

BISHOP / HIGH

GOALS, GRACE & GREEN



CURRICULUM GUIDE
2011-2012



Dear Friend,

Welcome to Bishop García Diego High School!

Bishop García Diego High School combines the rich heritage of two predecessor schools, Dolores School, which opened in 1932, and Catholic High School, which opened in 1940. In 1959, the Archdiocese of Los Angeles assumed sponsorship of the school, moving it to the present campus and taking California's first bishop, Bishop Francisco García Diego y Moreno, as its patron. In 2005 the school became an independent Catholic high school.



Bishop High is a community in every sense of the word – in our commitment to the young women and men we are privileged to serve; in our active alumni association that embodies the philosophy of “Once a Cardinal, always a Cardinal;” in our dedicated and extraordinarily talented faculty and staff; and in our partnership with generous and visionary parents, donors and friends. Further, our student body represents an unusually strong diversity in ethnicity, socio-economic backgrounds and geography of Santa Barbara County.

Our graduates embody the Cardinal Standards of Faith, Expression, Action, Service, Thought, and Self-Reliance as they matriculate to university study, graduate school, and ultimately, a rewarding profession. Living our call as Catholic school educators, Bishop High provides abundant opportunities for students to practice moral and ethical decision-making as they develop into young women and men of good character. It is a Bishop High graduate who will see that justice is done in our communities and our world.

The pictures on our website and publications are fantastic! I invite you explore our site and to visit our campus to best understand and “get to know” Bishop High!

Kind regards,

A handwritten signature in black ink that reads "Dr. Paul Harrington". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Dr. Paul Harrington
Head of School
GO CARDINALS!

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CURRICULUM AND INSTRUCTION

Dear Families,

Bishop Garcia Diego High School is the crown jewel of secondary education in Santa Barbara. Steeped in the rich tradition of success that Catholic schools offer their students, Bishop High continues that tradition by providing a rigorous and relevant college preparatory study of the Humanities, Sciences, and Theology (Mission) to students of all faith and socio-economic backgrounds. For the past nine years, 100% of our graduating seniors move on to post-secondary education. The Class of 2011 represents Bishop at some of the nation's top universities, including Duke, Dartmouth, The University of Southern California, and The University of California at Berkeley.



With SAT scores above the national average and high Advanced Placement exam pass rate, Bishop models an exemplary commitment to student learning and support, manifested in on-going professional development with our teaching staff and individualized student support from our counseling department. Our highly qualified teachers, committed counselors, and diverse and motivated student body all contribute to the success of Santa Barbara's only Catholic high school. We are committed to working with your child to grow spiritually, intellectually, socially, and athletically, and to support you, the parents, as the primary educators of your children.

This is Bishop High.

A handwritten signature in black ink, appearing to read "Joe Reiken".

Dr. Joe Reiken
Assistant Head of School
Curriculum and Instruction

ACADEMIES

STEM / ACADEMY

The Science, Technology, Engineering and Mathematics Academy is open to students who wish to study STEM at a rigorous, concentrated level. Interested students must apply to the Academy and be accepted on rigorous academic criteria. Students admitted must remain within the criteria to remain in the Academy. Admission is based on the following criteria:

1. Completion of the STEM Academy Application in the Admissions folder or for current students an Academic Petition from the Counseling and Student Services Department.
2. Overall GPA of 3.5 or higher and a STEM GPA of 3.75 or higher
3. Active participation in and successful completion of a STEM internship during the summer of the junior year
4. Completion of the STEM Course of Study

BISHOP SCHOLARS / ACADEMY (BS/A)

The Bishop Scholars Academy provides opportunities for gifted students to pursue the highest level coursework possible based on their individual needs and college goals. The Academy is by invitation only and is under the direction of the C&SS Department, who works closely with the parents of these students to determine the appropriate course of study.

BSA Students are permitted and encouraged to:

- Have a modified schedule which will allow time for independent study and online coursework
- Enroll in SBCC and UCSB courses during the school day, where appropriate
- Enroll in upper division (junior and senior level) classes during 9th and 10th grade, including AP classes
- Study independently for AP exams, in place of regularly scheduled classes, with the help of a teacher mentor

Students must meet the following criteria for admission to BSA:

- Test scores (PSAT) in the 90th percentile in either Math or English
- 4.0 GPA
- Receive approval from Curriculum Committee, based on the following:
 - Exemplifies positive attitudes
 - Demonstrates academic initiative
 - Is thoroughly dependable
 - Is willing to uphold scholarship and maintain a loyal school attitude
 - Takes criticism willingly and accepts recommendations graciously
 - Consistently exemplifies desirable qualities of behavior
 - Upholds principles of morality and ethics
 - Cooperates by complying with school regulations
 - Demonstrates the highest standards of honesty and reliability
 - Observes instructions and rules and is punctual
 - Has powers of concentration, self-discipline, and sustained attention

If the Curriculum Committee determines that a student meets all the above criteria, the student will be invited to participate in the program and a meeting will take place with the student (and family) to determine a suitable schedule/course of study.

COUNSELING AND STUDENT SERVICES

Rya Carpenter, Dean

rcarpenter@bishopdiego.org

805.967.1266 x121

The Counseling and Student Services Program (C&SS) provides comprehensive academic, career and personal/social support for all students to maximize student potential and academic achievement. In partnership with educators and families, the C&SS Program is committed to the learning needs of all students so that they may complete the rigorous, college-preparatory curriculum that Bishop High offers. Each year, students are provided personal attention and guidance in working toward university admission.

