



COURSE CATALOG 2025



URSULINE ACADEMY



MISSION STATEMENT

An independent Catholic school for young women in grades 7-12, Ursuline Academy fosters respect, compassion, intellectual curiosity, and a commitment to service. Inspired by the legacy of St. Angela Merici, our students grow to be women of integrity who engage in their communities with purpose and presence. We live with faith, courage, and joy.

CURRICULUM OVERVIEW

Ursuline Academy is committed to balancing the pursuit of academic excellence while supporting the uniqueness of the individual as a whole person. Inspired by the legacy of St. Angela Merici, each of our courses is designed to support students as they live out the mission and learn the essential skills “to grow to be women of integrity who engage in their communities with purpose and presence.”

Ursuline offers a comprehensive college-preparatory curriculum that encourages a commitment to scholarship. Our 7th and 8th grade program focuses on supporting the development of adolescent girls and building a strong foundation in core subjects to support their future studies. Students further their social skills, begin to establish an individual identity, and develop the creative and critical thinking skills that will ensure success in our high school program.

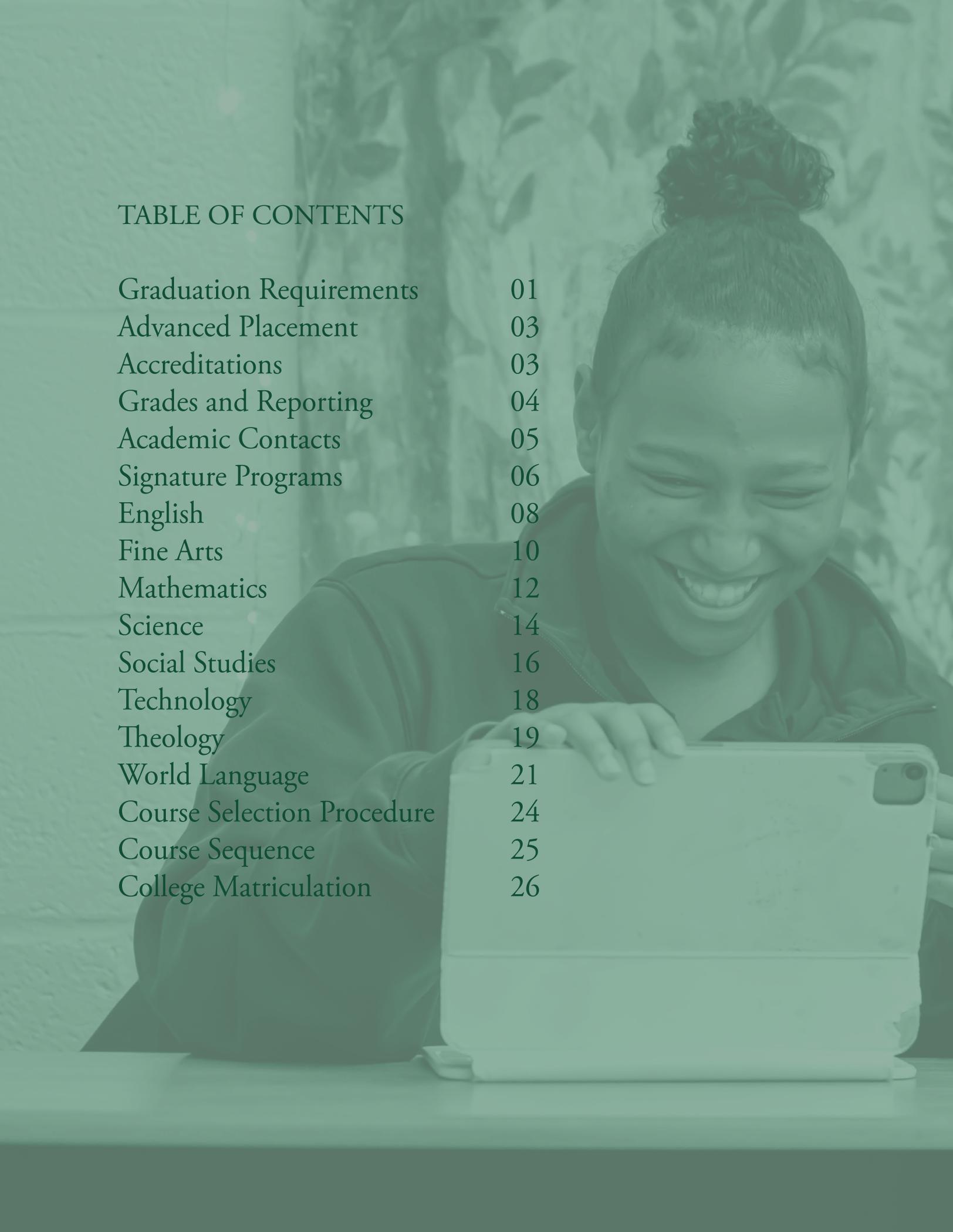
For students in grades 9-12, we offer 20 Advanced Placement classes and a dozen electives in various subjects. Ursuline students develop mastery of content and skills across many disciplines. They are encouraged and taught to express ideas clearly and creatively. Teachers expect students to engage in discussions and debate, and to analyze, interpret, and think critically in their classes.

Ursuline excels at preparing young women for careers as leaders in a global society. Our curriculum offers a rigorous honors program that encourages exploration, debate, and cooperative learning to fully engage students in their academic journey. Our students typically push themselves beyond expectations—enrolling in several advanced academic disciplines, and taking more than the required credits for graduation. Ursuline offers a variety of electives in the arts, humanities, sciences, and technology, encouraging students to explore their interests and develop their individual talents.

A key ingredient to our students’ success is engagement in an intellectual community with a personal focus. Our small class size allows faculty to know students individually and to foster the needs and strengths of girls. Learning is not bound by classroom walls. Students are encouraged to continue exploration through the arts, athletics, and service, while every student has the opportunity to build leadership skills.

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Graduation Requirements

In order to be granted a diploma by Ursuline Academy, a student must complete four years of study at the secondary level and accumulate a minimum of 24 credits. The decisions that students and parents make in their choice and sequence of courses are important. The choices made for the freshman and sophomore years will strongly affect the options available for the junior and senior years.

Ursuline Academy does not accelerate graduation. Students must achieve four calendar years of study at the secondary level in order to qualify for graduation.

High School Course Requirements

English	4 credits	
Mathematics	4 credits	
Science	3 credits	
Social Studies	3 credits	
World Languages	3 credits	
Fine Arts	1 credit	
Theology	4 credits	
Grade 9 Colloquium	1 credit	
Elective Course Offerings	1 or more credits	
Grade Level Seminars (grades 10-12)		



Middle School Course Offerings

Grade 7

English Literature 7
Mathematics
Life Science
World Geography
World Languages (French, Latin, Spanish)
Visual Art/Coding/Wellness/Music
Theology
Structured Study

Grade 8

English Literature 8
Mathematics
Physical Science
Foundations of U.S. History
World Languages (French, Latin, Spanish)
Visual Art/Coding/Wellness/Music
Theology
Structured Study

Levels of Instruction

We believe that students learn best when they are appropriately challenged. In nearly all of our academic departments, students are homogeneously grouped in instructional sections with students of similar previous achievement and academic preparation. Ursuline Academy offers the majority of courses (with the exception of mathematics) on the Honors (H) and Advanced Placement (AP) levels. Math placement testing is administered for all new students.

Students placed in the honors level of a course have demonstrated high levels of achievement and deep background knowledge in the subject. They possess skills and information to master material at an accelerated pace. Additionally, an honors student is expected to work independently to communicate an understanding of complex instructional material. The additional coursework included in Honors and AP courses requires additional homework and assignments.

Through the College Board's Advanced Placement (AP) program, students can earn college credit for courses taken on the Ursuline campus. Ursuline instructors guide students through college-level coursework in preparation for a summative assessment in the spring. Students may enroll in up to a maximum of five AP courses each year if prerequisites have been met. Students must petition to enroll in six AP courses.

