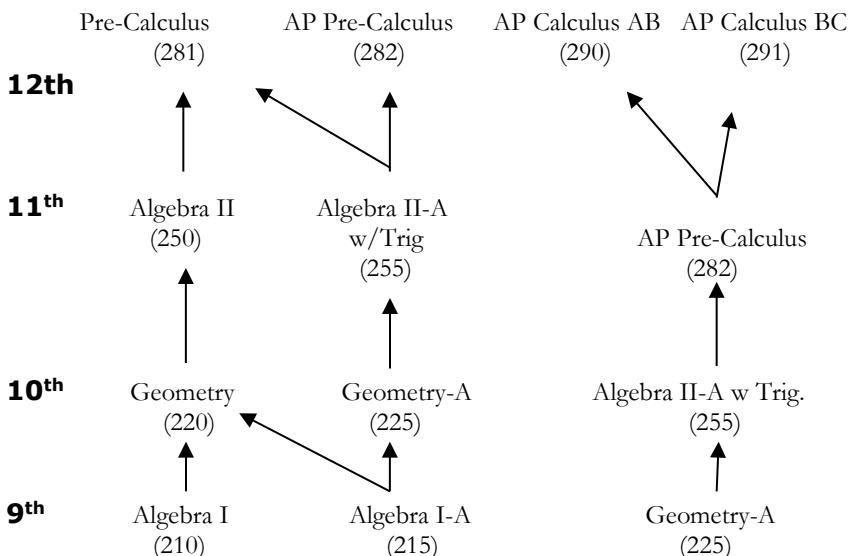
Mathematics is a representation of God's truth and beauty in this world. It is often referred to as the Universal Language as its concepts are demonstrated across cultural and language boundaries. We believe that students develop their intellectual gifts by successfully participating in a wide range 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 9<sup>th</sup> through 12<sup>th</sup> 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

### Grade



-A, AP = Course is advanced or Advanced Placement

**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.*

**Math courses starting at Algebra II and above require a graphing calculator. Acceptable graphing calculators are:**

- TI 83
- TI 84 (multiple variations)
- TI NSpire (TI-NSpire CAS editions will not be allowed)

**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 (Upon teacher referral). A scientific or graphing calculator is required.

**GEOMETRY** (220) 1.0 Credit Grades 10-11 Year Course

*Prerequisite: Algebra I-A or Teacher Recommendation in Algebra I*

In Geometry students develop both inductive and deductive reasoning skills, while exploring Euclidean Geometry. Students use traditional construction techniques, powers of observation and proofs 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: Teacher Recommendation*)

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. Students who successfully complete Geometry-A may register for Algebra II-A with Trigonometry. A scientific or graphing calculator is required.

**ALGEBRA II** (250) 1.0 Credit Grades 9-11 Year Course

*Prerequisite: Geometry or Geometry-A or Teacher Recommendation*

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 Pre-Calculus. A graphing calculator is required.

**ALGEBRA II-A with**

**TRIGONOMETRY** (255) 1.0 Credit Grades 10-11 Year Course

**Advanced Curriculum** (*Prerequisite: B' in Geometry-A or Teacher Recommendation*)

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 AP Pre-Calculus. A graphing calculator is required.

**PRE-CALCULUS** (281) 1.0 Credit Grades 11-12 Year Course

*Prerequisite: 'C+' in Algebra II or Algebra II-A w Trig. or Teacher Recommendation*

This is a year long course that will provide students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college level mathematics courses. Pre-Calculus explores a variety of function types and their applications – linear, quadratic, polynomial, rational, exponential, logarithmic, trigonometric and more. Matrices and conics will also be studied. 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.

**AP PRE-CALCULUS** (282) 1.0 Credit Grades 10-12 Year Course

**Advanced Placement** (*Prerequisite: 'C+' in Algebra II-A w Trig. or Teacher Recommendation*)

AP Pre-Calculus covers topics equivalent to a first semester college precalculus course. This course provides students with an understanding of the concepts of college algebra, trigonometry and additional topics that prepare students for further college level mathematics courses. AP Pre-Calculus explores a variety of function types and their applications – polynomial, rational, exponential, trigonometric, polar, parametric, vectors and matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations and communication and reasoning are developed. Students who enroll in this course are required to take the AP exam in May. A graphing calculator is required.

**AP CALCULUS AB - DE** (290) 1.0 Credit Grades 11-12 Year Course

**Advanced Placement/Dual Enrollment** (*Prerequisite: 'B' in Pre-Calculus or AP Pre-Calculus or Teacher Recommendation*)

Calculus AB 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 are presented with an in – depth study of limits, derivatives, and integrals. In all cases, applications are studied in conjunction with problem solving. A graphing calculator is required.

AP Calculus AB is being offered as a dual enrollment course through Mount Mary University's MAT 251 course. Students can take this course for only high school credit or for both high school and college credit. Students may take the AP Calculus AB exam and/or the dual enrollment option for this class.