“GRAD AT GRAD” FROM BISHOP HIGH

The graduate of Bishop High at the time of graduation (the “Grad at Grad”) will have completed a rigorous, college-preparatory high school curriculum centered on our Cardinal Standards of Faith, Service, Thought, Expression, Self-Reliance, and Action (FEASTS).

We expect all graduates at the time of graduation to be able to:

- **{Faith}** use personal reflection to further experience their faith and respond to the challenge of realizing their God-given potential.
- **{Expression}** use oral, written, artistic, and technological forms of expression to convey ideas effectively and to cultivate positive personal and professional relationships.
- **{Action}** participate in recreational, artistic, political and/or cultural activities to enhance physical and emotional health and enjoyment throughout life.
- **{Service}** take responsibility for improving the quality of life for self and others through Christian service and by assuming productive roles as members of family, church, occupation, civic and global communities.
- **{Thought}** employ knowledge related to curriculum content to analyze and evaluate significant and complex problems.
- **{Self-reliance}** develop self-reliance, independence and moral strength; establish and pursue positive personal and educational goals.

GRADUATION REQUIREMENTS

Preparing for specific personal, vocational or college interests requires careful planning of the student's course of study. Students are encouraged to take as many academic courses as their abilities will permit. Students interested in highly competitive colleges should give special attention to a four-year sequence in mathematics, science and foreign language. Most colleges require more than the minimum graduation requirements. Freshmen are placed into their courses based on 7th and 8th grade academic grades, placement test scores and academic letters of recommendation.

MINIMUM ACADEMIC REQUIREMENTS FOR GRADUATION

A Bishop García Diego student must have a minimum of 24 units to graduate (1 year of study = 1 unit of credit). Within these 25 units, the following subject areas are required:

Religion 4 years – all 4 years to be taken at BDHS

English 4 years – all 4 years to be taken at BDHS

Mathematics 4 years (Algebra II required) – min 3 years to be taken at BDHS

Social Studies 3 years – all 3 years to be taken at BDHS

Science 2 years – min 2 years to be taken at BDHS

Foreign Language 2 years (in the same language required)

Fine Arts 1 year – min 1 year to be taken at BDHS

PE/Health 1 year – 1 year to be taken at BDHS

Technology 1 year

Other electives totaling 3 years – these may be additional years of mathematics, science, or language.

GRADES AND GRADE WEIGHTING

GRADES

Students receive letter grades in all subjects. Bishop García Diego uses a five-letter grading system: A, B, C and D are passing grades, ranging from excellent to poor; F is a failing grade for which no credit is given. A student who receives an F in a required subject must repeat and pass the course before continuing in the sequence. A student who fails to make up a subject deficiency in summer school may not be re-admitted to the school.

The following is a general rubric as to the meaning of an academic grade:

A - student demonstrates an in-depth understanding and analysis of the content in all aspects of the course; student work is generally thorough, discerning and insightful; student presents work that is polished, refined and consistently well-crafted.

B - student demonstrates an in-depth understanding and analysis of the content in many aspects of the course; student work is often thorough, discerning and insightful; student presents work that is clear and well-crafted much of the time.

C - student demonstrates an understanding and analysis of the content in some aspects of the course; student work is not generally thorough, discerning or insightful; student presents work that is sometimes well-crafted, but inconsistent.

D - student does not demonstrate an adequate understanding or analysis of the content in most aspects of the course; student work shows a lack of discernment or insight; student presents work that is generally not well-crafted and highly inconsistent.

F - student does not demonstrate an adequate understanding or analysis of the content in most aspects of the course; student work shows almost complete lack of discernment or insight; student frequently fails to complete assignments or present work of any quality; student shows very little commitment to the course.

WEIGHTING

Grades are weighted in all honors and AP courses. Weighted grade averages reflect the nature and difficulty of the work required.

In computing unweighted grade point averages:

A+ = 4.33, A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = .67 and F=0.

In computing weighted averages for Honors and AP classes: A+ = 5.33, A=5.0, A- = 4.67, B+= 4.33, B = 4.00, B-=3.67, C+= 3.33, C = 3.00, C-=2.67. There is no weighted credit for grades of 72% (C-) or below.

ACADEMIC PLANNING AND ADMISSION TO UNIVERSITY

Bishop High uses the University of California/California State University "a-g" requirements as the benchmark for academic planning and college/university admission. This sets the bar high for college admissions, and opens the door to many post-secondary opportunities. **IMPORTANT NOTE:** The college counselors at Bishop High are poised to help students identify **additional and specialized admission requirements of highly selective and out-of-state schools**. Students interested in highly selective or out-of-state schools should work closely with their college counselor during course selection and academic planning.

THE UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE UNIVERSITY

The following A-G subject requirements apply to all students entering either University system.

- | | |
|---|--|
| A | History/Social Science - 2 years required |
| B | English - 4 years required |
| C | Mathematics - 3 years required, 4 years recommended |
| D | Laboratory Science - 2 years required, 3 years recommended |
| E | Language other than English - 2 years of the same language required, 3 recommended. |
| F | Visual and Performing Arts - 1 year required. Includes drama, band, art, digital art |
| G | College Preparatory Elective - 1 year of college preparatory coursework* |

*All Bishop students meet these requirements by completing the minimum academic requirements needed for graduation.

At least 7 of the required 15 units must be taken in the last two years of high school. A grade of C or better is necessary in all required subjects. Any deficiencies (D or F grades) should be made up.