Advanced Placement Program

The Advanced Placement program of the College Board is offered to students who have demonstrated a superior understanding of the subject matter and desire to earn college credit for courses taken while they are still in high school. Sophomores, juniors, and seniors are eligible for Advanced Placement courses at Ursuline Academy. Successful completion of the AP exam is recognized by many major colleges and universities for advanced placement credit at the institution's discretion. Ursuline Academy offers 20 Advanced Placement courses including:

AP Art and Design	AP Computer Science Principles	AP Human Geography
AP Art History	AP Music Theory	AP Physics
AP Biology	AP English Language & Composition	AP Latin
AP Calculus AB	AP English Literature	AP Psychology
AP Calculus BC	AP Environmental Science	AP Spanish
AP Chemistry	AP European History	AP U.S. History
AP Computer Science A	AP French	

The Academic Resource Center

The Academic Resource Center is professionally staffed with faculty to support students in grades 7-12 with their learning goals. The Center provides support and/or enrichment in their studies as students pursue their academic interests and realize their potential. Students can access the Academic Resource Center during their unscheduled blocks or their study halls. Students have access to peer tutoring, and can receive one-on-one or small group instruction in all content areas.

I.D.E.A. Hub

The iHub offers all students a space to “Innovate, Design, Engage and Apply” their skills as creative problem solvers and empowered digital citizens. Using tools such as laser cutters, 3D printers, virtual reality, and a range of photography and video gear, students generate ideas and bring them to life while mastering new technologies. The iHub is open and staffed daily allowing students to drop in and work with the Director of Innovation and Design on class or individual projects, or simply to explore.

School & College Counseling Seminars

In addition to one-on-one meetings with their school counselor, students will attend small group seminars with members of the counseling team. Topics range from study skills, time management, and positive relational engagement in grades 7 and 8, to self-exploration and intensive college search advising in grades 11 and 12. Students are assigned to their seminar based on their study hall and will meet once in an eight-day cycle.

Accreditations



Grades and Reporting

Grades are reported to students and parents through the Plus Portal. The grades are live once the teacher uploads them so students are seeing their progress in real time. Report cards consist of the list of courses taken, the teacher of the course, and the grades and comments reported each quarter. A student's official transcript will consist of the first semester average, the second semester average, and a final year grade for each course. The year-end average will be a combination of the first and second semester averages as well as the final exam grade. An unweighted grade point average is calculated for internal purposes only and is not reported to prospective colleges or universities.

Grading Policy

A student who fails a course must pass that course during summer school. Return to Ursuline Academy depends on the fulfillment of this requirement. Any student who fails two or more major courses for the year may not return to Ursuline Academy. Should a student want to accelerate placement in mathematics over the summer, coordination between the Department Chair and the Dean of Teaching and Learning would need to occur prior to June. Students must see the Dean of Teaching and Learning to make a plan for summer work.



Academic Contacts

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Signature Programs

Ninth Grade Colloquium

The 9th Grade Colloquium course is designed to provide students with a comprehensive introduction to high school, fostering personal and academic growth while building a strong sense of community. This course covers essential areas including identity exploration, study skills, and understanding the school's mission and values. Students will engage in activities that promote self-discovery, effective organization, and time management, as well as collaborative projects that emphasize social justice principles within the context of Catholic teachings. Additionally, the course introduces design thinking, encouraging creativity and problem-solving skills. Through career exploration and focused skill development in close reading and writing, students will be equipped with the tools necessary for academic success and personal fulfillment in their high school journey and beyond.



Ursa Majors & Minors Externship Program

Ursuline Academy is pleased to pilot the Ursa Majors and Minors Externship Program for career exploration, a program creating opportunities for our students in grades 10-12 to gain hands-on training in diverse career paths. After surveying students to identify their areas of interest, we strive to match them with willing alumnae and parents, who can offer valuable insights into their chosen fields. This initiative serves to assist students in making informed career choices and also fosters a sense of connection and collaboration within our broader Ursuline community.

Through a structured application process and a commitment to at least 10 contact hours over several days, we aim to provide a comprehensive and enriching job externship experience that aligns with our mission.

School & College Counseling

Ursuline Academy's school counselors help students examine their interests and abilities and chart a path toward personal and intellectual fulfillment. The goal of this department is to provide students with knowledge of adolescent growth and development, to promote positive mental health, and to assist them in acquiring skills that they will need for success in college and their adult lives.

Campus Ministry

The Campus Ministry Office is responsible for the faith formation program at Ursuline, as well as the promotion of Ursuline's unique charism and core values. This department ensures that the Catholic identity of the Academy is developed and nurtured through grade level retreats, including the recruitment of student Peer Ministry leaders.

Working in collaboration with the School Counseling Department, Campus Ministers provide spiritual guidance, crisis intervention, and a supportive presence for students and families. In partnership with the Theology Department, members of this department also teach Theology and Peer Ministry courses. Campus Ministry is responsible for and directs all school liturgies, reconciliation services and prayer services, as well as prayer with small groups. The Campus Ministers disseminate service program guidelines and requirements to incoming students, advisors, other Academy personnel, and promote service opportunities, including senior year service, throughout the community. Campus Ministry guides the process of selecting students to receive annual service recognition awards and coordinates and implements student service trips.



Theory	
Math	
History	
English	
Science	
96C	

LIFE

CLAIM EVIDENCE REASONING

RESULINE ACADEMY

ENGLISH

The English curriculum seeks to develop life-long readers, eloquent and persuasive speakers, and insightful writers. Students begin with essential vocabulary, syntax, and grammar skills in middle school and develop as writers through practice, analysis, conferencing, and re-writing. Teachers present a variety of genres from which to investigate themes in literature. Students rely on multiple methods for literary analysis including student-led seminars which broaden their perspectives and improve their proficiency in self-expression.

English Literature 7

In this course, students explore questions of identity and belonging across time and place. As students analyze the structure and content of a text, they use literature as a means to reflect on self and society. Students are introduced to the fundamentals of academic writing, with a particular focus on structure and integrating quotes into their work. Through this course, students advance their understanding of grammar and expand their vocabulary. Over the course of the year, students develop a strong academic foundation while fostering curiosity and intellectual engagement to fuel a lifelong love of learning.

English Literature 8

In this course, students recognize and gain appreciation for the nuances and artistry of the written word. Relying on close reading analysis, students use textual evidence to make inferences and analyze how writers use rhetorical strategies such as symbolism, tone, and point of view to develop characters and themes. Students in this course continue to build a strong academic foundation in both writing technique, and literary analysis.

Honors English I

The Awakening of Moral Consciousness

Ninth grade English course - Required

In this course, students develop their own style, language, and voice to become more critical and comprehensive readers and writers. The works studied this year focus upon the awakening of moral consciousness where students examine characters' relations to society, their psychological developments, and the impact gender has on growth.

Honors English II - Individual Responsibility in a Changing World - Required

In this course, students investigate stories of universal human experience as they explore the theme of an individual's responsibility in a changing world through

fiction, poetry, drama, and nonfiction. Students read great tragedies from ancient and modern eras including those written by Sophocles, Shakespeare, Ibsen, and Homer. In addition to writing analytical essays on these texts, students also undertake a significant independent research paper that requires them to develop a multifaceted solution to a current global issue.

Honors English III - The American Dream

Eleventh grade English course - one of 3 options

In this course, students read and analyze fiction, nonfiction, poetry, and dramatic works of major 19th and 20th century American writers, addressing the concept of the "American Dream." Students develop their critical thinking and analytical writing skills, understand rhetorical conventions including argumentative and persuasive techniques as they mature as critical thinkers and strategic readers. This course culminates in an independent literary analysis building upon existing scholarly discourse involving a fictional American Literature text of their choice.

AP Language and Composition

One year elective course. Open to Juniors only. Prerequisites include successful completion of English 7 - English II, and maintaining an average of 90 or higher in English

In this class, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students learn the elements of argument and composition as they develop critical reading and writing skills. The class reads and analyzes nonfiction works from various periods. Students write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something. This course develops analytical close reading skills such as interpreting a piece of writing, evaluating a source of information, gathering information from different sources, writing an evidence-based argument, and revising a piece of writing.