**AP CALCULUS BC - DE** (291) 1.0 Credit Grade 11 – 12 Year Course

**Advanced Placement/Dual Enrollment** (*Prerequisite: 'A' in AP Pre-Calculus, 'C' in AP Calculus AB or Teacher Recommendation*)

Calculus BC is for students who are interested in further studying mathematics, sciences, and engineering. Students will build upon the Calculus AB curriculum. Topics will include limits, derivatives, integrals, sequences, and series. Graphing calculators will be used for discovery and to illustrate appropriate topics. This course will prepare students to take the Calculus BC AP exam. A graphing calculator is required.

AP Calculus BC is being offered as a dual enrollment course through Mount Mary University's MAT 251 and MAT 252 course. Students can take this course for only high school credit or for both high school and college credit. Students may take the AP Calculus BC exam and/or the dual enrollment option for this class.

**STATISTICS** (270) 0.5 Credit Grades 11-12 One Semester

*Prerequisite: 'C' in Algebra II or Algebra II-A w/ Trig. or Teacher Recommendation*

Students acquire skills to analyze everyday statistics and understand how they impact our perception of the world. This course covers descriptive statistics, probability, design of experiments, and an introduction to inference. 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 - DE** (271) 1.0 Credit Grades 11-12 Year Course

**Advanced Placement/Dual Enrollment** (*Prerequisite: 'B' in Algebra II or 'C+' in Algebra II-A w/ Trig. or Teacher Recommendation*)

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. A graphing calculator is required.

AP Statistics is being offered as a dual enrollment course through Marquette University's MATH 1700 course. Students can take this course for only high school credit or for both high school and college credit. Students may take the AP Statistics exam and/or the dual enrollment option for this class.

# 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

**12<sup>th</sup>**

**Grade**

### Year Courses

AP Biology \* (330)  
AP Chemistry \* (366)  
Physics\* (370)  
Physics-A\* (375)

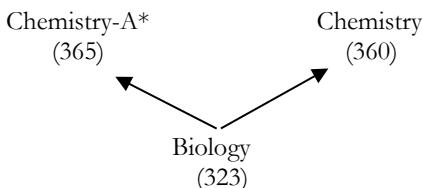
### Semester Courses

Environmental Science (384)  
Anatomy & Phys.\* (380)  
Forensic Science (385)  
Faith & Science (386)

**11<sup>th</sup>**

**10<sup>th</sup>**

**9<sup>th</sup>**



Credits required for graduation = 3.0, including 1.0 credit in Biology and 1.0 in Chemistry or Chemistry-A

-A, AP = course is advanced/advanced placement

\* = course has specific prerequisites for registration

**BIOLOGY** (323) 1.0 Credit Grade 9 Year Course

This introductory course explores the major themes of biology in molecular, cellular, and macro-level contexts. Topics include cell structure and function, protein synthesis and mutations, genetics, and evolution. Students will plan and implement data collection, analyze data, and communicate evidence to justify claims with the use of graphs, models, and written arguments.

**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

**Advanced Curriculum** (*Prerequisite: Concurrent enrollment in Geometry-A or higher or Teacher Recommendation*)

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.

**ENVIRONMENTAL**

**SCIENCE** (384) 0.5 Credit Grades 10-12 One Semester

Environmental science is an interdisciplinary field that draws on the physical, biological, and social sciences to study how humans influence and are influenced by the natural environment, in order to solve environmental problems. In this course, students will study a number of contemporary environmental issues with a scientific and social lens to determine the extent of the issue, including its effects on ecosystems and human populations, as well as evaluate potential solutions. A variety of methods will be used to explore these issues including case studies, laboratory experiments, and projects. Topics include: introductory ecology, water management and availability, Climate Change, agriculture/food availability, and alternative energy

**FORENSIC SCIENCE** (385) 0.5 Credit Grades 11-12 One Semester

Forensic Science is a laboratory-based science class designed for students who are interested in forensic science. The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists and crime scene investigators, and to develop an understanding of the scientific concepts which serve as the basis for these techniques.

**FAITH & SCIENCE** (386) 0.5 Credit Grades 11-12 One Semester

Religion and science are often viewed as being in conflict with each other: this misconception makes it difficult for students to see that their faith is compatible with a scientific worldview and can inform modern culture. Students will explore different theories on how science and religion can be integrated into a cohesive Catholic and Christian perspective and examine the dialogue between religion and science on topics such as the Big Bang theory, evolution, and human origins. This course emphasizes the analysis and argumentation based in primary and secondary sources.

**ANATOMY &**

**PHYSIOLOGY** (380)

0.5 Credit Grades 11-12 One Semester

*Prerequisites: 'C' in Chemistry or Teacher Recommendation*

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 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.

**PHYSICS** (370)

1.0 Credit Grades 11-12 Year Course

*Prerequisite: 'B' in Chemistry or Teacher Recommendation*

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-A** (375)

1.0 Credit Grades 11-12 Year Course

**Advanced Curriculum** (*Prerequisite: 'B' in Chemistry-A and concurrent enrollment in Alg. II-A w Trig or higher or Teacher Recommendation*)

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.