Grade point average is recalculated using A-G subjects only, with extra weight for honors and AP courses. The following courses are not considered honors by UC: Honors Geometry, Honors Spanish 2, Honors English 9 & 10, Honors Algebra 2/Trig. Examination Requirements - these include the SAT or

ACT. The total score on the best sitting of these exams is combined with the GPA to produce an eligibility index. Any student who meets the subject requirements and the minimum score on this index is guaranteed a place in the UC or CSU system, although not necessarily at the more competitive schools.

PRIVATE UNIVERSITIES AND HIGHLY SELECTIVE COLLEGES

Bishop High offers a rigorous curriculum and rich co-curricular activities. As a result, students are well prepared for a variety of post-secondary options. Those interested in highly selective or out-of-state schools should work closely with their college counselor during course selection and academic planning.

ASSESSMENT TESTS

Assessment tests used by colleges for admissions purposes are given by two testing agencies. The College Board administers the PSAT, SAT Reasoning Test, SAT Subject Tests, and Advanced Placement Tests. The American College Testing Program administers the ACT. Students are informed about the tests as part of the college counseling program, beginning in the freshman year.

RECOMMENDED COURSES FOR COLLEGE ADMISSION

Since all Bishop García Diego graduates plan to attend college, students and parents must begin early to consider the general requirements for college admission. No single pattern of preparation will meet admissions requirements at all colleges. A four-year comprehensive and balanced program in the major academic subjects is strongly advised and will meet most college requirements and/or recommendations, provided the student has no D or F grades. Students and parents are also encouraged to meet with their counselor for additional support in college planning.

ADVANCED PLACEMENT

Advanced Placement is a program of rigorous courses equivalent to entry-level college work. Each course culminates with an examination developed by the College Board. Most colleges and universities allow entering freshmen to matriculate out of one to three semesters of college work if an acceptable score (usually 3 or higher) has been earned on an Advanced Placement examination. The AP fee is \$82.00 and covers the cost of the exam and review materials. Students should enroll in an AP class with the full intention of taking the AP examination.

HONORS COURSES

Honors courses provide students with enriched educational activities that encourage greater intellectual inquiry and discovery. Bishop García Diego offers honors courses in every

discipline to interested students with high academic achievement and test scores. Each department prepares specific criteria for placement in these courses. Generally, a student placed in an Honors course is expected to do more than is required, learn rapidly, show initiative and creativity, and assume active leadership in learning activities.

ONLINE COURSES/INDEPENDENT STUDY

Students can take online courses at Bishop or from home. Such courses are not intended to replace courses offered by the school, but are available as a supplement. Independent study for credit may be requested and approved at the discretion of the Dean of Counseling and Student Services. Independent courses of study must be taught or monitored by a qualified instructor from an accredited institution and be equivalent to 60 classroom hours per semester.

DUAL ENROLLMENT PROGRAM WITH SANTA BARBARA CITY COLLEGE (SBCC)

Bishop Diego has a partnership with SBCC which allows our students to register for SBCC classes and earn both high school and college credit. Students have the opportunity to complete up to a year of college credits (30.0 units) or more prior to high school graduation.

This collegiate program offers the following benefits to Bishop students:

- Earn your college degree in less time
- Eliminate duplication of coursework between high school and college
- Save Money
- Experience the college environment
- Explore career fields prior to the start of college

Further, we offer the following classes on the Bishop High campus as part of our regular school day schedule which also offers dual enrollment and college credit with SBCC:

- Digital Drawing (Photoshop and Illustrator)
- Survey of Multimedia Tools (Digital Art and Video Production)
- Flash I (Digital Page Design/Web Design)
- Leaders for Life (Personal Leadership Skills)

ACADEMIC AND COLLEGE COUNSELING

Affiliated Staff

Mrs. Rya Carpenter, MS, PPS, Dean (Last name H-Z)

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805.967.1266 x121

Mrs. Kara Hornbuckle, MS, PPS (Last name A-G)

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The Academic and College Counselors at Bishop Garcia Diego High School provide a comprehensive program that culminates once students enter college. The Academic and College Counselors ensure that students and parents receive timely information about curricular options as they address course selection and academic planning. The process evolves throughout the high school years with a different emphasis and focus each year.

During the freshman year, emphasis is placed on the importance of the high school curriculum and extracurricular or co-curricular experiences. Through work with teachers and counselors, students explore connections between the high school program and college admission, based on unique interests and abilities. To further support college aspirations, all students participate in the College Board's PSAT standardized testing program. The PSAT (Preliminary SAT) is given to all freshmen in order to assess achievement, facilitate academic planning, and begin preparation for the SATs.

The sophomore year focuses on strengthening and developing the individual program, as well as, exploration of post-secondary options. The PSAT is administered again this year to assess academic achievement and continue preparation for the SATs, which students take in junior and senior year.

Direct work with parents and students begins during the junior year. Counselors will meet individually with parents and students to provide information about post-secondary options, admissions planning and financial aid preparation. All juniors take the PSAT for the third time and should register for the SAT and ACT by the spring.

Seniors and their parents meet individually with the Academic and College Counselors in August or September to discuss applications, prospects, and testing results. Most students apply to colleges during the first semester of the senior year. In the second semester, the counselor is available to help with decision-making and financial aid/scholarship opportunities. An additional resource for all seniors is the College Seminar Program. This seminar is offered in the summer after junior year. It includes important information relating to college admissions, and upon conclusion of the program students will have completed their college essays!

