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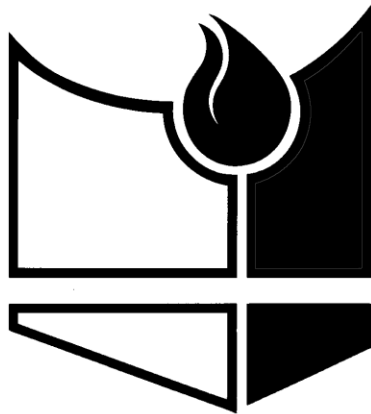
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DOMINICAN HIGH SCHOOL

MISSION

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

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



SHIELD

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

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

DOMINICAN HIGH SCHOOL

HISTORY/FOUNDATION

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

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

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

In the 2011-2012 school year, we celebrate 165 years since the founding of our sponsoring Catholic religious order of sisters in 1847 by the Venerable Father Samuel Mazzuchelli, O.P. (1809-1864). The Sinsinawa Dominican Congregation was the first religious congregation incorporated in the new state of Wisconsin in 1848. Today, the Sisters sponsor eleven institutions, one of which is D.H.S. Through sponsorship, the Sinsinawa Dominican women carry out their ministry of preaching and teaching in order to participate in the building of a holy and just society.

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



Educator Ethics at **Dominican High School**

Education is our vocation:

We are called to provide for the spiritual, academic, and moral growth of each of our students. This vocation is grounded in a healthy and honest relationship with each student. From that relationship, we seek the development of each individual toward academic excellence, personal integrity, and lifelong learning.

We believe each student is created in God's image. Each one:

- Possesses inherent dignity as a child of God
- Has unique talents and needs, and deserves the best education possible to nurture his/her instinctive desire to learn
- Is capable of meeting high moral standards, even when these are challenged by popular culture

In teaching, we:

- Design creative, meaningful learning experiences that open each student's eyes to the greater community and model Catholic/Christian values
- Encourage each student to set high academic expectations and then achieve results consistent with his/her ability
- Provide opportunities for prayer, liturgy and sacrament in the interest of the whole person
- Support each student in making ethical decisions and in holding himself/herself accountable for his/her actions

We believe parents are the primary educators of each child:

Parents have chosen a partnership with Dominican High School in order to provide a safe, faith-centered, and nurturing environment. Our shared values are often in conflict with the larger culture influencing their children. As educators, we must be good stewards of their trust. Teaching requires us to form a relationship *in loco parentis*—with a parental standard of care for each student.

This partnership with parents includes:

- Maintaining a curriculum that fully prepares our students for the expectations of institutions of higher learning
- Keeping open lines of communication between school and home, and providing honest and constructive feedback about each student's needs and responsibilities
- Using our professional expertise to assist each student and his/her parents, referring them to additional services or resources when necessary
- Providing educational seminars and resource materials for parents and students

Our own vocations are best fulfilled through mutual trust and fidelity to each of our professional colleagues. We:

- Respect each other's expertise in various disciplines, and mentor each other toward continuous professional development
- Uphold moral principles, respect confidentiality, and fulfill contractual responsibilities regarding student assessment, deadlines, and communication with parents, faculty and other professionals
- Share information about our students for their benefit, with consistency, confidentiality, and trust
- Recognize and support the value in all aspects of our school programs, including extra-curricular opportunities

Our curriculum and programs reflect the mission and values of our founders, the Sinsinawa Dominican Congregation. We seek to lead by example, forming ethical and effective relationships with educational colleagues. The ideal of our chosen vocation, to “teach as Jesus did,” is united with our desire to advance the field of education with professionals from other learning institutions. Our service to each individual student is an investment in our local and global community—and an affirmation of our faith in the Kingdom of God.

Adopted by the Dominican High School Faculty, January, 2004



Student Ethics in the Dominican High School Community

We believe the following about the role of students:

Students should provide an environment in which all students can excel spiritually, academically, and personally with a sense of responsibility and respect.

To show a sense of responsibility towards being on time and attending school, we will:

- Come to school prepared and ready to go
- Be on time for all classes, activity events, meetings, and outside events

To demonstrate respect and obedience for dress code, we will:

- Dress in a manner that promotes human dignity and modesty
- Make a conscious effort to follow the school dress code

To respect others and ourselves by maintaining safety, we will:

- Use only peaceful means to resolve problems and arguments
- Keep our campus free of any items that can cause harm to others
- Neither use nor tolerate threats and harassment among students
- Respect our bodies by refraining from the use of alcohol and other harmful substances inside and out of school
- Respect our building and Dominican property by refraining from vandalism and littering
- Show respect to others through our actions and choice of language

To oppose attitudes that do not treat each person and their bodies as gifts from God, we will:

- Reject the ideas that premarital sex is something that is expected of teenagers and that teenagers are unable to exercise self-control
- Strive to help one another resist the pressures to be sexually active
- Neither use nor tolerate threats, harassment or any actions that create a hostile learning environment, including harassment that is sexual in nature

To promote a mindset of appropriate behavior, we will:

- Obey requests of faculty and staff members
- Use respectful language
- Attend all classes and be honest in academic affairs
- Stay within the school building and always have a pass for hallways
- Sign in and out of the main office and ask permission to use the telephone
- Keep food in the cafeteria and work to keep the cafeteria clean.
- Avoid disruption of our learning atmosphere with cellular phones and pagers

To show care for facilities and student services, we will:

- Properly use resource labs
- Keep locker decorations appropriate
- Turn lost items in to office
- Respect the main parking lot and north campus
- Respect the privacy of others' property, including student mailboxes
- Use computers and the Internet as tools of learning enhancement

To encourage school spirit and devotion to school activities, we will:

- Take part in school events whenever possible
- Respect the diversity of others as well as represent the Catholic values of Dominican at all events

Authored, Approved, and Adopted in June 2004 by DHS Student Government & DHS Administration



Parent Ethics in the Dominican High School Community

We believe the following about the role of parents:

Parenthood is a **vocation** – a calling from God to steward the gift of unique life that is each child, preparing each child for a life that responds to his/her own calling from God.

This vocation includes:

- Nurturing the development of the whole child: physical, intellectual, spiritual
- Loving our children unconditionally
- Being role models for our children
- Working together in the school and larger community to toward the healthy growth of all children
- Not trying to be friends to our children – they need us to be their parents

We teach our children that their bodies, minds and spirits are each a gift from God:

- **We respect our own bodies and those of others.** We are clear with our children; they should refrain from using tobacco, alcohol, and other illegal substances throughout their school years.
- **We reject violence and degradation in all forms.** Media, including television, movies, music, games and other forms of entertainment that violate the dignity of the human person are harmful to our children.
- **We honor the unique commitment of marriage.** During adolescence, children have time to learn about healthy, happy and lasting relationships. We stand counter to cultural values that treat sexuality as a commodity or a harmless diversion. Sexual activity is neither healthy nor acceptable for our students.
- **We value our selves and others as children of God.** We use respectful language and seek to cultivate trust. We learn about our differences and embrace diversity as revealing the image of our Creator. We expect our selves and our children to avoid words and actions that diminish the worth of any person or group of people.

- **We commit to the importance of prayer and study—foundations of the Dominican community for centuries.** Family prayer is part of our daily lives. Quiet time for daily study in each of our homes is essential for our children and our selves.
- **We respond to the call to share our gifts from God.** We commit our precious time to this shared vocation. We bring our special and specific talents to our school community. We find fulfillment in sharing our financial treasure for the benefit of the children in our community—understanding our abundance is in our Creator.