**AP CHEMISTRY** (366)

1.0 Credit Grades 11-12 Year Course

**Advanced Placement** (*Prerequisite: Teacher Recommendation. Concurrent enrollment or completion of in Alg. II-A w Trig or higher is highly recommended*)

This course is designed to provide students with the conceptual framework, factual knowledge, mathematical skills and analytical skills necessary to successfully deal with the challenges of college-level chemistry. Concepts introduced in Chemistry-A will be explored in greater depth and more advanced topics such as kinetics, equilibrium, thermodynamics, electrochemistry and acid-base chemistry will be presented. Laboratory work approximates the labs seen in a freshman college chemistry course. Students who enroll in this course are required to take the AP Chemistry exam in May.

**AP BIOLOGY** (330) 1.0 Credit Grades 11-12 Year Course

**Advanced Placement (Prerequisite: Teacher Recommendation)**

Students will apply conceptual themes of biology, statistical analysis, and principles of experimental design to evaluate and make predictions about biological systems. Topics introduced in Biology will be analyzed in greater detail and include energetics and communication at the cellular and molecular level, genetics and the principles of protein synthesis, evolution, and biotechnology. Students who enroll in this course are required to take the AP Biology exam in May.

# **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. Students in APUSH and United States History will take the state mandated Civics test. Students should be aware that many universities suggest more than three social studies credits for admission.*

*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**

### **11<sup>th</sup> & 12<sup>th</sup>**

**Electives:** Psychology (450), AP Psychology\* (452),  
World Affairs – A\* (482), Domestic Social Issues (477),  
Cont. Am. Culture (431), Introduction to Law (465), History in Film (440),  
U.S. Gov. (455), AP U.S. Gov.\* (456), Am. Citizenship & Society (453)



### **10<sup>th</sup>**

**United States History (420) or AP United States History\* (421)**



### **9<sup>th</sup>**

**World Cultures (410)**

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Credits required for graduation = 3.0

**Courses in Bold = Required**

-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 Freshmen*

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, Asia, Central & 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 21<sup>st</sup> 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: *B+* in World Cultures and Teacher Recommendation.

*This course fulfills the 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 current 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.

**U.S. GOVERNMENT &****POLITICS** (455)

0.5 Credit    Grades 11-12    One Semester

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: U.S. Government & Politics and/or Teacher Recommendation. This course is 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

## **AMERICAN CITIZENSHIP**

**& SOCIETY** (453) 0.5 Credit Grades 10-12 One Semester

This course examines the interconnected civic, economic, and geographic systems that shape societies in an increasingly globalized context. Students analyze the structure of the United States government, the Constitution, and the human geography that has influenced American history and public policy, as well as how economic systems allocate limited resources and how populations interact with space, culture, and the environment. The course emphasizes critical thinking, civic literacy, and geographic reasoning to develop the skills necessary for informed citizenship, effective economic decision-making, and an understanding of the United States' role in a global context.

## **CONTEMPORARY AMERICAN**

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

*Prerequisite: U.S. 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.

## **DOMESTIC SOCIAL**

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

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 students, who are approaching voting age, to understand pressing issues in American society.

**WORLD AFFAIRS - A** (482) 0.5 Credit Grades 11-12 One Semester

**Advanced Curriculum** (*Prerequisite: Teacher Recommendation.*)

World Affairs examines contemporary international conflicts and changes within a historical context. Challenges confronting the international community will be examined, such as the wars in Ukraine and the Middle East, worldwide health crises, climate policies, immigration policy, and international human rights issues. Topical issues pertaining to the Middle East, Africa, Europe, Latin America, and Asia will be studied as time permits. Ultimately, students will evaluate appropriate international and U.S. foreign policies in response to these international issues.

**PSYCHOLOGY** (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: 'B' in Psychology*)

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

*Prerequisite: U.S. History and Parental Permission*

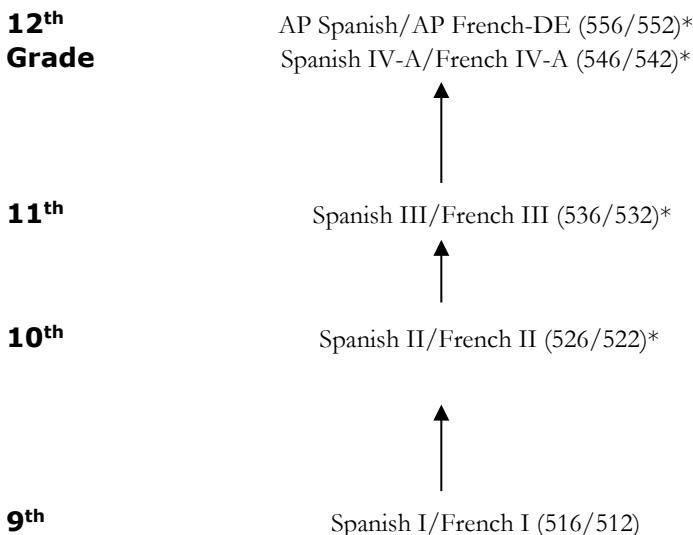
Since narrative storytelling is the primary method of inquiry for most of recorded history, it only makes sense to use the modern incarnation of it, Hollywood films, to prepare for the future. In the fast-paced world of contemporary society, individuals are constantly bombarded by challenging visual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

# 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



Credits required for graduation = 2.0, more recommended

-A = advanced

\* = course has specific prerequisites for registration

**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. Students increase their language proficiency and cultural competence via music, cultural readings and curriculum-based videos. Spanish is used in classroom instruction and interactions as much as possible.