At any point in the high school years, parents and students may schedule appointments with their Academic and College Counselor to discuss course selection, academic progress and other questions pertaining to the academic program. It is requested that when making course selections or changes, all parties work together to optimize student potential within coursework such that students remain on track with their four-year goals. Academic Petitions are available upon request.

RESOURCE PROGRAM

Dr. June Szabo-Kifer, Ph.D.

jszabo@bishopdiego.org

805.967.1266 x221

Bishop Garcia Diego High School is committed to meeting the individual academic needs of all students. Students with documented learning disabilities are eligible to receive services under the direction of the Resource Specialist. Some important information to know:

1. The resource program is designed to accommodate students with minimal, diagnosed language, learning, or attention difficulties.
2. Through this program, students are offered the tools and adjustments necessary for academic achievement.
3. Faculty members are aware of those students eligible for resource services and work collaboratively with the resource specialist to meet their specific needs.

PERSONAL COUNSELING

Sister Helen Wolkerstorfer, MA, MFT

shelen@bishopdiego.org

805.967.1266 x116

The personal counselor is available to meet with students and parents to help with those difficult situations in life such as relationship issues, family challenges, and bereavement. Where problems or emotions interfere with learning, our goal is to help students overcome obstacles. If situations require services beyond the scope of the school, the counselor can assist with referrals to other appropriate agencies. Common concerns brought to the personal counselor's attention have been:

1. Family Relationships
2. Grief and Bereavement
3. Peer Relationships

STUDENT BEHAVIOR

Ms. Stacey Carr, Dean of Women

scarr@bishopdiego.org

805.967.1266 x105

Mr. Jason Donnelly, Dean of Men

jdonnelly@bishopdiego.org

805.967.1266 x107

Discipline at Bishop Garcia Diego High School is designed to provide moral guidance within the framework of the teachings of the Catholic Church, and to encourage self-growth as we support consistent personal development. We want to ensure that our classroom environments are conducive to the learning process as we promote a safe and secure campus environment.

Discipline is most effective when there is a reasonable degree of accountability on the part of the student as it becomes part of a life-long learning process. Discipline must be seen as a positive means of assisting students as they grow in maturity and responsibility. It is important that we work together to ensure that discipline is positive and supported by all within the context of our School Mission.

HUMANITIES

Mandy Combs, Dean

mcombs@bishopdiego.org

805.967.1266 x109

The philosophy of the Bishop Garcia Diego Humanities Program is that all knowledge is connected. We strive for students to see the relationship among disciplines and that the skills and aptitudes developed in one course are applicable in other subject areas. These include critical thinking and analysis; strong communication - written, artistic, and spoken; personal and civic responsibility; understanding of shared human experience and a multiculturalism; and the importance and impact of faith.

ENGLISH

Affiliated Faculty

Mandy Combs, MLS, Dean

Tim Flanagan, BA

Jhenna Shelton, BA

Linda Williams, BA

Note: Summer reading is required in all English courses.

LITERATURE AND COMPOSITION I

Two Semesters: Grade 9

Teacher: Shelton or Williams

This course introduces students to various genres of literature, writing skills, grammar, and vocabulary. It includes an extensive writing program in which students learn basic writing skills, sentence construction, literary terms, paragraph development, thesis development, critical essay skills, and peer editing. The course also focuses on personal responses to literature, skills in reading for depth, as well as research projects. Students may be required to attend cultural events outside the school.

(H) LITERATURE AND COMPOSITION I

Two Semesters: Grade 9

Teacher: Williams

PREREQUISITE: Departmental Approval

This course covers the material taught in Literature and Composition I in greater depth and detail and demands more precision from students. Additional reading is required. Placement in (H) Literature and Composition I is determined by the counselor following a review of scores on the High School Placement Test.

LITERATURE AND COMPOSITION II

Two Semesters: Grade 10

Teacher: Flanagan

This course continues at an advanced level of instruction in the full range of language skills: literature, composition, grammar and vocabulary (the literature component introduces the study of the novel and autobiography, and emphasizes the short story, poetry and drama). Students become familiar with the literary terminology appropriate to these genres and are introduced to literary analysis. Composition emphasizes clear presentation of ideas in the expository mode as well as imitation of the literary forms. Students will also practice and refine critical writing skills. Students may be expected to attend a related cultural event outside the classroom.

(H) LITERATURE AND COMPOSITION II

Two Semesters: Grade 10

Teacher: Flanagan

PREREQUISITE: Departmental Approval

This course aims to prepare students for AP English Language and Composition and AP English Literature and Composition by developing their ability to analyze, synthesize, and criticize complex literary themes rhetorical devices and to communicate them in various writing assignments. Examples of the literature read may include *Grapes of Wrath*, *Macbeth*, *Kite Runner*, *Portrait of an Artist as a Young Man*, and *The Adolescent*. Students will be expected to demonstrate a high level of critical thinking through the writing of literary essays, oral presentations, group projects, class discussions, etc. The reading and writing requirements are more strenuous than the College Prep English 10 and demand more precision from the students.

AMERICAN LITERATURE

Two Semesters: Grade 11

Teacher: Combs or Flanagan

This intensive reading and writing course focuses on the American literary experience, beginning with the theme of migration and the Puritans' hope of a New World. It continues through the development of American thought as evidenced through the works of Whitman, Emerson, and Thoreau; then into the early 20th Century with Sinclair, Fitzgerald, and Williams. Students are expected to read independently and participate in class discussions. Various modes of expository and creative writing are explored, with an emphasis on clarity of syntax in expression. Refined technique in critical essays is a fundamental part of this course as are oral presentations and the continued study of vocabulary. Students are expected to attend a related cultural event outside the classroom.