In order to carry out our vocation to teach our children, we will:

- Model the behavior we want our children to emulate
- Instruct our children in our core beliefs and our reasons for holding them
- Love our children freely
- Set age-appropriate boundaries for curfews and the use of television, telephones, computers, automobiles, etc.
- Make healthy and legal choices about chemical use in our own lives and avoid enabling our children to do otherwise
- Foster a home environment with space and time for quiet study each day
- Work together with other parents in our community
- Speak with respect when referring to students, parents, teachers, coaches, advisors, and others who serve our children
- Tend to our own spiritual growth
- Pray each day with our children and for our children
- Say “No” to our children when our vocation and our love demand it
- Tell our children that we love them
- Let go of our children when their life calling grows beyond our own fears and dreams for them

Adopted by the Dominican Parent Association: December, 2002

GRADUATION REQUIREMENTS

Total Credits Required (Minimum): 26

<u>Subject</u>	<u>Credits</u>	
Religion*	4.0	4 years required: Religion I, II, III, IV
English	4.0	4 years required: English I, II, III, IV
Mathematics	3.0	3 years required, 4 years strongly encouraged: Must complete Algebra II or beyond
Science	3.0	3 years required, 4 years strongly encouraged: Biology required in Grade 9, Chemistry in Grade 10
Social Studies	3.0	3 years required, 4 years strongly encouraged: World Cultures required in Grade 9, U.S. History in Grade 10
Phy. Ed./Health	1.0	2 semesters required 0.5 credit recommended in Grade 9/10
World Language	1.0	1 year required, 2 years strongly encouraged: French or Spanish
Fine Arts	1.0	Art, Music or Theatre; 0.5 credit recommended in Grade 9/10
Computers**	0.5	0.5 credit in computer courses and All Freshmen will achieve 0.5 credits in Integrated Technology
Total:	20.5	credits of required courses
	5.5	credits of elective courses

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

** Requirement for class of 2012-14 dropped. Courses may be taken as electives.

MINIMUM ACADEMIC REQUIREMENTS

Student Load Limits for Regular Schedule

Freshmen year – 6.5 credits required (7.5 limit)*

- Required credits (5.5):

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

Fine Arts	World Language	Physical Education
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Sophomore year – 6.5 credits required (7.0 limit)*

- Required credits (5.0):

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

World Language	Physical Education
Computers	Fine Arts

Junior year – 6.5 credits required (7.0 limit)*

- Required credits (3.0):

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

Science	Social Studies
World Language	Physical Education
Computers	Fine Arts

Senior year – 6.5 credits required (7.0 limit)*

- Required credits (2.0):

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

Mathematics	Science
World Language	Social Studies
Computers	Fine Arts
Physical Education	

* Enrolling in Zero Hour courses may allow students to increase earned credits beyond listed limits. Please see Zero Hour section for specifics.

REGISTRATION PROCEDURES

REQUIREMENTS FOR FRESHMEN ENROLLMENT

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

CONTINUING STUDENTS

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

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

TRANSFER STUDENTS

- Transcript and records from school last attended
 - Interview of student and Parents/Guardian with a Dominican Administrator
 - Health and Immunization records/Birth Certificate
 - Student Registration Fee (non-refundable): \$100.00
1. Ordinarily, student transfers will occur at the beginning of a new semester.
 2. Decisions regarding evaluation, transfer and acceptance of credits toward graduation are reserved to Dominican, but in general, a student who transfers to Dominican enters with the cumulative GPA he/she held at his/her previous school.
 3. Due to special circumstances regarding academic or behavioral records, probationary acceptance may be necessary for some students.
 4. Students transferring at the beginning of sophomore year due to a change in home address would be eligible for Valedictorian and Salutatorian honors. Transfer students are not eligible unless Dominican makes an exception upon admittance. A request for waiver must be made in writing to the Dean of Academics no later than the second semester of a student's enrollment at DHS.

ADVANCED PLACEMENT COURSES

Dominican's Advanced Placement curriculum is certified by the College Board. AP courses are year-long and 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 successfully complete AP courses and score high enough on AP exams. The administration reserves the right to restrict AP enrollment based on a student's prior academic performance and their course load.

Current Advanced Placement courses at Dominican High School include:

AP English
AP Calculus
AP Biology
AP United States History
AP European History
AP Statistics
AP Computer Programming

Other courses that prepare students to take the AP exam:

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

ADVANCED CURRICULUM COURSES

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

Current Advanced Curriculum courses at Dominican High School include:

English
English II-A, and III-A

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

Science
Biology I-A, Chemistry-A, and Physics-A

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

Fine Arts
Music Theory-A, and Advanced Theatre -A

SCHEDULING POLICY & PROCEDURES

Course Selection: Student & Parental Responsibility

Individual student course selections begin the process of building a master schedule for the entire school. A considerable amount of administrative and support staff time, leads to the formation of a schedule that will best serve **the needs of all students**. Staffing and hiring of faculty are derived directly from the master schedule. Therefore, **no changes in course registration will be allowed after May 1st**. Dominican High School reserves the right to drop a course offering when an insignificant number of students have selected a course.

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

The most important, step prior to submitting the Course Selection/ Registration Contract is the meeting between student and parent/guardian(s).

Parents/guardians must review each course selection with their daughter/son to confirm that graduation requirements are satisfied. In addition, parents/guardians should specifically plan for the coming academic year with their daughter/son to assess the relative demands upon the student's time. Both the student and parent/guardian must sign the course registration for the selections to be processed.

Course Changes

1. Once the registration process has been completed at the Registration event in April and parent/guardian(s) sign off on a final course contract, no schedule changes, including dropping courses, will be allowed.
2. Exceptions to this policy are determined by the Administration, and only for exceptional circumstances, including:
 - a. To avoid academic failure of the student based on the recommendation by the instructor.
 - b. To schedule a course requirement for graduation which the student failed after submitting his/her schedule
 - c. To add a course that is immediately necessary for graduation
 - d. To accommodate physical or medical disabilities.

3. The school reserves the right to cancel any course in the curriculum due to insufficient enrollment.
4. Requests from students or parents for a specific teacher are not honored.

Audit Policy

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

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

Independent Study

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

Student proposals for Independent Study must be submitted at the time of registration. The supervising teacher, guidance counselor and Dean of Academics 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.

ASSESSMENT

Zero Hour Program

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

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

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

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

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

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

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

Parent Conferences: Offered for all students after the first quarter (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: Mailed each quarter for all students.

Letter Grade – Grade Point Equivalent Values:

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

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

High Honors: 3.67 - 4.000	Honors: 3.33 - 3.669	Commended: 3.00 - 3.329
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Academic Letters: Awarded to students who achieve a 3.5 GPA for 3 consecutive semesters or for any 4 semesters.

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

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

Failures: Students who receive semester failures (Fs) 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 credits to be earned during summer school each year. Students who have fallen behind their class by more than 1.0 credits may not be allowed to return to DHS for the next school year.

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

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

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

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

Class Rank:

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

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

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

Our optional weighting system is as follows:

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

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

Important notes:

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

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

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

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

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

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

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 the GPA is the 15th calendar day from the end of the first or third quarters (mid-semester).

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

WP = Passing at time of withdrawal

WF = Failing at time of withdrawal

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

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

STUDENT SUPPORT PROGRAMS

Learning Resource Center

The Learning Resource Center (LRC) provides services and resources for any students who need skill reinforcement or for students with mild learning disabilities or other learning issues. Instead of attending a study hall, qualifying students will come to the LRC where they will work in a small classroom atmosphere. Although students will not receive a grade for their time in the LRC, they will have the opportunity to work on homework, study for tests, and get individual assistance.

Special Needs Accommodations: The LRC coordinates classroom accommodations for students who have been medically diagnosed with mild learning disabilities or other learning issues. Accommodations are provided based on medical/psychological test information provided to the LRC Director by the student’s parent/guardian, previous school district, or independent psychologist/psychiatrist. Accommodations may include organizational assistance, extended time on tests, or other accommodations as indicated by 504 accommodation plans, IEPs, or test reports from psychologists/psychiatrists.

Applied Learning Strategies Course: Some students may receive academic credit for completing the Applied Learning Strategies course in study skills. Placement in this course is made by recommendation of the Administration only.

COLLEGE ADMISSIONS REQUIREMENTS

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

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

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

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

Advanced Placement Courses/College Credit

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

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

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

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

Catholic and Other Private Colleges & Universities

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

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

University of Wisconsin System

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

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

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

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

Marquette University – Minimum requirements for standard admission:

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

Important Notes:

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

University of Notre Dame – Minimum requirements for standard admission:

	College of Science or Engineering	
	School of Architecture	
	College of Arts & Letters	L & S Premedical/Predental
	College of Business Administration	Combined Arts-Engineering

4	English	4
3	Math (basic): Algebra, Geometry, Advanced Algebra	3
-	Math (advanced): Trigonometry, Pre-Calculus, Calculus	1
2	Science	See below
-	Chemistry	1
-	Physics	1
2	History	2
2	World Language (same each year)	2
3	Additional courses in the above disciplines	2
16	Total (minimum)	16

University of Wisconsin-Madison – Requirements for standard admission:

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

* Mathematics courses in advanced algebra, trigonometry, analytic geometry or calculus.

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

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

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

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

Cornell University, New York

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

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

University of Minnesota—Twin Cities:

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

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

GUIDANCE SERVICES

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

Functions

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

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

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

Role of the Counselor

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

Regarding academic development, counselors assist the student in selecting courses that fit both abilities and future goals. If academic difficulties arise, the counselor helps to make the arrangements for appropriate assistance and may facilitate parent-teacher conferences as deemed useful. Counselors will collaborate with teachers, the Learning Resource Center Director, and administrators to work toward a student's academic success. The department distributes information about the college selection process, testing requirements, and available resources. Financial aid information for college is made available (a) through the counselor, (b) at an annual December financial aid seminar for parents, and (c) by college representatives who visit Dominican to meet with prospective students.