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

*Prerequisite: Spanish I or Teacher Recommendation.*

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. Students increase their language proficiency and cultural competence via music, cultural readings, 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' in Spanish II or Teacher Recommendation*

This course provides more extensive development and practice of interpretive, presentational, and interpersonal skills in Spanish as well as cultural competence. The curriculum base is an online textbook. New thematic topics, with their related grammar concepts, are introduced and consist of learning about culturally sustainable practices related to the environment, rural and urban life, and health and wellness as well as linking personal choices and communal needs with work and careers, arts/movies/television, and news/media/current events. Students will give brief pair skits in Spanish related to specific language structures, and they will increase their language understanding and proficiency by reading textbook selections and brief articles, listening to podcasts, and viewing related video clips.. 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: 'C' in Spanish III or Teacher Recommendation*)

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 cultural topics include the history, art, literature, and cultural traditions of Spain. Students will give presentations in Spanish on the art, food, and regional identity of Spain. In addition to reading textbook selections and authentic articles, students will read and discuss short stories in Spanish that are related to the cultural topics we are studying. They will improve their language skills and enhance their cultural competence by viewing a variety of full-length films related to Spanish art, the Spanish Civil War, and the Camino de Santiago pilgrimage in northern Spain. Classroom instruction and interactions are entirely in Spanish. This class serves as preparation for the AP and college placement exams.

**AP SPANISH** (556) 1.0 Credit Grades 11-12 Year Course

**Advanced Placement** (*Prerequisite: 'B' in Spanish IV or Teacher Recommendation*)

AP Spanish serves as preparation for the AP and college placement exams and is a comprehensive exploration of the Spanish-speaking language and culture throughout the world. Using the *Temas* test series and its *Supersite*, students spend the year learning important cultural and linguistic lessons about families & communities, the search for self, science & technology, and modern life in the Spanish-speaking world. These lessons are accomplished using literature, movies, newspapers, academic studies, Spanish websites, and audio. Emphasis is placed on listening, reading, writing, and speaking with an advanced level of proficiency. Students fully acquire ownership of their language development as they fully immerse and self-express in Spanish. Students who are enrolled in this course are required to take the AP Spanish Language and Culture exam in May.

**FRENCH I** (512) 1.0 Credit Grades 9-12 Year 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, food, 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: French I or Teacher Recommendation*

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, and 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, and internet searches. All is supplemented by authentic French material.

**FRENCH III** (532) 1.0 Credit Grades 9-12 Year Course

*Prerequisite: 'C' in French II or Teacher Recommendation*

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: 'C' in French III or Teacher Recommendation*)

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.

**AP FRENCH - DE** (552) 1.0 Credit Grades 11-12 Year Course

**Advanced Placement/Dual Enrollment** (*Prerequisite: French IV-A completed with 'B' average and/or Teacher Recommendation*)

AP French serves as preparation for the AP and college placement exams and is a comprehensive exploration of the French language and culture throughout the world. Using the *Thèmes* test series and its *Supersite*, students spend the year learning important cultural and linguistic lessons about families & communities, the search for self, science & technology, and modern life in the French-speaking world. These lessons are accomplished using literature, movies, newspapers, academic studies, French websites, and audio. Emphasis is placed on listening, reading, writing, and speaking with an advanced level of proficiency. Students fully acquire ownership of their language development as they fully immerse and self-express in French. AP French is being offered as a dual enrollment course through Saint Louis University's French 1020/2010 course. Students can take this course for only high school credit or for both high school and college credit. The AP French exam will be optional for any student taking the class as Dual Enrollment.

# VISUAL ARTS

*Please note: Dominican students are required to take 1.0 or more credits in Fine Arts, which includes visual arts and performing arts.*

## 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 visual elements within art and visual culture/media to help make them aware of their abilities and creative potential. Any new student with an extensive art background may submit a portfolio 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):

AP Art & Design (652), Adv. Art Studio (650),  
Stained Glass II (644)



### Level II (Intermediate Courses):

Adv. Photography (634), 2D Digital Imaging-DE (638),  
Drawing & Painting (611), Ceramics (622), Stained Glass I (641),  
From Flat to Form (633)



### Level I (Introductory Course):

Art Foundations (603)

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Credits required for graduation = 1.0 within Fine Arts

**Prerequisites:** *Art Foundations (603) must be completed before enrolling in a Level II course; a 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 design, draw, shade, paint, and learn how to thoughtfully create and analyze visual compositions. An emphasis on process, experimentation, and keeping an open mind will help students learn new techniques and mediums to grow their artistic abilities. Students will learn and use a variety of processes including collage, drawing, painting, printmaking, and mixed media.