BRITISH & WORLD LITERATURE

Two Semesters: Grade 12

Teacher: Shelton or Williams

This course covers a combination of thematic international literary selections of various genres and a corresponding writing process, both directed at exploring values, ideas, and ideals similar to and different from our own. Consideration is also given to the literary quality of the works discussed. The course focuses on both similarities and differences between English and other literature. Composition consists of formal thematic writing in response to the literature as well as personal exploration through writing.

CREATIVE WRITING

Two Semesters: Grades 10-12

Teacher: Flanagan

The Creative Writing course introduces sophomore through senior students interested in a career in writing to the concepts and methods necessary for the successful production of creative works in the following genres: short fiction, drama and poetry. The first semester focuses on writing short fiction and is divided into eight rigorous units designed to help students master fundamental strategies in character development, setting, plot and narration. Students will be expected to identify rhetorical strategies and syntactical forms employed by authors through analytical reading and expository writing and then incorporate those strategies into their own artistic efforts. Written assessments and holistic scoring guides conclude each unit, and a cumulative project coupled with an objective exam concludes the semester. A similar model will be used in the second semester for the writing of one-act plays as students will focus on mastering strategies for character development and plot through dialogue, building on what they learned in these areas during the first semester. Five poetry units will employ the method of modeling various authors as well, but

with an added emphasis on form (ballad, free verse, sonnet, elegy, ode). Course texts include short stories, novellas, critical essays, articles and essays by the authors covered, one-act plays, poems, essays, films, television productions, newspaper and magazine articles, and other non-fiction texts.

AP ENGLISH LANGUAGE AND COMPOSITION

Two Semesters: Grade 11

Teacher: Combs

PREREQUISITE: Departmental Approval

As described by the College Board, this college level course focuses on critical reading and skilled writing to prepare students for all areas of college course work and in their professional lives. Students will become aware of author's purpose, audience, and conventions of language that contribute to effective writing and communication. This is achieved through examination of and response to non-fiction and fiction works in the American literary canon. Students will prepare throughout the year for the AP exam in May. Works include but are not limited to: *The Crucible*, by Arthur Miller; *How to Read Literature Like a Professor*, by Thomas Foster; *The Adventures of Huckleberry Finn*, by Mark Twain; *The Catcher in the Rye*, by J.D. Salinger; *Billy Budd*, by Herman Melville; *The Awakening*, by Kate Chopin; *The Great Gatsby*, by F. Scott Fitzgerald; and *Into the Wild*, by John Krakauer.

AP ENGLISH LITERATURE AND COMPOSITION

Two Semesters: Grade 12

Teacher: Williams

PREREQUISITE: Departmental Approval

AP English provides an opportunity for highly motivated students with exceptional ability in English to fulfill requirements for their senior year while completing college-level work. The class emphasizes critical reading and analysis of literature, including: two summer reading selections, *Chaucer's The Canterbury Tales*, *Hardy's Tess of the D'Urbervilles*, *Tolstoy's The Death of Ivan Illych*, *The Book of Job*, *Dostoyevsky's Crime and Punishment*, *Shakespeare's Hamlet*, *Wolff's Mrs. Dalloway*, a poetry unit that includes ancient through contemporary poems, and a pre-approved free reading book of appropriate literary merit. Composition includes in-depth literary analysis, guided reading responses, critical theory projects, timed writings taken from past AP tests, and essay tests. Students are required to attend at least one cultural event during the school year.

HISTORY/SOCIAL SCIENCE

Affiliated Faculty

Tom Crawford, J.D.

Matt Capritto, MA

Carlos Estrada, M.Ed.

Joe Reiken, Ph.D.

Ray Vazquez, M.Ed.

WORLD HISTORY

Two Semesters: Grades 9 or 10

Teacher: Capritto or Vazquez

Students seek an understanding of the forces which led to the transformation of Europe from the 16th to the 20th centuries as seen in its intellectual and artistic metamorphosis, its industrial evolution, its expansion overseas, two World Wars, the Cold War and current after-effects. Emphasis is also placed on the history of Asia, Africa, the Middle East and the Americas, how these areas were disrupted by Western imperialism; their reactions to, interactions with, and finally independence from Western dominance in the 20th century is explored.

UNITED STATES HISTORY

Two Semesters: Grade 11

Teacher: Capritto or Estrada

This course is an examination of the people, events, movements and institutions of American history from exploration to the present. It facilitates an understanding of what experiences and values we share with other people of other times and places and in what respects we are different. It serves as a background for understanding the diverse nation in which the students are to become responsible citizens. This course emphasizes the twentieth century and the events that helped to shape the students' country today.

AP UNITED STATES HISTORY

Two Semesters: Grade 11

Teacher: Estrada

PREREQUISITE: Departmental Approval

AP American History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The program is equivalent to a full-year introductory college course, and prepares students for advanced college courses. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course develops the skills necessary to arrive at conclusions and to present reasons and

evidence clearly and persuasively in essay format. The AP exam is required of all students enrolled in the course. Summer reading is also required.