The counselor assists with the students' personal and social development through individual conferences and small group meetings. Students are encouraged to meet individually with counselors whenever personal/social concerns or needs arise. Counselors have access to information regarding outside agencies to aid students and families in times of need. Parents are encouraged to call the counselor for information in any of the above areas and to attend Junior/Senior parent evenings. The department welcomes such parental contact.

The Guidance Department also publicizes part-time job opportunities as received.

RELIGIOUS STUDIES

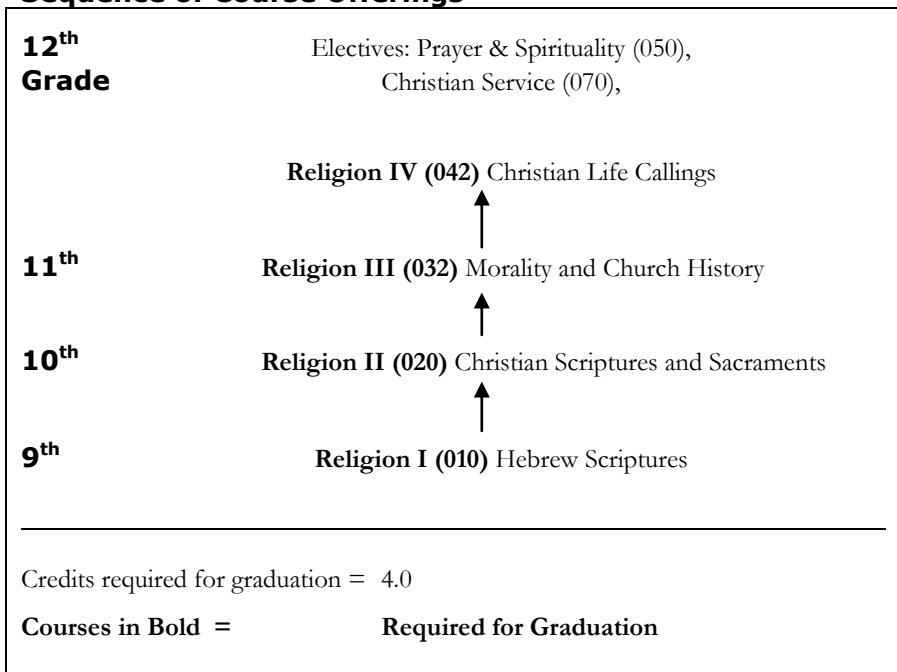
Our Purpose

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

- Rooting its focus in the Hebrew and Christian Scriptures
- Reflecting on Church History, the Sacraments, and Christian Life Callings
- Exploring Prayer, Spirituality, and Service programs
- Challenging social mores by the study of Christian morality and issues of Justice and Peace

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

Sequence of Course Offerings



RELIGION I (010)

1.0 Credit

Grade 9 Year Course

Required for freshmen

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

Through lecture, discussion, prayer experiences and other methods of study, students will undertake a yearlong study of Catholic Christianity. In order to successfully complete this course, students will be assessed through quizzes, research and other projects, and unit tests.

RELIGION II (020)

1.0 Credit

Grade 10

Year Course

Required for sophomores

Christian Scriptures: Students analyze the Gospels and other books of the New Testament, apply the Parables to contemporary experience, and reflect on their personal relationship with Christ. They identify the path of the early Christians as they came to a deepened knowledge of Jesus. They analyze the divine and human natures of Christ. Students identify the uniqueness of the synoptic Gospels and the Gospel of John and then explore the writings of Paul and other books in the New Testament.

Sacraments: Throughout the study of Christian Scripture, students explore prayer, symbols, and rituals in relationship to the Sacraments. Students will deepen critical thinking skills through role-playing, discussion, research, and note taking. Successful students will complete assignments, tests, class participation, and projects. Students also lead daily prayer reflections.

RELIGION III (032)

1.0 Credit

Grade 11

Year Course

Required for juniors (the semesters of study detailed below may be in either sequence).

Morality: Students reflect on the thematic question, What kind of a person am I becoming, and what kind of a person do I want to become? They learn to understand the Christian vision of morality, with Jesus as the model of full humanness. Students become aware of what it means to strive for an understanding and appreciation of the moral virtues of a Christian. They become able to differentiate between a healthy and unhealthy conscience. Specifically, students are prompted to study the importance of making good decisions, especially in the areas of sexuality, drugs and alcohol, medical ethics, and consumerism. They are expected to be familiar with the teachings of the Roman Catholic Church on a variety of moral issues, while becoming more mindful of justice and peace. They are challenged to a consistent ethic of life amid the realities of evil and sin. Finally, they learn to follow a process for moral decision-making that incorporates the sources of help available to them. *Continued...*

Student success is achieved through participation in guided meditations, journaling about pertinent meditations, completion of a research paper each quarter, and regular completion of homework, tests/quizzes, and participation in debates and role-playing.

Church History: Students will learn the major developments and key persons in Church History. This knowledge will be applied to develop a deeper understanding of how God works in human history and in their students' own lives. Students explore the traditions of the Church, also learning to distinguish the essential from the non-essential in Catholic Christian practices. They reflect on their participation and commitment to their church and discern the actions they will take to shape their world and future.

Critical thinking skills are developed through two projects and the successful completion of tests, assignments, projects, participation in class, and taking notes. Students plan and lead daily prayer reflections.

RELIGION IV (042) 0.5 Credit Grade 12 One Semester

Required for seniors

Christian Life Callings: Through this course students will continue to develop an awareness and appreciation of the Gospel message, Christian Tradition and the principles of Catholic Social teaching. The students will also examine lifestyle choices in light of vocational discernment. They will continue to develop their critical thinking and decision making skills, especially in the areas of faith and vocational discernment and come to an awareness as to how these issues are critical to the development of moral life choices.

Through lecture, discussion, PowerPoint presentations, and prayer services, the students will learn about vocational discernment and other topics such as sexuality, work, money and possessions and social justice issues.

PRAYER & SPIRITUALITY (050) 0.5 Credit Grade 12 One Semester

Senior elective

This study of prayer requires a mature appreciation of various aspects of faith. Students experience various forms and techniques of prayer and various spiritual practices/traditions in order to deepen their personal relationship with God. Students study eastern and western spirituality and explore various methods of prayer. They will be able to identify major themes espoused by Christian mystics and other spiritual leaders. Through engaging in a variety of prayer experiences, they can identify personal and meaningful methods of prayer.

Students create, plan, and lead a meaningful classroom prayer service in addition to critical reflection papers and 2 research projects. Successful completion of assignments, major projects, tests, and class participation is also required.

CHRISTIAN SERVICE

- MATTHEW 25 (070)

0.5 Credit

Grade 12

One Semester

Senior elective

This course challenges the students to respond to Jesus' admonition in Matthew, Chapter 25, by offering time and talents in service to others. Students spend 54-64 hours a semester (about 3-4 hours a week) in a project of their choice. They volunteer at an agency of their choice that is approved by the instructor. Students tutor, work at nursing homes, hospitals, meal programs for the homeless, daycares and the like. In addition to the individual service of the students, class time is spent organizing all-school service projects. Students study the healing ministry of Jesus and the contributions of humanitarians such as Dorothy Day, Mother Teresa, Cesar Chavez, Jean Vanier and others.

Not only do the students grow in an awareness and appreciation for the differences and similarities that exist among peoples (religious, economic, social, physical, and racial), but students become more aware and sensitive to the needs of others, and more grateful for the blessings in their own lives. Assessment consists of two research papers; an evaluation of a supervisor at the service agency; the writing of reflections; and the observations of the instructor.