Honors Philosophy in Literature

One year elective course. Open to both Juniors & Seniors - Taken in lieu of English III/AP Language or English IV/AP Lit. Prerequisites are successful completion of English 7 - English III/English III/AP Language

In this course, students apply a variety of philosophical ideas to works of literature. The works of classical philosophers such as Plato and Nietzsche guide students to apply their newfound knowledge to various literary works. Students advance their critical thinking and analytical skills by learning to view and write about these texts with a unique philosophical approach.

Honors English IV - Outer Selves and Inner Truths in British Literature

Twelfth grade English course - one of 3 options. Prerequisite is successful completion of English III Honors, Philosophy in Literature, or AP Language and Composition

In this course, students read and analyze fiction, nonfiction, poetry, and dramatic works from the British canon. Through analysis of these texts, students consider the world as it is presented, and learn to consider multiple perspectives as they balance conflicting worldviews. Discussions focus on the character development and when, why, and how these shifts occur, and explore how society in particular has influenced their change.

AP Literature and Composition

One year elective course. Open to Seniors only. Prerequisites include successful completion of English 7 - English III/AP Language and Composition, and maintaining an average of 90 or higher in English

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students learn to understand and evaluate works of fiction, poetry, and drama from various periods and cultures. Students read literary works and write essays to explain and support their literary analysis. This course develops skills including close reading, figurative language, interpreting texts, and forming an argument with evidence.



FINE ARTS

At Ursuline, being a well-rounded, educated woman includes learning the fundamentals of artistic expression. Courses in visual and the performing arts provide the foundation for this expression and allow students to follow their interests to advanced levels of study.

Art 7

In this course, students learn introductory techniques and the basics on which all future instruction rests: the color wheel, contour drawing, tempera paint, chalk pastels, introduction to drawing from a grid, and basic animation using the Animation Creator HD iPad app.

Art 8

In this course, students build upon and develop the skills learned in Art 7. Students learn about complementary and analogous color palettes, develop shading techniques, and begin drawing using classical perspective. Students develop observational drawing skills, study surrealism, and combine imaginative and observational drawing to incorporate ideas on dreams and subconscious to express meaning.

Senior Painting

This course is open to seniors only. There is no prerequisite, and as a result, it will include students with a wide range of experience. Students who have not taken an art credit are welcome, along with students who have completed one or two years of art. Students work in a variety of media exploring color, value, composition, and light.

Visual Art & Design I

In this course, students are introduced to the Elements of Art (line, shape, form, value, color, texture, space). Students develop observational skills and strategies for drawing. Additionally, students learn the basics of color theory and visual composition, digital photography, Adobe Photoshop, painting, hand lettering, Adobe Illustrator, and Adobe InDesign. Students explore realism, abstraction, and elaboration on a theme, as well as an introduction to Graphic Design. Understanding visual composition, color theory, and typography, allows students to proceed into upper level art classes.

Visual Art & Design II

Prerequisite: Visual Art and Design I

In this course, students begin with a review of the Elements of Art and drawing exercises. This transitions into drawing from natural objects and an introduction to visual

abstraction. Students elaborate on their drawings to create geometric or organic abstractions of their originals. Projects in this course include sculpture, landscape painting, printmaking, and collage.

AP Art & Design

Prerequisite: Visual Art and Design I. Recommended for Juniors if a student wishes to create a portfolio for college. Seniors are also welcome and often take the class to pursue their interest in art.

In this class, students follow the curriculum as set by the College Board and may earn college credit through the submission of an Advanced Placement (AP) portfolio in the spring. Students develop their 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, and others. This course guides students to create artwork that reflects their own ideas and skills learned through the course. Students learn to investigate the materials, processes, and ideas that artists and designers use, practice the experimentation and revision process, and communicate ideas about works of art and design.

Website Design

Combining art and coding, students use graphic design and programming to connect left and right brain thinking in a practical, real-world application. Students learn how to use principles of design to create a website and will gain the tools needed to implement their designs through code. They master HTML and CSS (and some Javascript), both of which languages provide a superior knowledge base in the web design field.

Drama I

This course introduces students to Theater Arts through the study of beginning acting techniques and practical application of theater skills. Topics covered include movement, voice, relaxation, concentration, performance, improvisation, character analysis, scene study, monologues, audition skills, stagecraft (lighting, set, sound and costume design), playwriting, and directing.



Music 7

In this course, students will learn to be participants and listeners through an introduction to sheet music, percussion instruments, and vocal performance. Students will be encouraged to read and play rhythmic compositions, to work on keeping a steady beat, and reading and notating rhythms. They will be introduced to composition and arranging through the study of rhythm. Students study music from the Western European Common Practice as well as Jazz and music from the modern age; they will learn to analyze and critique these selections.

Music 8

In this course, students advance their musical competence by learning new time signatures, simple key signatures, and chords in major and minor keys. They use this information to compose a melody for xylophone or keyboard and accompany that melody on the ukulele. Students learn to play the varied repertoire of songs for the ukulele and put together a 'band' performance as their final assessment. As they listen to music, they continue to use their music vocabulary to analyze, describe, and evaluate performances from all eras and genres.

Music Theory I

While music is universally embraced as a human language, Ursuline students learn how to interpret that language through technical understanding. Students focus on time signatures, rhythm, understanding intervals, key signatures - major and minor, and harmony. Additionally students

engage in ear-training, which includes interval recognition, rhythmic and melodic dictation, chord progressions, and cadences. Students' culminating activities include two original compositions.

AP Music Theory

Prerequisite: Music Theory I

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students learn to recognize, understand, and describe the basic materials and processes of music. This course encourages students to develop skills by listening to, reading, writing, and performing a wide variety of music. Coursework includes musical concepts including pitch, interval, scales, keys, chords, meter, and rhythm. This course develops skills including singing a notated melody on sight, notating music by ear, and completing music based on cues, following common-practice style.

Chorus

In this course, students will be introduced to the benefits of choral singing by learning a variety of pieces taken from two, three and four part (SSAA) choral literature for women's and treble choirs encompassing many historical and cultural periods. The course will focus on vocal techniques, good tone production, diction, posture, healthy singing and excellent breath support. With these skills and an emphasis on reading music notation and sight-singing, students will learn to express feelings and emotions that words alone cannot.

MATHEMATICS

Perhaps more than any other subject, mathematics is cumulative; students layer new concepts onto previous learning. The pace of moving forward within the curriculum, therefore, is guided primarily by students' genuine mastery of foundational material. Teachers design learning experiences that encourage curiosity and engender intrigue, providing students with many opportunities to synthesize their learning. At Ursuline, students develop a robust problem-solving ability, with emphasis on demonstrating advancing critical thinking capacities as they work toward solutions. Courses are designed to appropriately challenge students, meeting them where they are and encouraging them to take risks. The satisfaction that comes from successful engagement with the material in real-world applications is palpable and highlights students' developing abilities to draw on mathematical thinking practices and knowledge in a broader context. All new students take a placement test to determine appropriate course placement for mathematics.

Pre-Algebra

Intended for students with a strong preparatory background in arithmetic and problem-solving, this one-year Pre-Algebra course includes all standard topics of middle school mathematics and introduces students to operations with rational and irrational numbers. Students gain proficiency in: evaluating expressions; writing and solving equations and inequalities outright, as well as in real-world contexts; linear equations and graphs; and probability. Teachers focus attention on developing excellent mathematical habits such as reading mathematics, writing about solutions, and producing work that is neat and complete.

Algebra I

Prerequisite: Pre-Algebra

In this course, students acquire facility in applying algebraic concepts and skills to operations with polynomials, fractions, and exponents, and learn to solve more complex equations and inequalities. Teachers introduce graphing solution sets of open sentences in two variables, including linear equations and inequalities. These techniques are then expanded to exponential, quadratic, and rational equations and functions as the course progresses. Through this and other math courses, students rely on and further develop problem-solving techniques and fortify critical thinking abilities.