US GOVERNMENT

Semester 1: Grade 12

Teacher: Capritto or Estrada

This course is designed to provide students with an understanding of the structure, development, and operation of our system of government. Foreign affairs are emphasized in the units dealing with the presidency and Congress. Special attention is given to contemporary issues and events which involve our government and its citizens. Students taking this course study the points of view and major concepts of political science, gain an understanding of the legal system, and develop an appreciation for ethical considerations. Students learn methods of solving problems, making decisions, and participating as effective citizens of the United States. Summer reading is required.

ECONOMICS

Semester 2: Grade 12

Teacher: Capritto or Estrada

This course encompasses the study of the foundations of economics, focusing on theories of economics and key economic concepts, including supply and demand, inflation, unemployment, money, and components of market economy systems. Current events will illustrate the history and theory of economics.

AP UNITED STATES GOVERNMENT

Two Semesters: Grade 12

Teacher: Crawford

PREREQUISITE: Departmental Approval

This advanced course prepares students to take the AP Exam in American Government, while at the same time fulfilling the requirement for one semester of Economics. Emphasis is placed on developing a sound understanding of the American political system. Students also examine the fundamental principles of economics and their application to the American economic system and the world community. The AP exam is required of all students enrolled in the course.

PSYCHOLOGY

Two Semesters: Grades 10-12

Teacher: Crawford

This introductory course is designed to introduce students to the systematic study of the behavior and mental processes of human beings. Students learn about some of the explorations and discoveries made by psychologists over the

past century. In addition, students assess some of the different approaches adopted by psychologists including the biological, behavioral, cognitive, humanistic, psychodynamic, and socio-cultural perspectives.

PHILOSOPHY

One Semester (1 year credit): Grades 10-12

Teacher: Reiken

PREREQUISITE: Instructor Approval

This rigorous introductory philosophy course is designed to allow students to develop an appreciation of the complexity of human thought. Some of the questions investigated by students include, "Who am I?," "Am I Free?," "What is Morality?," "What is Real? What is True?," and "What is Social Justice?" Students will read excerpts of primary works by well-known philosophers (including those from the feminist tradition) as well as learn critical thinking and writing skills within the philosophical tradition. Students are expected to enter the course with a high level of reading comprehension and writing skills.

SOCIOLOGY

One Semester (half-year credit): Grades 10-12

Teacher: Estrada

This semester long introductory course engages students in a survey of the social science devoted to studying people and their lives in groups. Students analyze rules, organizations, and value systems that enable people to live together. With this analysis there will be a focus on building critical thinking skills as evaluated by oral and written assignments. As they examine complex social organizations, they will be expected to develop sound arguments for explaining the uncertainty and ambiguity found in society. This course will allow students to better understand social change, their own beliefs and stereotypes and experience an academic discipline that might form the basis for future studies at the university level.

*MOCK TRIAL

Two Semesters: Grades 9-12

This program allows students to acquire a working knowledge of our judicial system, develop analytical abilities and communication skills, and gain an understanding of their obligations and responsibilities as participating members of our society. Using a hypothetical criminal case, students prepare strategies and arguments for trial employing presentation skills, analytic ability, and team cooperation. Students actively experience the excitement of setting goals, exchanging ideas, examining issues and interacting with positive role models from the community. A county competition occurs in early spring, and scrimmages are held throughout the semester.

WORLD LANGUAGES

Affiliated Faculty

Larry Basoco, MA

Brian Frazier, MA

SPANISH I

Two Semesters: Grades 9-11

Teacher: Frazier

This course introduces basic Spanish vocabulary and grammar as a foundation upon which to build communication skills. It emphasizes the learning of thematic vocabulary, listening, reading, and writing skills. Students use Spanish in a variety of ways, both orally and in writing. Language is presented within the context of authentic cultural situations throughout the textbook, and communicative activities allow for the greatest participation by each student.

SPANISH II

Two Semesters: Grades 9-12

Teacher: Basoco

This course builds on the skills mastered in Spanish I with a greater emphasis on written texts. Students listen to and read authentic Spanish language materials to enhance their reading and comprehension skills. They also write various types of essays to strengthen the writing skills begun in Spanish I. Communicative activities are again employed to practice the newly acquired language. Greater emphasis is placed upon the use of verb tenses and more complex grammar.

(H) SPANISH II

Two Semesters: Grades 9-12

Teacher: Basoco

PREREQUISITE: Departmental Approval

This course is a continuation of Spanish I, progressing at a more accelerated rate than Spanish II and covering additional grammar, vocabulary, reading, and conversational skills. The course is designed to prepare students for Honors Spanish III and the Advanced Placement course.

SPANISH III

Two Semesters: Grades 9-12

Teacher: Basoco or Frazier

PREREQUISITE: Departmental Approval

This course is a review of first and second year material with more emphasis on literature and advanced grammar. There

is additional opportunity for original writing and conversation.

(H) SPANISH III

Two Semesters: Grades 9-12

Teacher: Frazier

PREREQUISITE: Departmental Approval

This course is a continuation and review of work covered in Honors Spanish II, with an increased emphasis on oral proficiency, vocabulary building, more complex language structures, reading, writing, and literature. This course is for those students who plan to take the AP exam the following year.

AP SPANISH LANGUAGE

Two Semesters: Grades 10-12

Teacher: Basoco

PREREQUISITE: Departmental Approval

The AP Spanish Language course covers the equivalent of a third-year college course in advanced Spanish composition and use of Spanish for active communication. Course content reflects the intellectual interests shared by the students and teacher (arts, history, current events, literature, culture, etc.), and materials will include recordings, films, newspapers, and magazines. Extensive training in the organization and writing of compositions is an integral part of the course.