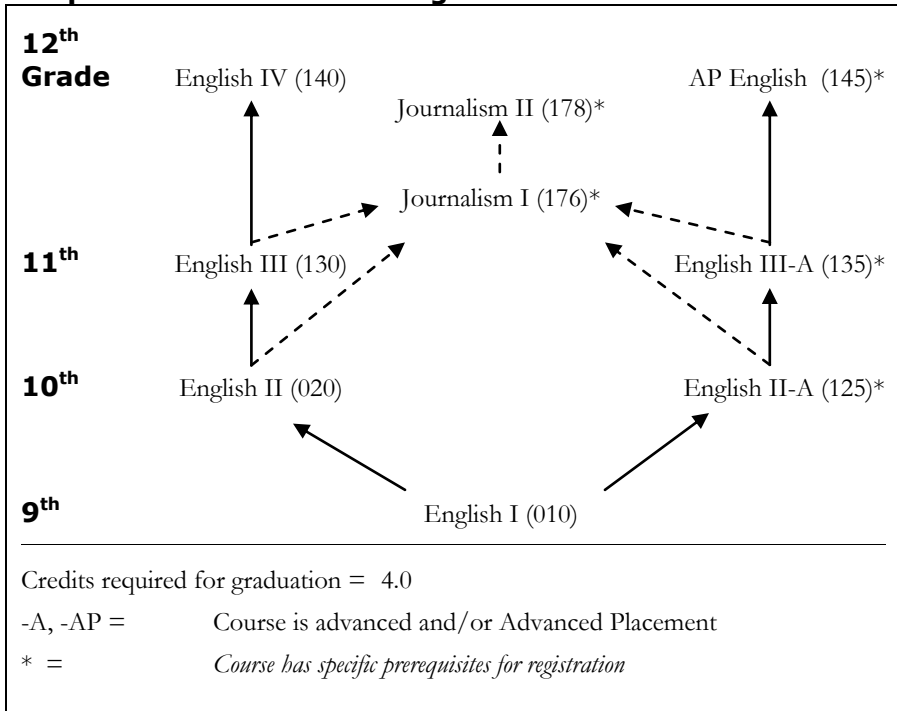
ENGLISH

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



ENGLISH I (110)

1.0 Credit Grade 9 Year Course

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

ENGLISH II (120)

1.0 Credit Grade 10 Year Course

Students will refine their ability to understand, appreciate and discuss works from over 400 years of American literature. Students will come to more fully understand the world they live in by studying how that world has been presented in literature. They will also seek to use these works as models to improve their own writing. This class will require students to do a great deal of work independently and then bring their ideas to the classroom for discussion. Students will also focus on elevating their level of written expression by working on essays and creative writing. To succeed in this course, students must commit to their own improvement and show that they have read and understood the material.

ENGLISH II-A (125)

1.0 Credits Grade 10 Year Course

Advanced Curriculum (Prerequisite: Departmental Approval)

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

ENGLISH III (130) 1.0 Credit Grade 11 Year Course

These Juniors will explore a chronological study of all genres of British literature, including epic poetry, romantic poetry, and Shakespearean drama. Students will be expected to show refinement in their written literary analyses and improvement in their writing style. This class will be introduced to the methodic essential steps leading to literary analysis and the critical thinking components inherent in such works as *Beowulf*, *Canterbury Tales*, *Macbeth*, *Frankenstein*, *Brave New World*, *Animal Farm* and *Endgame*. Students will demonstrate creativity in various related and imitative assignments in poetry. In addition, each junior will write a college application essay, and practice ACT and SAT exercises in preparation for the PSAT tests in the fall.

ENGLISH III-A (135) 1.0 Credit Grade 11 Year Course

Narratives of Knowledge

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

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

ENGLISH IV (140) 1.0 Credits Grade 12 Year Course

Students in this class will read selections of world literature and will analyze world mythology as a gateway to understanding culture. They will learn to view literature as a pathway to connecting with and understand those of different backgrounds, and will spend time examining the tropes of the author: character development, conflict resolutions, symbolism and other writing devices. Seniors in this class will be expected to complete at least three research papers, the first of which will use considerable class time for research writing process.

This class is presented as a discussion based course, and seniors are expected to conduct themselves in a mature manner and take responsibility for their own learning. Class participation and group presentations are required aspects of this class, and the successful student will be forthcoming and forthright with his or her thoughts. Students in English IV will be expected to complete a summer reading assignment between Junior and Senior year. A test will be given for this novel on the second day of classes.

AP ENGLISH (145) 1.0 Credit Grade 12 Year Course

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

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

Students will:

1. participate in the discussion and analysis of written works
2. learn and apply specific literary criticism techniques and theories
3. complete Advanced Placement (AP) Literature exam rehearsal exercises
4. review and reinforce the language elements necessary for successful communication

Successful students will be self-motivated and always willing to improve analytical and composition skills. All students are expected to complete assignments on time and participate positively in class discussions. Any student who chooses not to take the AP Literature exam is still required to complete all assigned exercises and class activities. There is a summer reading requirement.

JOURNALISM I (176)

1.0 Credit Grades 11,12 Year Course

Prerequisite: Department Approval

Students meet daily to study journalistic writing, layout, design, editing and publishing. They use industry standard equipment and software, including Adobe Photoshop CS2, Adobe Acrobat Professional, and Adobe Indesign. Students gain practical experience in laying out designs for both newspaper and yearbook, changing focus for each audience and practicing work-world applicable skills while learning about the deadline-oriented nature of a high impact position. Editors are chosen by a combination of seniority and interview, and each individual is graded on his or her performance in meeting deadlines, taking quizzes and tests, and contributing to the overall publication.

Students in this course will often focus on either yearbook or newspaper, but all students are required to help with both publications when needed.

JOURNALISM II (178)

1.0 Credit Grades 11, 12 Year Course

Prerequisite: Department Approval

This course is designed to build upon the principles taught in Journalism I. Journalism II students will take on leadership roles, and editors for the newspaper and yearbook will be drawn from this class' membership. Students in this class will learn editorial journalism, will hone the layout and editorial conceits learned in Journalism I, and will be responsible for the newspaper and yearbook as representations of Dominican's finest work. The course will meet with Journalism I students, and may require out-of-class time to meet deadlines in planning and executing the publications.

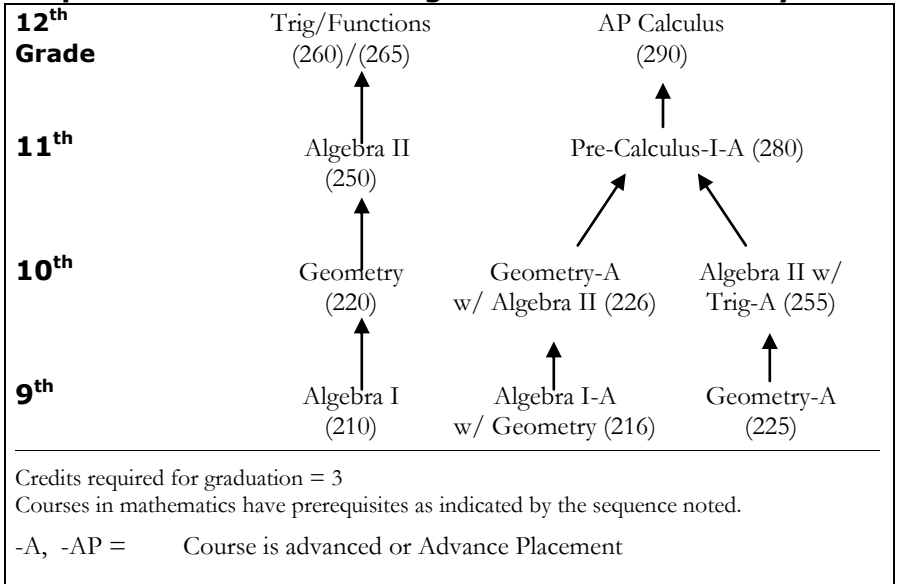
MATHEMATICS

Our Purpose

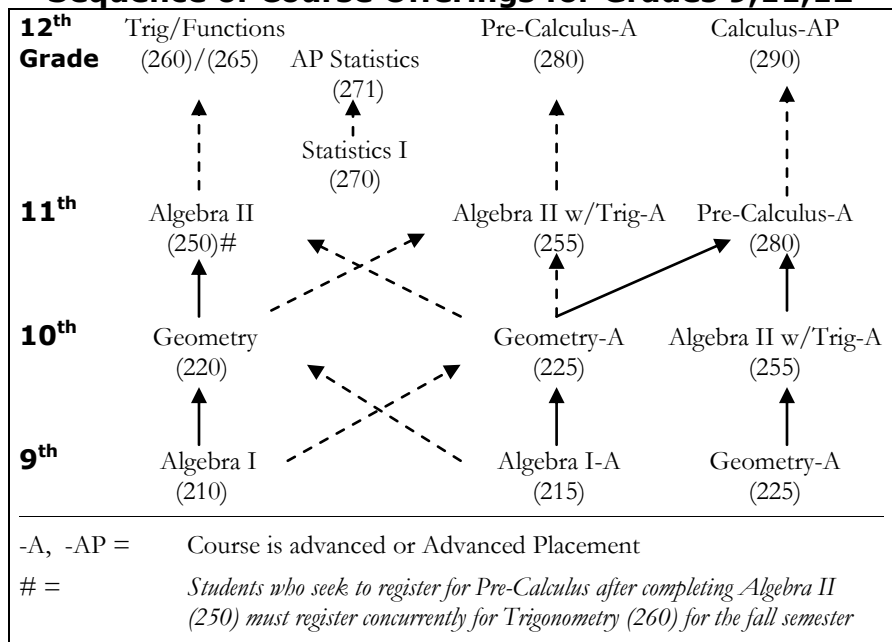
Mathematics is a representation of God's truth and beauty in this world. It is often referred to as the Universal Language as its concepts are demonstrated across cultural and language boundaries. We believe that students develop their intellectual gifts by successfully participating in a wide range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

The courses offered in mathematics provide for the varying needs and abilities of all students from 9th through 12th grade. The content and delivery of our courses is consistent with the content required for college admission and success as well as the standards for excellence written and accepted by the National Council of Teachers of Mathematics. 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 for Class of 2013 only



Sequence of Course Offerings for Grades 9,11,12



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 I-A must pass a comprehensive Algebra I exam administered each May/June.