**DRAWING &**

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

*Prerequisite: Art Foundations*

Students will gain experience in drawing and painting skills through a variety of themes and styles while exploring mediums such as ink, charcoal, ebony pencil, pastel, oil pastel, watercolor, and acrylic paint. Students will work from life to gain experience in interpreting objects from a 3D world to a 2D surface. Art historical references and contemporary artists will be used to teach concepts and techniques. Assignments challenge students to think creatively as they develop their “voice” in this sequential, combined drawing and painting course. Recommended for college portfolio preparation.

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

*Prerequisite: Art Foundations*

Ceramics is the foundational course for working with clay. Students create hand-built pottery and sculpted forms with projects that explore a variety of themes and art historical references, including using pinching and sculpting methods, slab-building, and coiling. Students will learn and get a chance to throw on the electric pottery wheel. A variety of approaches will help students experiment with surface textures, glazes and other mediums to finish their pieces.

**FROM FLAT TO FORM** (633) 0.5 Credit Grades 10-12 One Semester

*Prerequisite: Art Foundations*

This course encourages students to create artwork that extends beyond the page. Students transform photographs and other image-based sources into sculptural works and installations. Working with a wide range of materials, students engage in both individual and collaborative projects, with emphasis placed on experimentation, creative problem-solving, spatial awareness, and thinking like a contemporary artist.

## **2D DIGITAL IMAGING-DE** (638) 0.5 Credit      Grades 10-12      One Semester

### **Dual Enrollment Prerequisite: Art Foundations**

This is an introduction to the fundamental concepts and skills of visual art and

graphic communication in the digital realm. Emphasis is placed on the elements, principles and techniques of making art and designing two-dimensionally. Special considerations for creating art/design in Photoshop and Illustrator will be addressed, including specialized terminology, image creation, digital color, and printing. The course provides an introduction to developing creative strategies and workflow combined with an understanding of image and content establishing skills that strengthen the student's ability to make, evaluate and discuss works of art/design. As this is a dual enrollment class taught in conjunction with the Marian University **Art 101A 2D Digital Design** course taught to high school students, a collegiate level workload is to be expected.

## STAINED GLASS I (641)

0.5 Credit    Grades 10-12    One Semester

Prerequisite: Art Foundations

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 10-12    One Semester

Prerequisite: Stained Glass I and/or Teacher Recommendation

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. \$25 fee includes most materials.

## ADVANCED

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**PHOTOGRAPHY (634)**

0.5 Credit      Grades 10-12      One Semester

Prerequisite: Art Foundations

Advanced photography is designed for those students who are considering photography as a profession or planning to attend an art college. This course will help students to sharpen their technical photographic skills, develop stronger concepts behind their work and experiment with new processes and approaches to the medium. We will also focus on editing, curation and exhibition. There is a \$30 course fee for film and photographic paper supply.

## ADVANCED ART STUDIO

0.5 Credit    Grades 11-12    One Semester

Prerequisite: Art Foundations, at least 2 Level II Courses, & Teacher Recommendation.

Advanced Art Studio is designed for upper-level art students looking to further develop their technical 2D and 3D art-making skills and conceptual depth of ideas while building a portfolio of work. Coursework will be determined each semester based on student interest. This may include advanced drawing, painting, printmaking, and clay techniques including but not limited to observational drawing/painting, portraiture, abstraction, landscape/perspective, and experimentation with tools and media.

**AP ART & DESIGN (652)**

1.0 Credit

Grade 12

Year Course

*Prerequisite: Teacher Recommendation*

AP Art and Design is for those students pursuing visual arts after graduation. In this course you'll develop the skills that artists and designers use and create a portfolio of work. Develop your skills through materials and processes *of your choice* such as graphic design, photography, collage, printmaking, fashion illustration, sculpture, digital drawing, painting and mixed media work. Students will build a working portfolio of artwork to submit for college applications, which includes a digital portfolio documenting artwork, and writing a personal artist statement. Students will also submit their portfolio for an AP score which may earn them college credit.

# PERFORMING ARTS: CHOIR & BAND

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

## 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**

### **SEE GRADE LEVELS**

#### Music

Music Theory-A\* (667)

Grades 10-12

Chamber Choir (655)

Grades 9-12

Piano/Guitar Class (675),

Concert Band (672)

Grades 9-12

Treble Choir (656)

Grades 9-12

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Credits required for graduation = 1.0 within Fine Arts (a maximum of 4.0 credits of music may be applied toward the total credits required for graduation)

**CHAMBER CHOIR** (655)

1.0 Credit      Grades 9-12      Year Course

*Students may retake this course.*

Chamber Choir is a 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 three (3) concerts and the opportunity to perform a piece for WSMA Solo and Ensemble Festival in the spring.

**TREBLE CHOIR** (656)

1.0 Credit      Grades 9-12      Year Course

*Students may retake this course.*

Treble Choir is a 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. They will have ample performance opportunities throughout the year, including three (3) concerts and the opportunity to perform a piece for WSMA Solo and Ensemble Festival in the spring.

**CONCERT BAND** (672)

1.0 Credit      Grades 9-12      Year Course

*Prerequisite: 1 or more years of experience on a musical instrument. Students may retake this course.*

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 3-4 concerts. This is not limited to brass, woodwind and percussion. All instruments are accepted, including strings, piano, and guitar.