ITALIAN 1

Two Semesters: Grades 9-11

Teacher: Frazier

Students will begin a program of language study that emphasizes a balance of the four language skills of listening, speaking, reading and writing. Oral and written exercises will enable them to understand and express themselves in basic Italian as well as acquire an appreciation of Italian culture. Language is presented within the context of authentic cultural situations throughout the textbook and communicative activities allow for the greatest participation by each student.

***FRENCH I**

Two Semesters: Grades 9-11

Students will begin a program of language study that emphasizes a balance of the four language skills of listening, speaking, reading and writing. Oral and written exercises will enable them to understand and express themselves in basic French as well as acquire an appreciation of French culture. Language is presented within the context of authentic cultural situations throughout the textbook and communicative activities allow for the greatest participation by each student.

***FRENCH II**

Two Semesters: Grades 9-12

This course extends ability in listening, speaking, reading and writing French. Students will review basic structures from French I, while also learning more complex verb tenses and greatly enhancing their vocabulary. More emphasis is placed on authentic communicative activities and a greater appreciation and enjoyment of French life and art.

***(H) FRENCH II**

Two Semesters: Grades 9-12

PREREQUISITE: Departmental Approval

This course is an extension of all aspects of French II with more emphasis on literature and advanced grammar. Students will study short stories, plays and articles from authentic sources as well as look at the role of French art, film and culture in the world today.

***AP FRENCH LANGUAGE**

Two Semesters Grades 9-12

PREREQUISITE: Departmental Approval

The AP French Language course is designed to develop proficiency in speaking, comprehension and reading skills. Reading materials are drawn from a wide variety of sources, including contemporary articles, and there is also a chance to continue the study of film and art. In preparation for the AP exam, students will also practice a substantial number of exercises from the AP Textbook.

VISUAL AND PERFORMING ARTS

Affiliated Faculty

Holly Bassuk, BA

Jordana Lawrence, AA

Leah Sodusta, BA

Beverly Van Wingerden, BA

INTRODUCTION TO ART

Two Semesters: Grades 9-12

Teacher: Sodusta

This course involves an investigation into the elements of art; line, texture, color, space, shape, volume. These are explored through a series of projects geared for individual responses to a given objective. Art history is an integral part of the progression and investigation. A variety of media is used with a concentration on developing drawing skills. The

second semester expands into an exploration of a variety of media, clay studies, and various printmaking techniques, including silk screening and block printing. Students begin to discover which media best suit their artistic voice.

PAINTING

Two Semesters: Grades 9-12

Teacher: Sodusta

This course is an investigation into paint as a medium. Problem solving projects and study of various painting genres and techniques are addressed. Projects will vary, but will include painting from life and observation. Both acrylic and watercolor painting is practiced. The second semester continues the study of paint as a medium. Students experience both acrylic and watercolor painting.

CERAMICS

Two Semesters: Grades 9-12

Teacher: Sodusta

This is an introductory course dealing with the elements of art as they apply to three-dimensional constructions in clay. The course covers basic building and joining techniques, firing processes and glazing. Individual development is encouraged. Evaluation is based on written work, tests, and studio work. Students have the opportunity to work on the potter's wheel.

ADVANCED ART

Two Semesters: Grades 11-12

Teacher: Sodusta

This course is designed for students who are seriously interested in the practical experience of art. This course prepares the student for the rigor of AP Studio Art and other first year college level art courses as well as portfolio presentation in applying to college for an art major or art minor. This course should only be taken by those students who are quite serious in their aspiration to study art. The high level of rigor in this course demands a great deal of time outside of school for the student's quality completion of the portfolio. Through direct teacher instruction, emphasis will be placed on the production of a volume of quality pieces of art work. Students will focus on: Breadth, Concentration and Quality.

AP STUDIO ART

Two Semesters Grades 10-12

Teacher: Sodusta

PREREQUISITES: Departmental Approval

This is a rigorous college-level portfolio class that emphasizes quality of student work, concentration on a particular visual interest or problem, and breadth of experience in the artist's

formal, technical, and expressive means. Students are taught to understand art as an ongoing process, investigate formal and conceptual issues, develop technical skills, and use critical thinking and decision-making skills. Portfolios are expected to show a fundamental competence and range of understanding in visual concerns and methods.

DRAMA

Two Semesters: Grades 9-12

Teacher: Lawrence

The class explores each individual's creative powers through a series of exercises and theater games. Students investigate and appreciate various aspects of theater, such as dance, movement, voice characterization, and improvisation. In addition, each student participates in the spring production by directly being involved in an acting role, or by helping with set design, costume construction, or other technical theatrical aspects. As the course progresses, students are trained in speech and vocal development.

INTRODUCTION TO DANCE

Two Semesters: Grades 9-12

Teacher: Bassuk

This course introduces students to a variety of dance forms. Emphasis on learning and practicing basic ballet and modern dance techniques will be utilized throughout the year. In addition to daily physical training, students will be viewing, researching and practicing different dance forms such as cultural, historical, social, classical, commercial/contemporary and theatrical. The course will also focus on learning dance vocabulary as well as understanding and identifying choreographic principles. Attendance of at least two professional dance concerts is required along with personal responses (reviews) of the event. Student performances will also be incorporated throughout the year.