Geometry

Prerequisite: Algebra I

In this course, students master the basic structure of Euclidean, or plane and solid, geometry. Students develop deductive reasoning powers as they are led to visualize relationships among geometric elements. Geometry and algebra serve as complementary fields of mathematics. Coursework in geometry will reinforce and expand the skills learned in previous algebra courses. Additionally, the course aims to help students acquire precision in their use of mathematical language and further develop their critical problem-solving skills in increasingly creative ways.

Honors Geometry

Prerequisite: Algebra I

In this course, students reason using postulates and theorems in paragraph, indirect, and formal proofs. Students interact in groups discussing, writing, and communicating ideas towards solution of real-world problems. They look for patterns and write mathematical models. Throughout the course, the teacher presents Euclidean geometry with an emphasis on algebraic concepts. The course contributes to the development of the student's habits of detailed, precise mathematical language and logic.

Algebra II

Prerequisite: Algebra I

In this course, students explore functions and their characteristics both graphically and algebraically. This includes a deeper consideration of domain and range, operations with functions, and inverse functions. Types of functions studied include linear, quadratic and higher order polynomial, radical, rational, exponential, and logarithmic functions.

Honors Algebra II

Prerequisite: Algebra I

Honors Algebra II is primarily a fast-paced study of functions. In particular, emphasis is placed on: defining functions; inverse functions, and the relationship between the two; operations with functions; and domains and ranges of functions. Students learn about linear, quadratic and higher order polynomial, radical, rational, exponential, logarithmic, and trigonometric functions.

Pre-Calculus

Prerequisite: Algebra II

In this course, many of the concepts previously studied in Algebra II are covered, formulating those concepts in two manners - algebraically and graphically. Solidly grounded in the idea of functions and their characteristics, students expand learning in previously explored areas of mathematics such as logarithms and exponents, among others.

Students engage in an in-depth study of trigonometric ratios and functions, exploring them graphically, algebraically, and numerically. Students rely on their problem-solving skills to engage real-world situations with the utilization of technology such as the graphing calculator.

Honors Pre-Calculus

Prerequisite: Algebra II

In this course, students review many of the concepts previously studied in Algebra II, formulating those concepts in two manners - algebraically and graphically. Solidly grounded in the idea of functions and their characteristics, students expand their learning in previously explored areas of mathematics such as logarithms and exponents, among others. Students engage in an in-depth study of trigonometric ratios and functions, exploring them graphically, algebraically, and numerically. Students conclude the year with an introduction to limits. Students rely on their problem-solving skills to engage real-world situations with the utilization of technology such as the graphing calculator.

Honors Calculus

Prerequisite: Pre-calculus

In this course, students begin studying limits, continuity, and progress to the definition and rules of derivatives, as well as applications of the derivative in real-world contexts including optimization, curve sketching, and related rates. Students use the graphing calculator to explore concepts and to verify and facilitate solutions. Students regularly communicate mathematics in words, verbally or in written format, to explain problem solutions.

AP Calculus AB

Prerequisite: Pre-calculus and a teacher recommendation

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. AP Calculus AB is equal to one semester of college calculus. Students in this course explore the concepts, methods, and applications of differential and integral calculus. Coursework helps students understand the theoretical basis of calculus and solve problems by applying their previous knowledge and skills. Students gain skills such as determining expressions and values, justifying reasoning and solutions with evidence, and using correct notation, language, and mathematical conventions to communicate results or solutions.

AP Calculus BC

Prerequisite: Pre-calculus and teacher recommendation

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. AP Calculus BC is equal to two semesters of college calculus. Students in this course explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. Coursework helps students experiment, investigate, and solve problems by applying their knowledge and skills. Students gain skills such as determining expressions and values, justifying reasoning and solutions with evidence, and using correct notation, language, and mathematical conventions to communicate results or solutions.

Honors Statistics

Prerequisite: Previous completion of or concurrent enrollment in Pre-calculus

This course is offered to seniors. It may be taken concurrently with Calculus or Pre-calculus. This course introduces students to the field of statistics. Concepts explored include: methods for collecting and describing data; graphical interpretation of data; frequency distribution and graphs; measures of central tendency, variation, and position; counting techniques; probability; normal distribution; confidence intervals; and hypothesis testing. Throughout the course, emphasis is placed on application of formulas, as well as interpretation of results in real-life contexts.

SCIENCE

Intellectual curiosity is a hallmark of an Ursuline student. Asking “why” is at the heart of the study of science, and at Ursuline, students engage in the major scientific disciplines as well as enjoy the opportunity to explore other areas of science through electives. Teachers rely on a variety of teaching methods to engage scientific inquiry, utilizing Ursuline’s well-equipped laboratory spaces to encourage exploration. Technology is seamlessly incorporated to yield additional experiences and students work together to develop collaborative strategies for design and problem-solving. Students graduate from Ursuline with a firm base of knowledge, in addition to critical thinking skills and analytical skills deepened through experimentation.

Science 7 - Life Science

In this course, seventh grade students study living organisms and how they survive, building a strong foundation in fundamental principles and concepts of the natural world. Topics covered include: the cellular basis of life, human anatomy and physiology, genetics, and ecology.

Science 8 - Physical Science

In this course, eighth grade students learn the fundamental principles of chemistry and physics including the properties and classification of matter, atomic structure, elements and compounds, chemical bonding and reactions, motion, force, simple machines, and energy. Students have a variety of opportunities to demonstrate their understanding of the relationship between motion and forces, recognizing the interdependence of work and energy.

Honors Biology

In this course, designed to provide grade nine students with active laboratory-based challenges, students develop their understanding of the natural world through critical thinking skills and problem solving. Students learn about cell structure and function, biochemistry, metabolism, cell reproduction, animal and plant physiology, evolution, and genetics. At the end of the course students are able to synthesize the details of each topic into the larger conceptual framework of the biological world.

Honors Chemistry

In this course, “What if?” is an essential question. Honors chemistry gives grade 10 students the opportunity to investigate fundamental concepts in the discipline. Topics include atomic structure, periodic law, chemical bonding and reactions, molecular geometry, stoichiometry, gas behavior, solutions, equilibrium, acids and bases, redox reactions, thermodynamics, and organic chemistry. In their weekly labs, students rely on analytical thinking strategies to take on the challenge of translating theoretical concepts into real-world applications.

Honors Anatomy & Physiology

Prerequisites: Honors Biology, Honors Chemistry

In this course, students study the anatomy and physiology of the human body comprehensively, learning anatomical terminology, nutrition, tissues, homeostasis, and select systems. Through topics in this course, students recognize common human diseases and learn about the many career opportunities in the healthcare industry. Students study physiological concepts through active experimentation including microscopy and dissection. The course culminates in the dissection of a fetal pig, synthesizing student knowledge of the various body systems and demonstrating how those systems interact within an organism.

Honors Physics

In this course, critical thinking, mathematical problem-solving, and laboratory investigation form foundational experiences in physics. Students develop an analytical and quantitative skill set as they gain a deeper understanding of how the natural world works. Physics includes the study of the universe from the largest galaxies to the smallest subatomic particles and includes an understanding of motion, force, energy, and waves. Students apply their theoretical knowledge through demonstrations, experimentation, and laboratory work.

AP Biology

Prerequisites: Honors Biology, Honors Chemistry

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students study the core scientific principles, theories, and processes that govern living organisms and biological systems. This course includes hands-on laboratory work to investigate natural phenomena. Students learn to design experiments and procedures, test predictions and theories, collect and analyze data, interpret data to draw conclusions, and support a scientific claim with evidence.

AP Chemistry

Prerequisites: Honors Algebra II, Honors Chemistry

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. This course includes hands-on lab investigations and chemical calculations to solve problems. Students design experiments and procedures to test predictions. Students learn to create graphs, diagrams, and models that represent chemical phenomena, explain how the microscopic structure of a substance determines its chemical properties, balance a chemical equation, and support a scientific claim with evidence.