The Algebra I—Geometry—Algebra II sequence is the minimum 3.0 credit sequence required for graduation.

ALGEBRA I (210) 1.0 Credit Grade 9 Year Course

Algebra I is 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 include the ability to carry out basic operations with integers, fractions, and decimals. Students must be familiar with the real number line, the concept of a variable, and be able to solve one-step equations. Upon successful completion of this course, students will register for Geometry.

ALGEBRA I-A (216) 1.0 Credit Grade 9 Year Course

This is a rigorous course and is intended to serve the educational needs of mathematically talented freshman students. Students entering this class should have had at least one semester of high school level Algebra I material and demonstrate a high mathematical ability through the required Algebra/Geometry placement test. The standard content of an Algebra I course is integrated with a strong emphasis on structure, reasoning, problem solving, and critical thinking. The course will be fast paced. Students who successfully complete Algebra I-A will register for Geometry-A. This course meets one of the three credits required for graduation.

GEOMETRY (220) 1.0 Credit Grade 10 Year Course

Prerequisite: Successful completion of Algebra I or Algebra I-A / Department Approval

In Geometry, students develop both inductive and deductive reasoning skills, while exploring Euclidean Geometry. Students use traditional construction techniques, powers of observation, proofs, and the computer program *Geometer's Sketchpad* to study the properties of geometric figures. An introduction to deductive reasoning and formal proofs is included. Students will learn to produce and analyze logical arguments using geometric and algebraic properties. The successful geometry student will register for Algebra II.

GEOMETRY-A (225) 1.0 Credit Grades 9, 10 Year Course Advanced Curriculum (*Prerequisite: Department Approval*)

This is a rigorous course intended to meet the academic needs of the mathematically talented student. Students taking this course must demonstrate a high mathematical ability through the required Algebra/Geometry placement test. Students utilize both inductive and deductive reasoning skills to learn about Euclidean Geometry. The Program: *Geometer's Sketchpad* is used to enhance the discovery of geometric properties. Students who successfully complete Geometry A will register for Algebra II A with Trigonometry. This course meets one of the three credits required for graduation.

ALGEBRA II (250) 1.0 Credit Grade 11 Year Course

Prerequisite: Successful completion of Algebra I and Geometry. In some cases summer school enrichment may be required.

In Algebra II students extend and strengthen the skills and concepts covered in Algebra I. Additionally, students study more advanced concepts such as irrational and complex numbers, rational exponents, polynomial equations, and rational expressions. Students will solve and graph quadratic, polynomial and rational functions. Skills in solving problems that require the use of multiple advanced mathematical concepts will be emphasized. Students who successfully complete this course may register for Trigonometry and/or Functions and Models. A graphing calculator is required. This course meets one of the three credits required for graduation.

GEOMETRY A with ALGEBRA II (226) 1.0 Credit Year Course**Advanced Curriculum***Prerequisite: Students currently enrolled Algebra I-A with Geometry / Department Approval*

This is a rigorous course intended to meet the needs of the mathematically talented students who have had a semester or better of high school level Geometry and teacher recommendation. Students progress at a rapid pace. They will study Euclidean Geometry, Trigonometry, and topics in Algebra II. Strong problem solving skills that require the use of multiple advanced mathematical concepts will be emphasized. Students who successfully complete this course may register for Pre-Calculus I-A. A graphing calculator is required. This course meets one of the three credits required for graduation.

ALGEBRA II with**TRIGONOMETRY-A** (255) 1.0 Credit Grades 10, 11 Year Course*Advanced Curriculum (Prerequisite: 'B' or better in Geometry-A / Department Approval)*

This course is designed to serve the needs of the academically talented mathematics student. In addition to the topics outlined in Algebra II above, students progress at a more rapid pace and cover the trigonometric, exponential, and logarithmic functions. Strong problem solving skills that require the use of multiple advanced mathematical concepts will be emphasized. Students who successfully complete this course may register for Pre-Calculus. A graphing calculator is required. This course meets one of the three credits required for graduation.

TRIGONOMETRY (260) 0.5 Credit Grade 12 One Semester*Prerequisite: 'C+' in Algebra II and Geometry / Department Approval*

This is a one-semester course offered the first semester that is intended for students who will be studying college algebra and/or calculus. The course will study both triangular and circular trigonometry with applications as well as trigonometric proofs using identities. Students will use experimental data to connect classroom ideas and concepts developed to physical phenomenon. There is extensive use of graphing calculators and graphing software. A graphing calculator is required.

FUNCTIONS & MODELS (265) 0.5 Credit Grade 12 One Semester*Prerequisite: 'C+' in Algebra II and Geometry / Department Approval*

This is a one-semester course offered the second semester and is intended for students who will be studying college algebra and/or calculus at the university level. In addition to a review of linear and quadratic functions the students will explore polynomial, rational, exponential, and logarithmic function and their applications. The use of functions as models of physical phenomenon is stressed. The students will use experimental data and determine appropriate functions that model the graphs of the data. A graphing calculator is required. A TI-83 plus or better is recommended.

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

Students acquire skills to analyze everyday statistics and understand how they impact our perception of the world. They study statistics in a multi-disciplinary format, examining many different ways of organizing data as well as studying how to select fair samples. In addition to the utilization of many mathematical applications in this course, the major goal remains the development of critical thinking skills—the valid analysis of data sets. Students with a strong interest in business, health, sociology and related studies/professions will find this course most beneficial. A graphing calculator is required.

AP STATISTICS (271) 0.5 Credit Grade 11,12 One Semester*Prerequisite: 'B+' or better in Statistics I / Department Approval*

This is a second semester course that follows Statistic I. This course covers confidence intervals, making inferences, hypothesis testing, and significance of regression models. Goals for this class include preparation for Advance Placement Test in Statistics. A graphing calculator is required.

PRE-CALCULUS-A (280) 1.0 Credit Grades 11, 12 Year Course*Advanced Curriculum (Prerequisite: 'B' in Algebra II-A w/Trigonometry / Department Approval)*

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

AP CALCULUS (290) 1.0 Credit Grade 12 Year Course*Advanced Curriculum (Prerequisite: 'B-' in Pre-Calculus / Department Approval)*

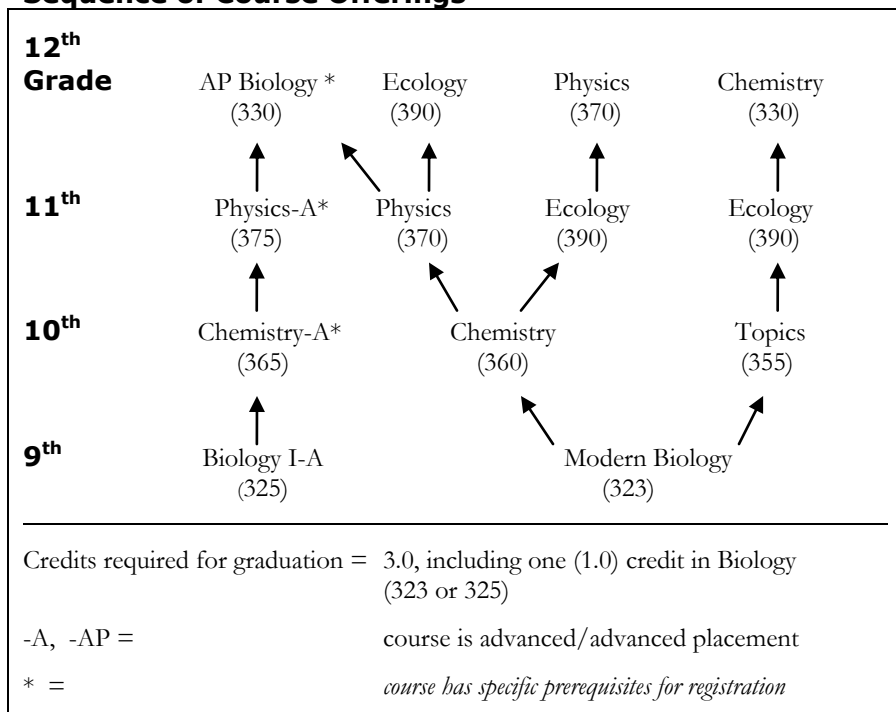
Calculus is for the highly motivated and able student. The goals of this course include preparation for the Advanced Placement Test in mathematics in order to obtain college credit. Graphing calculators will be used for discovery and to illustrate appropriate topics. A graphing calculator is required.