*Prerequisite – 1 or more years of experience on musical instrument.*

**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 will 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. **Note: this class may only be taken once. Students that wish to continue with music are encouraged to join Concert Band (672).**

**MUSIC THEORY – A** (667) 0.5 Credit Grades 10-12 One Semester

**Advanced Curriculum** (*Prerequisite: Concert Band or Choir*)

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. 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, counterpoint, sightreading, transposition, part-writing, and orchestration. Upon completing this course, a student should be able to:

- read and notate music in a variety of clefs
- identify melodic and harmonic intervals
- transpose a piece of music into another key
- orchestrate a piece of music for a group of instruments
- analyze chord progressions using Roman Numerals and figured bass notation
- write counterpoint in first and second species
- identify and properly resolve cadences

# HEALTH & FITNESS

## Our Purpose

Maintaining a healthy balance in today's world requires a great deal of skill, knowledge, and practice. Dominican is committed to preparing students to become advocates for their own well-being; the Health & Fitness curriculum is designed to emphasize the student's responsibility for their own health. With the commitment to developing the whole-person, the high-quality Health & Fitness curriculum will teach our students lifelong health and wellness. The goal of the program is to cultivate a positive attitude towards physical fitness and teach the values of health and exercise through enjoyable, challenging, and meaningful activities. It is no secret that exercise reduces stress, improves energy, and increases mental alertness. Dominican's Health & Fitness department will provide the support for students to focus on their physical, social, mental, emotional, and spiritual health that will ultimately lead them to a lifetime of healthy choices.

## Sequence of Course Offerings

### Grades

Independent Fitness for Athletes (840)

**9<sup>th</sup>-12<sup>th</sup>**



Lifetime Fitness (836)

Bodies in Motion (864), Fit Club (835)

Team Sports and Fitness (805), Racket & Net Sports (815)

**Health (801)**

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Credits required for graduation = 0.5 Fitness (Class of 2028 and beyond); 0.5 Health

**Course in Bold = Required for Graduation**

**HEALTH** (801)

0.5 Credit      Grades 9-12    One Semester

*Required for Graduation*

Health is a required one semester course focused on personal wellness and designed so all students acquire the tools and knowledge necessary to live a healthy lifestyle and be advocates for healthy behaviors. The objective of this course is to provide each student with the opportunity to acquire accurate health information, weigh options, make responsible decisions, and develop behaviors that promote a healthy lifestyle. The curriculum will be driven by the 8 National Health Standards. Principles of nutrition, personal fitness, functional strength training, heart health/cardiovascular disease, stress management, mental & emotional health, drug & alcohol prevention, and other current teenage trends will be covered throughout the semester.

**TEAM SPORTS****& FITNESS** (805)

0.5 Credit      Grades 9-12    One Semester

*Fitness Option to meet Graduation Requirement*

This course will introduce students to a variety of competitive team activities designed to promote interpersonal and social development along with the introduction of resistance, plyometric and weight training exercises that are meant to develop cardiovascular fitness, muscular strength and muscular endurance. Students will assess fitness levels and set goals for improvement. This course will provide the fundamentals, knowledge, and basic skills that are necessary to maintain an active and healthy lifestyle. Activities will include: team building activities, soccer, basketball, flag football, volleyball, badminton, team handball, ultimate Frisbee and weight & resistance training basics.

**BODIES IN MOTION** (864)

0.5 Credit      Grades 9-12    One Semester

*Fitness Option to meet Graduation Requirement*

This course will focus on learning lifetime wellness and fitness in a group exercise setting. Students will learn the basics of yoga and Pilates, with a focus on the relaxation methods and benefits of stretching and core strength. Students will practice goal setting and will not only actively participate in group class, but they will practice leading peer to peer instruction. Students will be exposed to, but not limited to the following activities: core strength exercises, balance and flexibility exercises, yoga, Pilates, and fitness walking.

**FIT CLUB** (835)

0.5 Credit      Grades 9-12    One Semester

*Fitness Option to meet Graduation Requirement*

Fit Club is a comprehensive athletic development course designed to enhance overall physical performance. The program emphasizes fundamental movement patterns, core strength, and proper movement mechanics. The primary objective is to build well-rounded athleticism that translates across all activities, without focusing on any single sport. This class is intended for students seeking a more demanding training environment who are motivated to challenge themselves and compete in a gym-based setting.

**RACKET & NET SPORTS** (815) 0.5 Credit Grades 9-12 One Semester

*Fitness Option to meet Graduation Requirement*

This course will introduce students to a variety of team and individual net sport based activities designed to promote interpersonal and social development.

Students will be exposed to many different racket and net sports. This course will provide the fundamentals, knowledge, and basic skills that are necessary to maintain an active and healthy lifestyle with racket and net sports. Activities will include: badminton, table tennis, pickleball, floor hockey, speedminton, lacrosse, and volleyball.