AP Physics

Prerequisites: Algebra I, Geometry; concurrent enrollment in Algebra II or higher

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students learn about the foundational principles of physics as they explore Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This class includes hands-on laboratory work to investigate phenomena. The coursework emphasizes interpreting and describing representations and models, using mathematics to solve science problems. Students formulate scientific questions, design experiments to answer scientific questions, analyze data, and evaluate evidence.

AP Environmental Science

Prerequisites: Honors Biology, Honors Chemistry

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. This course includes laboratory investigations and fieldwork. Lessons utilize data, visual representations, and text. Students learn to explain environmental concepts and processes, apply quantitative methods in solving problems, propose solutions for environmental problems, and support ideas with evidence.

Honors Forensic Science

Prerequisites: Honors Biology, Honors Chemistry

In this course, students focus on the science of gathering and processing evidence that is used to solve crimes, such as hair and fiber analysis, fingerprints, DNA analysis, and blood spatter analysis. Forensics is a fast-paced and interesting field of study in the criminal justice system, popularized by TV series such as *NCIS* and *Law & Order*. Students learn the science behind these courtroom dramas, working actively as investigators in class. Visiting lecturers, readings, case activities, and video presentations augment the class experience with real-world projects.



SOCIAL STUDIES

Social Studies seeks to understand the relationship between change and continuity across eras. Geographic, political, social, cultural, economic, ideological, technological, and demographic factors, as well as issues of gender and religion help define, shape, and drive civilizations and deserve proper investigation. Students develop a greater understanding of people and cultures, which encourages empathy across differences, an embrace of shared traits, and a celebration of unique experiences. As they learn how to understand individual agency, societal interactions, historical genealogy, students grow in self-knowledge and in recognition of themselves as global citizens.

World Geography

In this course, seventh grade students learn and apply the five themes of geography (location, place, movement, human-environment interaction, region) to deepen their understanding of the past, present, and future connections of our planet's peoples and lands. Students explore the physical and human characteristics of countries and regions, oceans and waterways, and climates and ecosystems around the globe. Students further their examination by identifying political systems, understanding economies, and investigating cultures and how cultural influence extends beyond borders.

American History

Prerequisites: World Geography

In this course, eighth grade students study the seminal documents of the United States: the Declaration of Independence and the U.S. Constitution. They explore key principles articulated in those documents as they investigate case studies in American history, including issues related to Native Americans, African Americans, and gender. Through these studies and projects, students' examinations seek to answer the course's essential question: What does it mean to be American?

Honors World History I

Prerequisites: World Geography

In this course, students gain a strong understanding of civilization from the post-agricultural revolution up until the 1500s. Coursework spans from the agricultural lifestyle as seen in the river valley civilizations of Mesopotamia, Egypt, India, China, and Mesoamerica to the premodern civilizations of Asia, Africa, and Europe. Using historical content to build a foundation of high school level academic skills, students master critical thinking and reading through primary and secondary sources, argumentative historical writing, and presentation skills through debate and personal assignments.

Honors World History II

Prerequisites: Honors World History I

In this course, students begin by examining the events leading up to the French Revolution. Students then deepen their historical understanding through exploration of the

Industrial Revolution, nationalism, imperialism, WWI, the Russian Revolution, WWII, trends in Latin America, Africa, and Asia, the Fall of Communism, and the modern Middle East, along with the current global positioning of nations. Students read actively from a variety of sources and use primary source documents to evaluate the times in which major events occurred. Through their work in this class, students learn about the ideology, economics, and cultural foundations that propel world history. Purposely-designed reading and writing assignments promote analytical and critical thinking about the forces that have shaped and continue to shape the world.

AP European History

Prerequisites: An average of 90 or higher in Honors World History I, recommendation from a current teacher

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students study the cultural, economic, political, and social developments that have shaped Europe from c.1450 to the present. Coursework includes analyzing texts, visual sources, and other historical evidence. Students learn to write essays expressing historical arguments. Students evaluate primary and secondary sources, contextualize historical developments, and develop a thesis with evidence.

Honors United States History

Prerequisites: Honors World History I, Honors World History II or AP European History, an average of 90 or higher in their current course, recommendation from a current teacher

In this course, students engage the span of American history - from pre-Columbian era to contemporary issues debated in the United States - and particularly investigate the American Revolution, Reconstruction, both World Wars, the Cold War, Vietnam, and Civil Rights. By reading and studying primary and secondary sources, students gain insight into the ideologies, economics, and cultural foundations that underlay the events of U.S. History. Students use a variety of purposeful themes as lenses for their analysis, promoting critical thinking about the forces that have shaped the nation.

AP United States History

Prerequisites: Honors World History I, Honors World History II or AP European History

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students study the cultural, economic, political, and social developments that have shaped the United States from c.1491 to the present. Coursework includes analyzing texts, visual sources, and other historical evidence. Students learn to write essays expressing historical arguments. Students evaluate primary and secondary sources, contextualize historical developments, and develop a thesis with evidence.

AP Psychology

Prerequisites: Honors World History I, Honors World History II or AP European History, United States History or AP United States History, an average of 90 or higher in their current course, recommendation from a current teacher

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students explore the ideas, theories, and methods of the scientific study of behavior and mental processes. The class examines the concepts of psychology through reading, discussion, and data analysis. The coursework exposes students to the disciplines of cognitive, social, developmental, and clinical psychology. Students gain skills in data analysis, research, and practical application of classroom concepts.

AP Art History

Prerequisites: Honors World History I, Honors World History II or AP European History, United States History or AP United States History, an average of 90 or higher in their current course, recommendation from a current teacher

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students explore the history of art across the globe from prehistory to the present. The class analyzes artwork through observation, discussion, reading, and research. Students evaluate works from different cultures, make connections about artistic traditions and styles, and provide evidence to support theories about the meaning of a work of art.

AP Human Geography

Prerequisites: Honors World History I, Honors World History II or AP European History, United States History or AP United States History, an average of 90 or higher in their current course, recommendation from a current teacher

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students explore how humans have understood, used, and changed the surface of the Earth. The class uses tools and thinking processes of geographers to examine patterns of human population, migration, and land use. Visual aids in this course include maps, tables, charts, graphics, infographics, images, and landscapes. Students connect geographic concepts to real-life scenarios, find patterns and trends in visual aids, and understand spatial relationships using geographic scales.

Honors Civics & Current Events

Prerequisites: Honors World History I, Honors World History II or AP European History

In this course, students examine the foundations of the U.S. government, exploring how it operates on both national and international stages. The curriculum encourages critical thinking as students dissect contemporary issues shaping our world. A unique aspect of this course is the hands-on approach to learning. Students actively gather information from various media sources—newspapers, websites, television, magazines, and more. Harnessing this knowledge, participants engage in dynamic round-table discussions and presentations, sharing insights and perspectives on the pressing topics of the day. Assessment in the course is multifaceted, encompassing class participation, oral presentations, effective use of media, and written assignments.



TECHNOLOGY

The overarching goal of the technology curriculum is to provide students with a basic understanding of technology and engineering design for educational and social usage. Technology curricula are always evolving to remain current with technological changes and trends. Upper level courses earn a math credit.

Computer Science Discoveries

In this course, 7th and 8th grade students follow an introductory computer science curriculum that is mapped to Computer Science Teachers Association (CSTA) standards. The course takes a wide lens on computer science by covering topics such as problem-solving, programming, physical computing, user-centered design, and data. Students engage in a variety of projects, including: coding their own games, animations, and robots. The curriculum includes a variety of student-centered, inquiry-based activities, which allow for creative exploration of coding, electronics, and mechanical engineering. Students in this course build on their coding skills progressively during 7th and 8th grade, and have opportunities to use fabrication equipment, including laser cutters and 3D printers, as they bring their ideas to life.

Programming in Python

In this course, students learn Python, a versatile, beginner-friendly, general-purpose programming language designed to be used in a range of applications. Often used to build websites and software, automate tasks, and conduct data analysis, Python is one of the most widely used programming languages today. As students gain understanding of the programming constructs that comprise Python, they also further develop their analytical and computational thinking skills, which will serve them well in any discipline they pursue in the future.