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



BIOLOGY COURSES

Biology is relevant to our daily lives on this planet because it touches upon all human activity. Since it is literally the study of life, Biology examines all aspects of the living world. Broad areas of study include: > The cell, its structure and function > Reproduction and development > The human body, its structure and function > Genetics and evolution.

Biology courses (323 and 325) cover the major areas listed at a level appropriate to the needs of the students enrolled. Laboratory activities are similar with modifications as required. Each course fulfills the requirement of one year of Biology.

MODERN BIOLOGY (323) 1.0 Credit Grade 9, 10 Year Course
This course is primarily based in molecular study: including biochemistry, DNA, protein synthesis, genetics, cells, nucleic acids, biogenetics, evolution and the human body.

BIOLOGY I-A (325) 1.0 Credit Grade 9, 10 Year Course
Advanced Curriculum (Prerequisite: Concurrent enrollment in Algebra I-A or Geometry-A and Admissions Committee/Department Approval)

This advanced course is based in biological study at the molecular level, extending through the relationship of the organism to its environment. This includes anatomy and physiology, pathology of the human organism, as well as evolutionary studies.

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

This course will enable students having a special interest in the biological sciences to pursue in-depth studies in the field of cytology, genetics, physiology, evolution and ecology. Emphasis is placed on the development of skills and the art of laboratory investigation.

TOPICS IN PHYSICS & CHEMISTRY (355) 1.0 Credit Grade 11 Year Course
Prerequisite: Open only to students who have completed Intro. Science (310) and Biology (323)

This is a descriptive laboratory course for students who will not take Chemistry or Physics. First semester will concentrate on general inorganic chemistry. Second semester will concentrate on mechanics, sound, light and electricity. The course emphasis encourages students' interest in, and awareness of, the physical world and the challenges which face a technological society.

CHEMISTRY (360) 1.0 Credit Grades 11, 12 Year Course
Prerequisite: 'C' in Biology, Algebra I/Geometry and concurrent enrollment in Algebra II or Algebra II w/Trig.-A / Math and Science Department Approval

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 Grades 10, 11 Year Course
Advanced Curriculum (Prerequisite: 'B' in Biology 325 and in Algebra I-A with concurrent enrollment in Geometry-A or Algebra II w/Trig.-A—along with approval from both the Mathematics and Science departments)

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

PHYSICS (370) 1.0 Credit Grades 11, 12 Year Course
 Prerequisite: Juniors enrolled in Algebra II-A w/Trig.; Seniors also enrolled in Trig./Functions & Models or Pre-Calculus-A; 'B'- average in Math and Science courses / Department Approval

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

PHYSICS-A (375) 1.0 Credit Grades 11, 12 Year Course
Advanced Curriculum (Prerequisite: 'B' or better in the following courses: Biology 325, Chemistry-A, Algebra I-A, Geometry-A. Also enrolled in Algebra II-A w/Trig. or Pre-Calculus-A / Department Approval)

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

ECOLOGY (390) 1.0 Credit Grade 12 Year Course
 Prerequisite: 'C' average in Biology and Chemistry / Topics / Department Approval

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

SOCIAL STUDIES

Our Purpose

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

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

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

Sequence of Course Offerings

11th&12th

Electives: Psychology (450), U.S. Government & Politics (455), Domestic Social Issues (477), International Studies (480) Introduction to Law (465), History in Film (440), Recent United States History (430), Economics (785), AP European History (445)*



10th

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



9th

World Cultures (410)

Credits required for graduation = 3.0

Courses in Bold =

Required for Graduation

-A, -AP =

course is advanced or Advance Placement

* =

course has specific prerequisites for registration

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

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 of groups in various settings and at different times throughout history. Emphasis is placed on the history, geography, art, government, religion, economics and other distinctive accomplishments of each area. Regions studied include Africa, South Asia, Southeast Asia, China, Korea & Japan, Latin & South America, the Middle East, Russia & Eastern Europe, and Western Europe.

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

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

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

The student in APUSH, like those in U.S. History, will examine United States History from colonization to George W. Bush's 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. All students in the course will prepare to take the AP U.S. History exam offered the first week of May. Students who receive a qualifying score can earn college credit. Exam cost – approximately \$85.00

AP EUROPEAN HISTORY (445) 1.0 Credit Grades 11, 12 Year Course
Advanced Placement (Prerequisite: Department Approval – there are optional fees for the AP exam)

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

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 & Identity; The Life Cycle; Altered States of Consciousness; Abnormal Psychology; and Social Psychology.

INTRODUCTION TO LAW (465) 0.5 Credit Grades 11, 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.

INTERNATIONAL AREA STUDIES (480) 0.5 Credit Grades 11, 12 One Semester

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

HISTORY IN FILM & FILM IN HISTORY (440) 0.5 Credit Grades 11, 12 One Semester
Requirements: US History, consent of the instructor; parental permission. Seniors are given first priority for enrollment; juniors may enroll if/ when space is available.

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

ECONOMICS (785)

0.5 Credit Grades 11,12 One Semester

Economics is divided into two sections: Macroeconomics and Microeconomics. Students in Macroeconomics study the way societies allocate scarce resources, while tracing unlimited wants. Topics of the course include introductions to: supply and demand, gross domestic product, inflation, recession, unemployment, government fiscal policy and monetary policy. Students in Microeconomics studies the ways individuals and businesses make decisions to allocate scarce resources. Topics include: supply and demand, elasticity of supply and demand, consumer behavior, and competition. Students are assessed by oral presentations, quizzes, assignments and exams.

DOMESTIC SOCIAL ISSUES (477)

0.5 Credit Grades 11, 12 One Semester

This course not offered until the 2012-2013 school year.

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

U.S. GOVERNMENT & ELECTION POLITICS (455)

0.5 Credit Grades 11, 12 One Semester

This course not offered until the 2012-2013 school year.

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

RECENT UNITED STATES HISTORY (430)

0.5 Credit Grades 11, 12 One Semester

This course not offered until the 2012-2013 school year.

Recent United States History is a survey of the major events, people and forces that have shaped our nation from World War II through the Gulf War. The aim of the course is to provide students with an understanding and appreciation of the history and heritage of the United States. Units studied include World War II, the Cold War, The Civil Rights Movement, the 60's, the Vietnam Conflict, and the 70's and 80's. Historical documents, literature, film and varied historical texts are all utilized to analyze America's heritage.

WORLD LANGUAGES

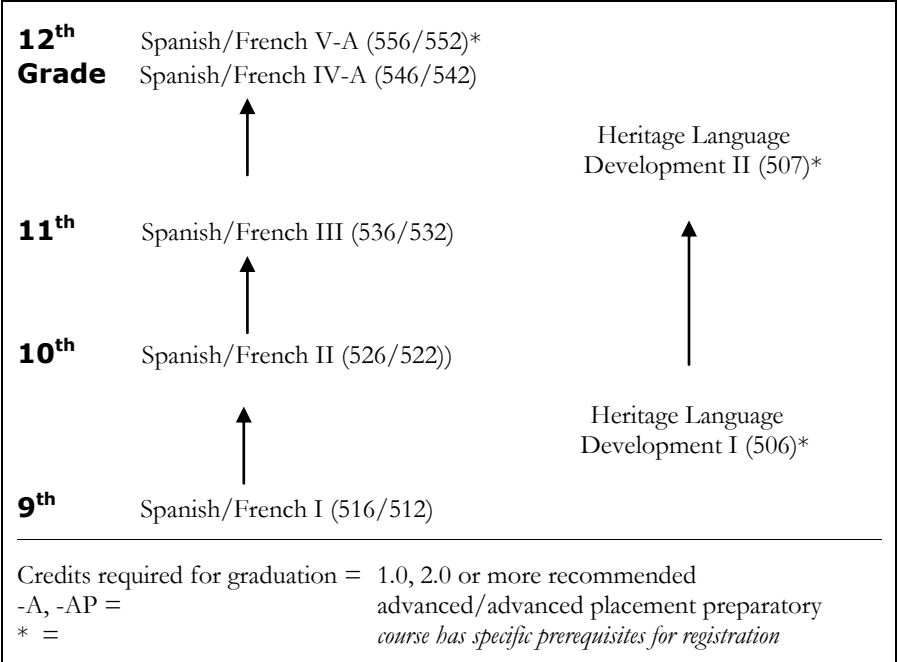
Our Purpose

Through the gratifying pursuit of second or third language acquisition, we engage our students in active learning; participation is required, not just desired. Our students learn language, culture, understanding and appreciation of other people's lives, beliefs and values, and their distinct communication practices.