### **INDEPENDENT STUDY FITNESS**

**FOR ATHLETES** (840) 0.5 Credit Grades 11-12 One Semester

*Prerequisite: Fitness Course and Teacher/Counselor Approval. This course will be graded Pass/Fail.*

This Independent Study Fitness course is designed for junior and senior student athletes who are actively training for or competing in a season of Dominican High School varsity athletics. Students will monitor, record and reflect on their personal fitness training for their current or upcoming season. Students will meet with the instructor approximately once a month on Late Start Wednesday schedules. This course will fulfill the fitness requirement for graduation.

### **Online Health**

**HEALTH\*** (802) 0.5 Credit Grades 10-12 One Semester

*Alternative Requirement for Graduation. Counselor Approval Required. This course will be graded Pass/Fail.*

Online Health is offered through Dominican's approved online curriculum partner, BYU. Online Health meets Dominican's one semester Health requirement. Student enrollment in BYU courses must be approved by Dominican's Counseling Office. Cost for each course is \$215 for 0.5 credit course. The following online Health offerings through BYU are available to meet the graduation requirement or to supplement the in class version:

- Health Education, Part 1
- Health Education, Part 2
- Intro to Health Science

### **Summer Fitness**

**LIFETIME FITNESS** (836) 0.5 Credit Grades 9-12 Summer Course

*Fitness Option to meet Graduation Requirement. This course will be graded Pass/Fail.*

This fitness course is a survey of our regular fitness activities and will include additional outdoor athletic experiences. Student must be available for all fitness sessions. Students who miss more than one in-person session may be dropped from the course. Course may occasionally meet off-site for specific outdoor fitness/recreation activities. To accommodate these off-site events, the weekly schedule may be adjusted for some sessions. Fee Required. All returning students are eligible for this course. This course is repeatable for up to 1.0 credit.

# BUSINESS & TECHNOLOGY

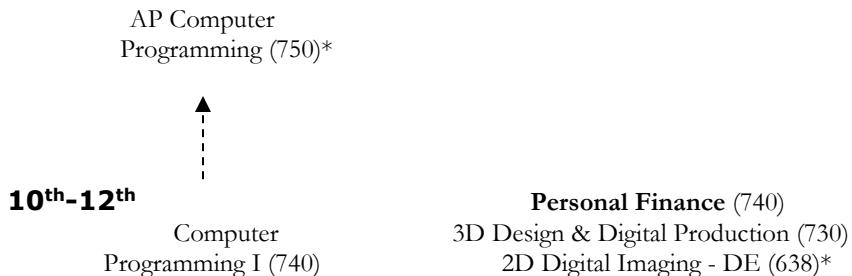
## Our Purpose

The coursework in Business and Technology is designed to help students build practical, transferable skills for life after Dominican—college, career, and beyond. These courses integrate learning from across disciplines to develop:

- Communication, problem solving, and critical thinking skills needed in higher education and the workplace
- Foundational competencies for long-term success in fields that rely on business and technology tools, including personal finance, real-world career pathways, design/production, and computer programming

## Sequence of Course Offerings

### SEE GRADE LEVELS



Credits required for graduation = 0.5 Personal Finance for the class of 2028 and beyond

\* = course has specific prerequisites for registration

**Course in Bold = Required for Graduation**

## **3D DESIGN & DIGITAL**

### **PRODUCTION** (730)

0.5 Credit    Grades 10-12    One Semester

This class will expose students to practical uses of geometry and engineering. Students will learn design techniques in the areas of layout, drafting, commercial branding, 3D modeling and video editing. Students will be assessed through individual and collaborative design teams. The software used in this class will include Adobe Creative Cloud, Photoshop, Illustrator and InDesign, Google Sketchup, and Tinkercad.

## **2D DIGITAL IMAGING-DE** (638) 0.5 Credit    Grades 10-12    One Semester

### **Dual Enrollment** (*Prerequisite: Art Foundations*)

This is an introduction to the fundamental concepts and skills of visual art and graphic communication in the digital realm. Emphasis is placed on the elements, principles and techniques of making art and designing two-dimensionally. Special considerations for creating art/design in Photoshop and Illustrator will be addressed, including specialized terminology, image creation, digital color, and printing. The course provides an introduction to developing creative strategies and workflow combined with an understanding of image and content establishing skills that strengthen the student's ability to make, evaluate and discuss works of art/design. As this is a dual enrollment class taught in conjunction with the Marian University **Art 101A 2D Digital Design** course taught to high school students, a collegiate level workload is to be expected. Additional requirements include a hard drive or flash drive (one can be purchased from the school for \$15). A mouse is highly recommended.

## **COMPUTER**

### **PROGRAMMING I** (740)

0.5 Credit    Grades 10-12    One Semester

*Prerequisite: B- in Geometry or Teacher Recommendation*

Students gain an introduction to computer programming using the JAVA language and the Replit 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 Comp. Program I or Teacher Recommendation)*

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 online assignments, programming projects, and online 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.

## **INDEPENDENT TECHNOLOGY**

**SUPPORT (689)**      0.5 Credit      Grades 11-12      Year Course

*Prerequisite: 1.0 Technology Credit and Instructor Approval. This course will be graded Pass/Fail.*

Students in this course must troubleshoot computer issues and apply their technical knowledge to assist students and staff. They must be able to identify, investigate, and resolve user's problems with computer software and hardware. Technology support students will run a Help Desk and must be able to understand the issues the user is experiencing and explain the solution efficiently. Students who take this course should be comfortable navigating Windows, Office365 and Adobe CC. Other tasks include, but are not limited to- maintaining software updates and keeping a daily help log.