AP Computer Science Principles

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students learn the principles that underlie the science of computers and develop the thinking skills that computer scientists use. Students will work independently and collaboratively to creatively address real-world issues using the tools and processes of computation. The class encourages students to make connections between computing concepts, analyze computational work, and work collaboratively to solve problems. Coursework includes designing a program to solve a problem or complete a task, applying abstractions in computation and modeling, and communicating ideas about technology and computation.

AP Computer Science A

Prerequisite: Previous completion of or concurrent enrollment in Algebra II

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students learn the concepts and tools of computer science as they learn a subset of the Java programming language. Coursework includes hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. Students design a program, develop the algorithms it needs, and write code to implement them. Expectations include correcting errors, neatly documenting the development process, and explaining how program code works.

THEOLOGY

The Theology Department seeks to provide all students with mission-based instruction emphasizing the development of the intellectual tools that will enhance understanding of the Catholic faith. By learning about Jesus Christ and the implications of a relationship with Him, by gaining an understanding of God's saving plan and their own sanctification, and by growing in knowledge about the Church and its teachings, students grow in their capacity for moral decision-making, and can deepen their own personal faith. Rooted in Ursuline's commitment to service, students learn to recognize the call "to do justice, and to love kindness, and to walk humbly with your God" (Micah 6:8, NRSV) and how to act in accordance with principles of Catholic social teaching.

Theology 7

In this course, seventh grade students develop a foundation for understanding Catholicism and Ursuline spirituality, while also emphasizing growth in the skills of reading, writing, and conversation. Through the lens of personal and communal experience, students explore the fundamentals of the Catholic faith. This includes, but is not limited to: Natural and Divine Revelation, the Holy Trinity, Scripture, discipleship, the Church, faith, sin, and grace. Students learn a common vocabulary in Christian theology that will provide the foundation for their future theology courses as they examine how God manifests love in the world and invites participation in His creation. A section of the course is devoted to learning the history of St. Angela Merici and the Ursuline Sisters, as well as discovering how the story of St. Angela intersects with their own lives within Ursuline Academy and its community.

Theology 8

In this course, students examine the seven sacraments that encompass the life and grace-filled foundation of the Catholic faith. This year-long survey course helps eighth grade students understand that they can encounter Christ in a full and real way through the sacraments, especially the Eucharist. Students study each sacrament in detail, from their Biblical institutions to their role in the liturgy, as well as their role in the everyday. Students learn how all seven sacraments relate to one another while remaining distinct. In addition, the doctrines of the Church concerning the seven sacraments receive an in-depth consideration. The eighth-grade curriculum also includes a program on building healthy relationships and Christian values within the context of the church doctrine of Theology of the Body.

Honors Theology I

In this course, ninth grade students analyze scripture and encounter the Bible from various perspectives: historical, cultural, theological, and personal. In doing so, students gain a basic understanding of practical, foundational uses of the Bible. This course encourages students to develop a reverent appreciation of Scripture as the source of the great heroic stories, wisdom, and revelation of the Judeo-Christian

tradition. This course also seeks to develop an awareness of the integral connection and common messages of the two testaments. Finally, students learn to apply Scripture to their daily lives and personal faith journeys. Throughout the course, students have many opportunities to develop skills such as critical thinking, coherent writing, presentation skills, and creative expression.

Honors Theology II

In this course, students study the long and storied history of the Church. The year begins where the previous year ended, with Pentecost and the establishment of Christian communities described in Acts of the Apostles. The purpose of the course is to explore how the Church has worked diligently to fulfill its mission to bring the good news of Jesus Christ to the whole world. Students come to understand that the Church continues to be guided by the Holy Spirit even and especially through difficult times. Students study key periods of Church history, as well as councils, saints, and the development of doctrine to discover how the Church discerns what it means to be faithful disciples of Jesus and to be the People of God.

Honors Theology III

In this course, the curriculum is split into two discrete sections. In the first semester, students come to understand the Christian vision of ethical decision-making with Jesus as the model of full humanness in a one semester course entitled "Christian Morality." This course challenges students to examine their own choices in light of Catholic teachings.

The second half of the junior curriculum applies this learning in a wider context, as we live out our call "to do justice, and to love kindness, and to walk humbly with your God" (Micah 6:8, NRSV) in a one semester course dedicated to social justice. Students learn that Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission, which includes recognizing and analyzing some of the injustices in our midst. Topics include, but are not limited to; war, violence, poverty, immigration, governmental systems,

environmental sustainability, economic responsibility, and discrimination. Through a rigorous study of these issues, students discover how to analyze causes of injustice in light of Catholic faith, tradition, and response.

Senior Honors Theology Electives

There are three potential elective paths from which seniors may choose in their final year of Theology. The first two, Peer Ministry in the Spirit of St. Angela and Catholic Entrepreneurship Design Experience, are year-long courses. The third is Challenges of Faith in the first semester followed by World Religions in the second semester. The fourth is Spiritual Women in the first semester followed by World Religions in the second semester.

Elective A: Peer Ministry in the Spirit of St. Angela

In the first semester of this senior course, students delve into the study of World Religions, exploring beliefs, rituals, sacred places, and histories of various faiths worldwide, including Buddhism, Hinduism, Islam, and Judaism. Emphasizing the Catholic Church's teaching that spiritual truths exist beyond its boundaries, the course aims to highlight both the differences and similarities between other belief systems and the Catholic faith.

Moving on to the second semester, students engage in the Peer Ministry course, grounded in the teachings of Saint Angela Merici. Focused on being Ursuline companions in faith development, students partake in ministerial service, delve into spirituality, discipleship, theology, and various forms of ministry, while also taking on responsibilities such as writing talks, leading reflections, organizing prayer services, and contributing to class retreats and liturgy. The course involves additional commitments beyond regular hours for successful completion.

Elective B: Challenges of Faith

In the initial semester of this senior course, students delve into the exploration of World Religions, including Buddhism, Hinduism, Islam, and Judaism. The focus is on understanding the beliefs, rituals, sacred places, and historical aspects of these religions. The course begins by acknowledging the Catholic Church's stance that spiritual truths exist beyond its confines, encouraging students to discern the similarities and differences between various belief systems and Catholicism.

This course challenges students to engage in philosophical and theological thinking by critically examining existential issues adults grapple with, particularly those related to religious and spiritual faith. Exploring questions about faith,



the existence and nature of God, suffering, and ethical responses to others, students consider various perspectives and reflect on these existential inquiries in an open and sincere dialogue with their own experiences. Through this reflective process, students grasp the significance of cultivating a robust Christian character in their transformation as disciples of Christ, embodying a life of Christian integrity.

Elective C: Catholic Entrepreneurship & Design Experience

In this year-long course, students continue their theological exploration, focusing on themes such as living a virtuous life, incorporating Catholic Social Teaching into their interactions, and discerning God's will for universal holiness. The course centers on understanding why each person is uniquely made by God, called to bring their distinct gifts into the world. Students delve into "principled entrepreneurship," exploring how faith influences their worldly endeavors. Throughout the course, students embrace their unique calling, fostering an entrepreneurial mindset. The class encourages introspection, creative thinking, problem-solving, and the integration of Catholic theology into their work. Engaging in perspective-shifting projects, students will reach new levels of self-awareness, understand personal vocation and entrepreneurship, and take action to create lasting value in their lives. This unique Ursuline theology class offers the option for students to earn college credits from the Catholic University of America.

WORLD LANGUAGES

Students enter Ursuline Academy with varied backgrounds and abilities in language skills. Through the various course levels, the department meets each student where she is and provides the content, skills, and experiences that develop proficiency, fluency, and cultural awareness expected at the college level. In near-immersion classrooms, teachers emphasize the three modes of communication - interpersonal, interpretive and presentational - that help instill a love of language while promoting a deep appreciation of culture. Students in all three languages, French, Latin, and Spanish, can move through the sequence to advance to the highest level, the College Board approved Advanced Placement course.