Our benchmarks and standards come from the Wisconsin Model Academic standards for Foreign Languages (DPI), National Foreign Language Education standards and A.C.T.F.L. outcomes. Our expectations for college-readiness in the serious study of languages prepares students to continue beyond high school, often earning them placement beyond introductory courses at many universities.

We consistently use the target language, while providing opportunities for students to participate in a non-threatening environment. We establish high standards for linguistic skills and exposure to ideas and ways of life of other cultures. Cultural knowledge provides an awareness of the faiths and religious practices of people throughout the world. Our students gain an understanding about diversity in other cultures as well as in our own communities. Biannual travel opportunities are available as a valuable, non-credit learning experience.

Sequence of Course Offerings



HERITAGE LANGUAGE DEVELOPMENT I

DESARROLLO DEL IDIOMA I (506) 1.0 Credit Grades 9, 10 Year Course

Prerequisite: Instructor Approval

This course is designed for the 9th or 10th grade Spanish-speaking native or those who already possess demonstrable speaking skills in Spanish. The focus is on proper oral and written usage with instruction on grammar and vocabulary building skills as well as extensive work in establishing a written command of the language. Our studies also include studying various cultures of the Spanish-speaking world through historical and contemporary literature and films. Students are responsible for daily homework preparation and general review of classroom material. Upon the successful completion of this course, students will go to Heritage Language Development II.

HERITAGE LANGUAGE DEVELOPMENT II

DESARROLLO DEL IDIOMA II(507) 1.0 Credit Grades 10,11,12 Year Course

Prerequisite: Successful completion of Heritage Language Development I, or Instructor Approval.

This course is specifically designed for the 10th, 11th, or 12th grade Spanish-speaking native or student who already possesses demonstrable speaking and comprehension skills and knowledge of the topics covered in Heritage Language Development I. Students who have not completed Heritage Language I will be assessed prior to enrolling in this course. The focus of the course is to continue the research and study of various Spanish-speaking cultures with a heightened level of emphasis placed on writing and presentations in Spanish. Grammar will be refined and students will continue to expand their vocabulary. Students will be responsible for daily assignments and 2-3 long term projects throughout the year.

FRENCH I (512) / **SPANISH I** (516) 1.0 Credit Grades 9-11 Year Course

Prerequisite for freshmen: Composite score on Placement Test of 45 or higher/ Department Approval.

Students will be able to use the target language to share information about their daily lives. Students explore the questions, “Who am I? Who are you?” They develop concrete vocabulary dealing with students’ lives; basic rules regarding language usage and exposure to and analysis of authentic materials that include readings, songs, poems, videos and CDs. Students will be able to compare and contrast their native heritage and culture with cultures of the target language. Students will be responsible for participating in class, preparing daily homework and demonstrating their ability on assessments: oral, participatory and written. Students are responsible for daily homework preparation and general review of class material.

FRENCH II (522) / **SPANISH II** (526) 1.0 Credit Grades 9-12 Year Course

Prerequisite: ‘C’ average in the first year language and/ or Department Approval

Students will be able to use the target language to share information about their daily lives and past and future events and the world around them. They develop concrete vocabulary and idiomatic expressions dealing with student’s lives and the world around them. Students apply increasingly complex language usage, through exposure to and analysis of authentic materials that include readings, songs, poems, videos and CDs. They expand their ability to compare and contrast their cultures with cultures of the target language. Students will be responsible for participating in class, preparing daily homework, general review of class material and demonstrating proficiency in assessments covering levels I and II.

FRENCH III (532) / **SPANISH III** (536) 1.0 Credit Grades 9-12 Year Course

Prerequisite: ‘C+’ average in the previous year of the language and/ or Instructor Approval

Students will be able to use the target language to explore the questions “What is my life like? What is your life like?” They acquire vocabulary grammatical structures pertaining to students’ lives; students apply increasing complex language. Through exposure to authentic materials that include, readings, songs, poems, videos and CDs. Students will investigate similarities and differences between their culture and the target language cultures. They will be responsible for actively using the target language in class, preparing daily homework, reviewing class material and demonstrating proficiency through a variety of assessments.

FRENCH IV-A (542) / **SPANISH IV-A** (546) 1.0 Credit Grade 10-12 Year Course

Advanced Curriculum (*Prerequisite: French/ Spanish III with a ‘C+’ average or better / Instructor Approval*)

Students enrolled in this advanced college preparatory course will be able to explore the questions, "How do I look at the world?" and "How do you look at the world?" They share and compare perspectives concerning their heritage culture(s) and cultures of the target language to increase global awareness. They apply vocabulary pertaining to historic and current issues. Students are exposed to authentic materials that include readings, songs, poems, videos, and CDs. Students are responsible for actively participating in the target language, preparing daily assignments, reviewing class material and demonstrating proficiency through a variety of assessments. Students who intend to pursue language further will be prepared for career possibilities in education, business, and technology.

FRENCH V-A (552) 0.5 Credit Grade 11, 12 Year Course

Advanced Curriculum (*Prerequisite: French IV-A completed with ‘B’ average and/ or Instructor Approval*)

French V is a continuation and elaboration of French IV studies. There will be a discussion of literary works and continued development of proficiency of grammar and composition.

SPANISH V-A (556)

0.5 Credit Grade 11, 12 Year Course

Advanced Curriculum (*Prerequisite: Spanish IV-A completed with 'B' average/ Instructor Approval*)

Spanish V is an advanced language through literature course that furthers the students' knowledge of literature from Spain, Mexico, and Latin America. This helps students to retain their knowledge of the language in preparation for their college entrance and placement tests.

VISUAL ARTS

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

Our Purpose

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

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

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

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



Level II (Foundation Courses):

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



Level I (Introductory Course):

Art Fundamentals (603)

Credits required for graduation = 1.0 within Fine Arts

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

ART FUNDAMENTALS (603) 0.5 Credit Grades 9-12 One Semester
Prerequisite for all other Art courses

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

DRAWING AND PAINTING (611) 0.5 Credit Grades 9-12 One Semester
Prerequisite: Art Fundamentals

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

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

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

CERAMICS I (622) 0.5 Credit Grades 9-12 One Semester
Prerequisite: Art Fundamentals

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

CERAMICS II (623) 0.5 Credit Grades 9-12 One Semester
Prerequisite: Ceramics I / Departmental Approval

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

PHOTOGRAPHY I (631) 0.5 Credit Grades 11, 12 One Semester
Prerequisite: Art Fundamentals plus one Level II course and Department Approval, plus your own 35mm SLR camera. This course not offered until the 2012-2013 school year.

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

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

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

STAINED GLASS II (644) 0.5 Credit Grades 11, 12 One Semester
Prerequisite: Stained Glass I and Department Approval. This course not offered until the 2012-2013 school year.

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

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

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

PERFORMING ARTS: MUSIC & THEATRE

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

Our Purpose

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

Sequence of Course Offerings

SEE GRADE LEVELS

<u>Vocal</u>	<u>Instrumental</u>	<u>Other</u>
Chamber Choir (655)* Grades 10-12	Band (671)* Grades 9-12	Music Theory-A (667) * Grades 10-12
		Tech Theatre (687) Grades 11-12
Concert Choir (653) Grades 9-12		Advanced Theatre-A (670) Grades 11-12
		Act. and Perf. (683) Grades 10-12

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)

* = course has specific prerequisites for registration

CONCERT CHOIR (653) 1.0 Credit Grades 9-12 Year Course
This course is designed to familiarize students with the art of singing. Students will learn proper vocal technique, develop aural and written skills necessary for musicianship, and apply those skills through the study and performance of excellent choral music. They will better understand music as an art form, as a form of communication, and as a means of expressing emotion. In addition, students will also develop a strong sense of teamwork and an overall appreciation of choral music. Students receive ample performance opportunities, including four (4) concerts.

For beginning and intermediate level voice students. Participation in concerts outside of the school day is required.

CHAMBER CHOIR (655) 1.0 Credit Grades 10-12 Year Course
Instructor Approval

Chamber Choir (previously known as Show Choir) is the top 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. A "chamber" ensemble is a small group of musicians. 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 school liturgies and are required to participate in WSMA Solo and Ensemble Festival. For advanced voice students. Audition required.

BAND (671) 1.0 Credit Grades 9-12 Year Course
Prerequisite: Department Approval/Two years experience playing a classical brass, woodwind, or Acting percussion instrument, or Intro to Band

Students will improve their technical and musical skills through the study of high quality example of concert band repertoire. Students taking this course will improve their ability to read music and express themselves creatively through performance.

Members of the Band will receive ample performance opportunities throughout the year, including four (4) concerts and the opportunity to participate in WSMA Solo and Ensemble Festival. For the intermediate and advanced instrumentalist.