## **PERSONAL FINANCE (700)**      0.5 Credit      Grades 11-12      One Semester

*Required for graduation for the Class of 2028 and beyond*

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 not a substitute for the core math curriculum. A scientific or graphing calculator is required.

## **YOUTH APPRENTICESHIP**

**PROGRAM (788)**      1.0 credit      Grade 12      Year Course

*Prerequisite: Acceptance into the YA program, confirmed employment, and counselor approval  
This course will be graded Pass/Fail.*

The State of Wisconsin's Department of Workforce Development Youth Apprenticeship Program integrates school-based and work-based learning to instruct students in real-world on-the-job skills. Students are employed by a participating employer under the supervision of a skilled mentor while simultaneously enrolled in academic classes including an approved youth apprenticeship related class. Eligible students must complete a minimum of 450 work-based hours over the course of their junior summer through senior year. Areas of youth apprenticeship include architecture and construction, communications, finance, health science, manufacturing, marketing, and STEM. Students must apply to Youth Apprenticeship program and work with the Youth Apprenticeship Coordinator to secure a worksite. If accepted, the student must take a minimum of five classes in addition to Youth Apprenticeship.

# CAMPUS MINISTRY

## Our Purpose

The Campus Ministry Department nurtures the faith development of the students of Dominican High School by guiding them to:

- Learn how to incorporate the pillars of Dominican life of Community, Study, Prayer, and Preaching into their daily life.
- Develop an understanding of what inequities are present in our world and how they can help work to solve them.
- Grow in their relationship with God through prayer, service work, reflection, and discussion.
- Reflect on and incorporate lessons from service and prayer experiences into their daily life.
- Discern their vocation.

**uKNIGHTed Service Program Mission Statement:** uKNIGHTed is a 4-year service program that challenges students to learn, serve, and advocate for the poor in our community, while discerning their vocation, and deepening their relationship with God through their service.

## Sequence of Course Offerings

### Grade

**12<sup>th</sup>**

**Campus Ministry IV**  
uKNIGHTED Service and Preaching Capstone (047)



**11<sup>th</sup>**

**Campus Ministry III**  
uKNIGHTED Service and Prayer (037)



**10<sup>th</sup>**

**Campus Ministry II**  
uKNIGHTED Service and Study (027)



**9<sup>th</sup>**

**Campus Ministry I**  
uKNIGHTED Service and Community (017)

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Credits required for graduation = 1.5

**Courses in Bold = Required for Graduation**

**CAMPUS MINISTRY I** (017) 0.0 Credit Grade 9 Year Course

*This experience is non-credited and is considered part of the freshman year at Dominican.*

**uKNIGHTED Service and Community:** Campus Ministry I students will focus on the Dominican pillar of Community and experience the Freshmen Retreat. Through these experiences, students will develop a basic understanding of the Dominican mission, the values of the Sinsinawa Congregation and their place in the history of the order. Various service, retreat, and classroom experiences will guide students to develop a basic understanding of how poverty impacts the whole human person, and how they can contribute to the Dominican community and the world.

**CAMPUS MINISTRY II** (027) 0.5 Credit Grade 10 Year Course

*Required for sophomores. This course will be graded Pass/Fail.*

**uKNIGHTED Service and Study:** During Campus Ministry II students will focus on the Dominican pillar of Study and experience the Sophomore Retreat. Through service experiences, small group discussions, and the Sophomore Retreat, students will engage and study how society treats and provides for various groups of people throughout time. Students will begin to discern how they are called to respond to the various needs throughout our community and the world as they develop a basic understanding of social justice.

**CAMPUS MINISTRY III** (037) 0.5 Credit Grade 11 Year Course

*Required for juniors. This course will be graded Pass/Fail.*

**uKNIGHTED Service and Prayer:** During Faith and Service students will focus on the Dominican pillar of Prayer and experience the Kairos Retreat. Through the Kairos retreat and other experiential forms of prayer students will foster a greater relationship with Jesus Christ. Individual immersive prayer experiences and written reflections will guide students through discerning their relationship with God and how they can respond to the call of the Gospel using their own unique gifts and talents. Students will also be required to complete 15 hours of independent service throughout the school year.

**CAMPUS MINISTRY IV** (047) 0.5 Credit Grade 12 Year Course

*Required for seniors. This course will be graded Pass/Fail.*

**uKNIGHTED Service and Preaching Capstone:** During Campus Ministry IV students will focus on the Dominican pillar of Preaching and experience the Senior Retreat. Through student selected service and prayer experiences, students will develop a proficient understanding of how they are being called to serve their larger community as Christian adults. Through the Senior Retreat and coursework students will integrate Dominican spirituality, the lives of Dominican saints, and the pillars of Dominican life, into their own faith journey and their relationship with God. Students will also be required to complete 15 hours of independent service throughout the school year.



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”