FRENCH COURSES

French 7

In this course, grade seven students experience an introduction to the study of the French language. Students work towards competence in conversation through lessons and exercises that place an emphasis on acquiring listening and speaking skills. Additional work in reading and writing complements and reinforces newly acquired language skills. Grade seven students complete the first half of the French I curriculum.

French 8

Prerequisites: French 7 or equivalent

In this course, grade eight students continue to increase their oral and aural proficiency in French. They expand their command of topical vocabulary and their control of basic structures. Students comprehend a variety of written sources and communicate effectively in writing. In addition, they continue to develop their appreciation of the culture of French-speaking countries. Grade eight students complete the second half of the French I curriculum.

Honors French I

Prerequisites: No former knowledge of French or minimal French study prior to ninth grade

In this course, students develop communication skills in French through proficiency-based activities. They learn structure and relevant vocabulary in culturally accurate contexts. Students appreciate the wide scope and diversity of French culture through readings and discussion of authentic materials. Guided practice encourages writing ability in a variety of styles and formats.

Honors French II

Prerequisites: French 1, or French 7 and 8 combined

In this course, students continue to acquire aural, oral, reading, and writing skills through the comprehensive listening and speaking program. Instructors place increased emphasis on structural concepts, idioms, and syntax through oral and written exercises and directed short compositions.

Honors French III

Prerequisites: French II

In this course, French III students further develop their proficiency in narration in the past, present, and future tenses, including extensive practice of the subjunctive mood. They increase aural comprehension of a variety of authentic sources. Students comprehend written French in both fictional and nonfictional modes. They express their ideas in written form through factual and creative writing in French. In addition, they expand their appreciation of the wide variety of geography, history, and cultures of French-speaking countries.

Honors French IV

Prerequisites: French III

In this course, students build on the skills of French III and seek to reinforce their oral-aural proficiency with an increasing emphasis on global and detailed reading and writing skills. Students continue their intensive study of structure using a variety of classic and contemporary texts intended to reinforce the grammatical competencies acquired in previous years of study. Audio, film, and interactive resources are used in the classroom to refine pronunciation and listening comprehension skills. Additionally, students develop their expression of ideas in written form through extensive practice in creative and factual formats.

Honors French V

Prerequisites: French IV

In this course, students explore French culture while communicating entirely in French. The course is designed around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students enrolled in this fast-paced course practice advanced grammar topics, narrative and expository writing, reading comprehension, listening comprehension, and extemporaneous speaking. Students analyze, reflect on, and discuss contemporary issues and explore a wide range of topics. Through their reading of Francophone literature through the centuries, they study Francophone culture and history and write essays and reviews.

AP French

Prerequisites: French IV

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students develop their French language skills and learn about the cultures in French-speaking parts of the world. The class practices communicating in French and studies real-life materials such as newspaper articles, films, music, and books. Students hold conversations in real-life situations, and write stories, letters, emails, essays, and other texts in French.

LATIN COURSES

Latin 7

In this course, grade seven students learn the fundamentals of the Latin language by emphasizing elementary Latin morphology, syntax, and vocabulary. To contextualize the language and lay the groundwork for subsequent study, the course introduces students to classical geography, mythology, and daily life. For texts, students use *Jenney's First Year Latin* and Roach's *Libellus Fabularum Latinarum*.

Latin 8

In this course, grade eight students continue to master morphology, syntax, and vocabulary, while translating increasingly complex sentences and stories about Roman history and mythology. Students continue their studies of Roman culture, with a focus on Roman values, mythology, daily life, and basic Roman history. Latin 7 and 8 comprises the year-long Latin I course so that, as 9th graders, students may enter Latin II.

Honors Latin I

In this course, high school students learn the fundamentals of the Latin language through morphology, syntax, and vocabulary. As students progress through grammar topics, they read increasingly complex sentences and stories. To contextualize their language experience, Latin I students also learn about classical mythology, the city of Rome, and daily life. Students use *Jenney's First Year Latin* course and Roach's *Libellus Fabularum Latinarum*.

Honors Latin II

Prerequisites: Latin I or Latin 7-8

In this course, students finish their study of Latin grammar and basic vocabulary, with a focus on translating difficult syntax. After students complete *Jenney's First Year Latin*, they translate from intermediate level readers about Roman history and Greek mythology, supplemented by a study of epigraphy and Roman graffiti. By the end of the year, students transition to the translations of authentic Latin

prose authors such as Petronius, Eutropius, or Caesar. Cultural topics studied include famous men of ancient Rome, Roman education, warfare, and heroes of mythology and poetry.

Honors Latin III

Pre-requisites: Latin II

In this course, students use their language skills to translate a survey of Latin literature. Their exploration of Roman genres will include both prose and poetry and authors such as Cicero, Caesar, Eutropius, Ovid, and Catullus. Students will consider historical, political, and social contexts of their texts, especially focusing on the Late Republic and paying special attention to rhetorical devices and meter (hendecasyllables and dactylic hexameter).

Honors Latin IV

Prerequisites: Latin III

In this course, students are introduced to Vergil's *Aeneid* and Caesar's *Gallic War*. In addition to creating precise literal translations, students will investigate Latin grammar and syntax, the Roman army, and literary analysis. Students will discuss the impact of the following themes: Roman values, warfare, history and memory, human beings and the gods, views of non-Romans, and literary style.

Honors Latin V

Prerequisites: Latin IV

In this course, students are introduced to the College Board's syllabus of Vergil's *Aeneid* and Caesar's *Gallic War*, though Latin V students do not sit for the AP College Board Examination in the spring. In addition to creating precise literal translations, students will investigate Latin grammar and syntax, the Roman army, and literary analysis. Students will discuss the impact of the following themes: Roman values, warfare, history and memory, human beings and the gods, views of non-Romans, and literary style.

AP Latin

Prerequisites: Latin IV or V

In this course, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students learn to read and analyze Latin literature as they explore ancient Roman history and culture. The class translates passages from the writings of Vergil and Caesar and examines them through discussions, debates, and presentations. Students read Latin poetry and prose, understand the history, culture, and literary movements of ancient Rome, and develop an argument analyzing Latin literature. The course explores the connections between Latin and English through linguistic analysis and translation.

SPANISH COURSES

Spanish 7

In this course, seventh grade students experience an introduction to the study of the Spanish language. Students work towards competence in conversation through lessons and exercises that place an emphasis on acquiring listening and speaking skills. Additional work in reading and writing complements and reinforces newly acquired language skills.

Spanish 8

In this course, eighth grade students continue to increase their oral and aural proficiency in Spanish. They expand their command of topical vocabulary and their control of basic structures. Students will be able to read and comprehend a short novel in Spanish and will be able to communicate effectively in basic written Spanish while developing their appreciation of the culture of Hispanic countries. Spanish students completing grades seven and eight are usually prepared for Spanish II in grade nine.

Honors Spanish I

In this course, students new to the language or seeking to strengthen their foundation develop communicative skills in Spanish through proficiency-based activities. They learn basic structure and relevant vocabulary in culturally rich contexts. Emphasis is given to practicing listening and speaking skills. Students develop their writing ability through guided practice, and reading comprehension is introduced through various texts.

Honors Spanish II

Prerequisites: Spanish I or Spanish 7-8

In this course, students are immersed in Spanish as they build upon the vocabulary themes and grammar concepts presented in Spanish I. Their proficiency improves through daily reading, writing, speaking, and listening activities. Students explore the cultures of Spanish-speaking communities through classroom discussions and celebrations.

Honors Spanish III

Prerequisites: Spanish II

In this course, students continue with the vocabulary themes and grammar concepts presented in Spanish II and improve proficiency through extensive practice of their reading, writing, speaking, and listening skills. Advanced grammar is integrated into thematic units, such as the arts, health, and the environment. Students continue to explore the cultures of Spanish-speaking communities through classroom discussions and celebrations.