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

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

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

INTRODUCTION TO TECHNICAL

THEATRE (687) 0.5 Credit Grades 11-12 One Semester

No Prerequisite

This hands-on course is designed to introduce students to the world of stagecraft. Students will learn about the processes, skills, and equipment that contribute to the technical aspects of theatre. It will be taught as a survey course. Topics of study may include: script analysis, rigging, lighting instruments, sound amplification, set construction, scene painting, light and sound board operation, curtains, props, knot tying, design, the role of the stage manager, and computers in theatre. The course will be taught in laboratory format; students will be applying what they have learned to the daily operations of our school’s auditorium. No stage crew experience is necessary to take this course, but advanced technical theatre students are also welcome. This course counts toward half of the Fine Arts requirement for graduation at Dominican High School.

ADVANCED THEATRE - A (670) 0.5 Credit Grades 11,12 One Semester

Prerequisite: Acting and Performance, or Into to Tech Theatre, or departmental approval

This course is meant to prepare the upper level theatre student for participation in the performing arts in college. Both acting and technical theatre students will be together in the same class to study advanced styles of performance with an emphasis on script analysis, research, directing, and dramaturgy. Each unit will consist of in-depth study of a genre of theatre, culminating in a performance project. Topics may include: Shakespeare, Ancient Greece, Commedia del Arte, bunraku and kabuki, improvisation, American drama, and/or musical theatre. There will also be a unit on audition and portfolio preparation. In addition, by the end of the semester, all acting students will be given experience working in production, and all tech students will have a chance to act. This course will be team-taught by acting and technical theatre faculty members.

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

Advanced Curriculum (*Prerequisite: 1.0 credit in band or choir, Dept. Approval*)

Music Theory is an academic course designed to familiarize the advanced music student with the fundamentals of melody, harmony, and rhythm. Students are introduced to the basics in music notation and ear training. The skills acquired in this course are essential for anyone considering majoring in music in college.

Topics to be studied will include: staves, clefs, time signatures, intervals, scales, key signatures, chord progressions, sightreading, transposition, part-writing, and orchestration. The culmination of the course will be a major music composition project. Upon completing this course, a student should be able to:

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

COMPUTER EDUCATION

Our Purpose

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

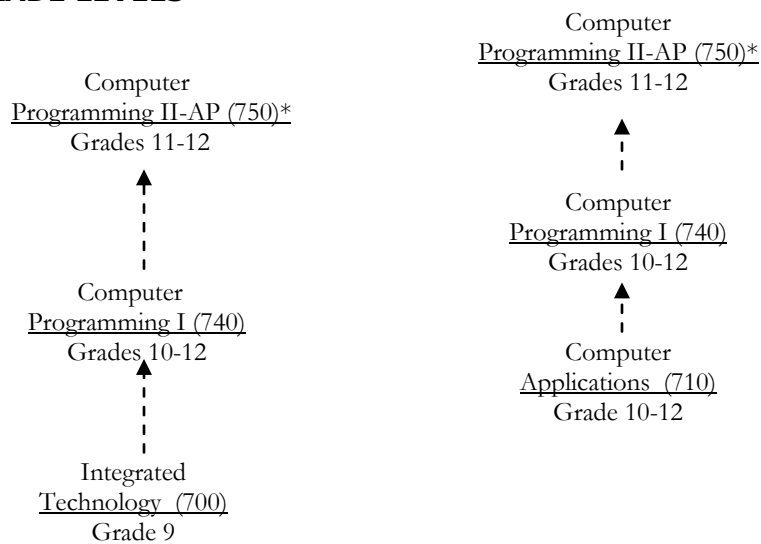
- Communication and critical thinking skills needed in higher education
- Foundational competencies for long-term success in fields that utilize a high degree of technological tools, such as computer programming

The Computer Education Department offers students a wide range of elective courses that can be taken throughout their high school years. Each course is one semester in length, except the Computer Programming II course, which is offered for the entire year and includes Advanced Placement exam preparation.

The graduation requirement from this department is 0.5 credit.

Sequence of Course Offerings

SEE GRADE LEVELS



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

INTEGRATED TECHNOLOGY (700) 0.5 Credit Grade 9 Year Course

Integrated Technology is a required part of the Freshman Program. The course is designed to improve and reinforce keyboarding skills, improve library research skills, provide a background in some of the most commonly used applications, and integrate the use of those technologies into their core courses. Students learn word processing with an emphasis on the formatting styles used in all aspects of a Research Paper. Students learn spreadsheets, databases, desktop publishing, web design, video editing, and presentations in an integrated environment. Students are assessed through assignments, exams, and projects.

COMPUTER

PROGRAMMING I (740) 0.5 Credit Grades 10-12 One Semester

Prerequisite: 'B' in Geometry and/or Department Approval

Students gain an introduction to computer programming. Topics include operation of computers and programming, which cover input, output, formatting, selection, variables, loops, arrays, subroutines, files, sorting, 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.

COMPUTER

PROGRAMMING II-AP (750) 1.0 Credit Grades 11, 12 Year Course

Advanced Curriculum (Prerequisite: 'B' in Computer Programming I or concurrent enrollment in Calculus / Department Approval)

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

COMPUTER

APPLICATIONS (710) 0.5 Credit Grades 10-12 One Semester

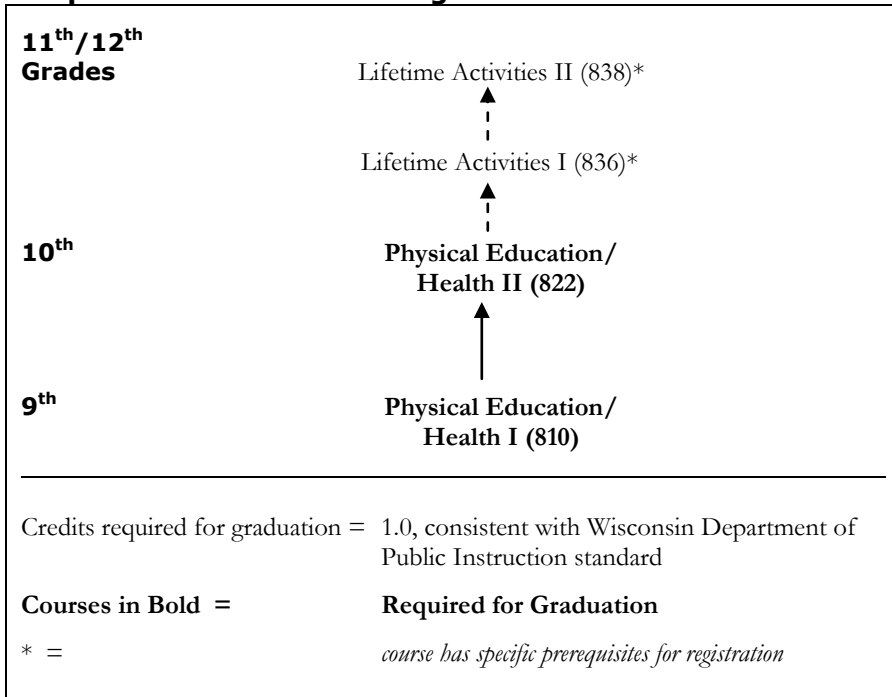
Students utilize applications to create video projects, web pages, desktop publishing projects, and presentations. They will utilize camcorders, digital cameras, and projectors. Students will be assessed through short term and long term projects.

PHYSICAL EDUCATION

Our Purpose

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

Sequence of Course Offerings



**PHYSICAL EDUCATION/
HEALTH I** (810)
Required for Graduation

0.5 Credit Grade 9-12 One Semester

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

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

**PHYSICAL EDUCATION/
HEALTH II** (822)
Required for Graduation / Prerequisite: Completion of Physical Education/Health I

0.5 Credit Grade 9-12 One Semester

This course is a continuation of Physical Education/Health I (810); see above for the basic course description. The health topics identified in Physical Education/Health I are developed further at various times during the course, with emphasis on healthy and ethical human sexuality and chemical use.

LIFETIME ACTIVITIES I (836) 0.5 Credit Grades 11, 12 One Semester
Prerequisites: 'B' or better in Physical Education II; Instructors consent.

Students will gain skills needed to continue physical activities as they continue through life. They gain knowledge of team and individual strategies, and rules and regulations of the games through active participation and written evaluation. Each student will have the opportunity to determine his/her needs and goals, and the methods that will best serve meeting them. The student must come prepared with the proper attire. A variety of healthy activities are introduced that can be performed for a lifetime.

LIFETIME ACTIVITIES II (838) 0.5 Credit Grades 11, 12 One Semester
Prerequisites: 'B' or better in Physical Education II; Instructors consent.

Continuation of activities not presented in Lifetime Activities I.



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”