Honors Spanish IV

Prerequisites: Spanish III

In this course, the curriculum builds on the skills developed in Spanish III and seeks to reinforce students' fluency, both in speaking and writing. This course includes intensive grammar work with the subjunctive and an overview of all Spanish tenses and moods. Additionally, the use of film, music, audio podcasts, articles, and other authentic and interactive resources play a role in refining students' pronunciation and listening comprehension skills. Students develop their written expression through essays, cultural projects, and other activities. Highlights of this course are class visits from guest native Spanish speakers from a variety of professions. Students have the opportunity to establish connections with other students from the Spanish-speaking world, and conduct live interviews with Hispanics who have immigrated to our country.

Honors Spanish V

Prerequisites: Spanish IV

In this course, students continue to build upon the communication skills developed in Spanish IV, honing the five major skills: listening, speaking, reading, writing, as well as cultural competency. This course aims at improving each student's level of Spanish proficiency in the three communicative modes—interpersonal, interpretive, and presentational. Students explore authentic resources in Spanish such as: documentaries, movies, podcasts, YouTube videos, essays, short stories, as well as online news sources in video and print, all in the target language. Spanish V seeks to reinforce students' oral-aural proficiency, with an increasing emphasis on global awareness and perfecting their reading and writing skills. Students develop their expression of ideas in written form through extensive and diverse practices, such as journal writing, movie reviews, persuasive essays, and email replies. This course is conducted exclusively in Spanish to ensure an optimum immersion experience for the students, who also agree to uphold the all-Spanish environment in class.

AP Spanish Language and Culture

Prerequisites: Spanish IV

In this class, students follow the curriculum as set by the College Board and may earn college credit through the Advanced Placement (AP) exam taken in the spring. Students develop their Spanish language skills and learn about the culture in Spanish-speaking parts of the world. The class practices communicating in Spanish and studies real-life materials such as newspaper articles, films, music, and books. Students hold conversations in real-life situations, and write stories, letters, emails, essays, and other texts in Spanish.

Procedure for Course Selection

With a variety of courses and 360 students, arranging an overall schedule that enables students to achieve their desired goals within the limits of the daily schedule, available faculty, and facilities is a complex task that requires careful planning. Please note that elective courses are subject to change based on student interest. Ursuline goes to great lengths to facilitate the scheduling process. To help enable this, the following timeline guides the process:

February/March

Ursuline begins the course selection process with current high school students meeting in February with the Dean of Teaching and Learning and the Department Chairs. In this meeting, Department Chairs share the options available in the context of their educational plans. The school shares a student's course selection with parents for approval after each student has met with their school and college counselor. Students who are interested in signing up for AP courses must have a 90 or above average in previous courses by discipline to enroll. Students who want to petition for probationary acceptance need to write an appeal letter to the Dean of Teaching and Learning, and the appropriate Department Chair for consideration.

April/May

Ursuline staff begin to build the Master Schedule for the upcoming fall.

June

A preliminary schedule is distributed to each student for final discussion with their parents and ensures that the proper courses are listed. Student schedules produced in June do not contain teacher's names or the block in which courses meet. Students who have secured probationary status hear about approval upon the completion of exams and 4th quarter grades. Additionally, students will receive summer work assignments prior to the end of the school year.

Mid-August

Teacher course assignments and meeting times and locations are arranged over the summer by mid-August. Student schedules are finalized and course loads are balanced until August 10th. After this date, courses become increasingly difficult to change. Course changes and additions are limited, and are subject to space availability, fulfillment of a prerequisite, or other considerations subject to the constraints and schedule listed below:

1. Student's schedule is incomplete.
2. Student has completed summer work that enables a different placement.
3. A core academic class is replaced by another core academic class.

Once the master schedule is built, all students enrolled in AP classes are committed to completing the entire year and taking the AP exam.

Schedule Changes

At the start of the school year, students receive their schedules including the course, location, and the teacher name. Students may change their schedule during the first two weeks of the new school year during the add/drop period. Students should follow the protocol for add/drop:

1. Meet with your teacher to discuss the course you are interested in dropping.
2. Meet with your school counselor to discuss the course change.
3. Your counselor will then meet with the Dean of Teaching and Learning for approval prior to going to the Registrar.
4. Once all approvals have been set, the Registrar changes the schedule.

Course Sequence

To help visualize options, we have outlined model paths that students might follow at Ursuline Academy in grades 9-12.

FRESHMAN YEAR

English I	(Honors)
Algebra I or Geometry	(College Prep or Honors)
Biology	(Honors)
World History I	(Honors)
Theology I	(Honors)
Ninth Grade Colloquium	(Honors)
World Language	(Honors)
-French	
-Latin	
-Spanish	

SOPHOMORE YEAR

English II	(Honors)
Algebra II or Geometry	(College Prep or Honors)
Chemistry	(Honors)
AP Physics	
World History II	(Honors)
or AP European History	
Theology II	(Honors)
2nd year of same World Language	(Honors)
Art Elective	(Honors)
or AP Computer Science Principles	

JUNIOR YEAR

English III	(Honors)
or Philosophy in Literature	(Honors)
or AP English Language & Composition	
Geometry, Algebra 2	
or Pre-calculus	(College Prep or Honors)
Physics	(Honors or AP)
or Forensics	(Honors)
or Anatomy	(Honors)
or AP Chemistry	
United States History	(Honors or AP)
Theology III	(Honors)
3rd year of same World Language	(Honors)
Art Elective	(Honors)

or AP Human Geography
or AP Computer Science Java

SENIOR YEAR

English IV	(Honors)
or Philosophy in Literature	(Honors)
or AP English Composition	
Pre-calculus	(College Prep or Honors)
or Calculus	(Honors or AP)
Physics	(Honors or AP)
or Forensics	(Honors)
or Anatomy	(Honors)

or AP Chemistry
or AP Biology
or AP Environmental Science
Civics (Honors)
or AP Psychology
or AP Art History
or AP Human Geography
Theology Elective (Honors)

Peer Ministry
Challenges of Faith
Catholic Entrepreneurship
4th year of same World Language (Honors or AP)

Recommended but not required

Art Elective (Honors)
or Additional Science
or Social Studies elective based on interest

Please note that elective courses are subject to change based on student interest.



URSULINE ACADEMY

College Matriculation

Historically, 100% of Ursuline graduates go on to full-time college study. The list below reflects the colleges where members of the classes of 2021-2024 have enrolled.

American University	High Point University	Skidmore College
Assumption University	Indiana University (Bloomington)	Stonehill College
Auburn University	Iowa State University	Suffolk University
Babson College	Kenyon College	Syracuse University
Bentley University	King's College London	Trinity College
Berklee College of Music	Lasell University	Trinity University
Boston College	Lehigh University	Tufts University
Boston University	Loyola Marymount University	Union College
Bowdoin College	Loyola University Maryland	University of Austin
Bryant University	Marist College	University of California (Berkeley, Davis and Los Angeles)
Bucknell University	Marquette University	University of Connecticut
Champlain College	Massachusetts College of Pharmacy and Health Sciences	University of Delaware
Clarkson University	Middlebury College	University of Maine
Colby College	Mount Holyoke College	University of Maryland (College Park)
Colgate University	North Carolina State University	University of Massachusetts (Amherst and Lowell)
College of Charleston	Northeastern University	University of Michigan (Ann Arbor)
College of the Holy Cross	Northumbria University	University of New Hampshire
College of William and Mary	Northwestern University	University of Notre Dame
Cornell University	The Ohio State University	University of Rhode Island
Creighton University	Penn State University (University Park)	University of Scranton
Dartmouth College	Providence College	The University of Tampa
Elon University	Purdue University (Main Campus)	University of Vermont
Emmanuel College	Quinnipiac University	University of Wisconsin (Madison)
Endicott College	Regis College	Villanova University
Fairfield University	Rensselaer Polytechnic Institute	Virginia Polytechnic Institute and State University
Flagler College	Rivier University	Wake Forest University
Florida State University	Roger Williams University	Wellesley College
Fordham University	Sacred Heart University	Wesleyan University
Furman University	Saint Anselm College	Xavier University
George Washington University	Saint Louis University	
Georgetown University	Saint Michael's College	
Georgia Institute of Technology	Salve Regina University	
Hamilton College	Santa Clara University	
Haverford College		



URSULINE ACADEMY

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