ADVANCED BAND

Two Semesters: Grades 9-12

Teacher: Van Wingerden

PREREQUISITES: Instructor Approval

Advanced Band is a class that performs concert band and symphonic winds literature from a variety of musical genres. The course also provides the students rudimentary knowledge of music theory, scales, etc. Band rehearses daily and performs concerts in the winter and spring, and at various school events throughout the year, including all home football games in the fall. The Band also participates in the Festivals of Music Band Competition each spring.

***Not offered in 2011-2012**

SCIENCES

Brianna Adam, Dean
badam@bishopdiego.org
805.967.1266 x224

The Sciences Program is comprised of mathematics, science, technology, health, and physical education. We are proud to offer a rigorous Sciences Program taught by highly qualified faculty with expertise in each of their disciplines. All courses are taught in alignment with the California State Content Standards and AP courses follow the College Board Advanced Placement criteria. Each course integrates traditional and reform teaching approaches, discovery-based learning, hands-on modeling, and real world applications of course content.

MATHEMATICS

Affiliated Faculty

Brianna Adam BA,, Dean

Michael Fay, MS

Natlee Hapeman, MS

Paul Harrington, Ed.D.

Joe Reiken, Ph.D.

Ray Vazquez, M.Ed.

ALGEBRA I

Two Semesters: Grades 9-10

Teacher: Adam or Vazquez

This course studies the algebra of the real number system, emphasizing linear functions and introduces quadratic functions. Students are guided in the use of previously learned concepts to the discovery of new mathematical concepts and their applications.

*ADVANCED ALGEBRA I

Two Semesters: Grades 9-10

PREREQUISITE: Department Approval

An advanced section of Algebra is offered, in which students apply Algebraic concepts at a more advanced level and faster pace.

GEOMETRY

Two Semesters: Grade 9-11

Teacher: Hapeman

PREREQUISITE: Successful completion of Algebra I and/or Department Approval

This is the study of Euclidean geometry, plane and solid, with emphasis on application and practical problems. Concepts include congruent triangles, parallel lines, quadrilaterals, circles, similar figures, the Pythagorean Theorem and special triangles, perimeter, area, volume, regular polygons, and

right-triangle trigonometry. A system of logical thought is developed through basic geometric concepts and their application.

(H) GEOMETRY

Two Semesters: Grades 9-10

Teacher: Fay or Harrington

PREREQUISITES: Departmental Approval

An honors section of Geometry is offered, in which students apply the concepts of Geometry at a more advanced level and at a faster pace.

ALGEBRA II

Two Semesters: Grades 9-12

Teacher: Adam

PREREQUISITE: Successful completion of Algebra I and Geometry and/or Department Approval

This is a second year course in Algebra, emphasizing linear, quadratic, polynomial, exponential, and logarithmic functions as well as complex numbers, solving systems of equations, and matrix algebra. Emphasis is placed on understanding key mathematical ideas and applying them to problem solving. Students will be introduced to graphing calculators and will use them extensively. Trigonometry is not covered in this course, however it is offered as a stand-alone semester course (see course listing for Trigonometry).

(H) ALGEBRA II/TRIGONOMETRY

Two Semesters: Grades 9-12

Teacher: Hapeman

PREREQUISITE: Departmental Approval

An honors section of Algebra II is offered, in which students apply the concepts at a more advanced level and at a faster pace. Additional content includes an introduction to conic sections, polar graphing, the unit circle, and trigonometric functions. Concepts will be reinforced with extensive use of graphing calculators.

PROBABILITY AND STATISTICS (PSTAT)

One Semester: Grades 10-12

Teacher: Hapeman

PREREQUISITE: Successful completion of Algebra II or (H) Algebra II/Trigonometry and/or Departmental Approval

This course explores random phenomena using probability including addition and multiplication rules, conditional probability and independence. Simulation of random behavior, discrete random variables and their probability distributions: expected value and standard deviation. Exploration of data through graphical and numerical displays including but not limited to graphical displays of distributions with univariate data (dot plot, stem plot, bar charts, histogram, frequency tables, relative and cumulative frequency), summarizing distributions of univariate data (mean, median, mode, standard deviation, range). Graphical comparisons utilizing back to back stem plots, parallel box plots, within group and between group variation, clusters, gaps, outliers, and shape will be discovered.

TRIGONOMETRY

One-Semester (Spring): Grades 10-12

Teacher: Hapeman

PREREQUISITE: Successful completion of Algebra II and/or Departmental Approval

The trigonometry course introduces students to the both right triangle and circular trigonometry. Trigonometric functions and their inverses are studied thoroughly. Parametric and polar equations is also as well as complex numbers in both rectangular and polar form are also covered.

MATH APPLICATIONS

Two Semesters: Grade 12

Teacher: Fay

PREREQUISITE: Departmental Approval

This course surveys applications of mathematics and uses straightforward mathematical concepts such as set theory, logic, elementary algebra, and elementary statistics to analyze real-life scenarios in business, personal finance, government, social sciences, and the physical world.

(H) PRECALCULUS

Two Semesters: Grades 11-12

Teacher: Adam

PREREQUISITE: Departmental Approval

This course is designed for students who have completed a second year of Algebra but do not feel they are ready for Calculus. Topics covered will include functions, logarithms, vectors, matrices, polar graphs and equations, sets, logic and trigonometry. Concepts will be reinforced with extensive use of graphing calculators.

AP CALCULUS AB/BC

Two Semesters: Grades 9-12

Teacher: Reiken

PREREQUISITE: Departmental Approval

This challenging and demanding course is for students who want to take the college equivalent of a year's worth of calculus. Topics covered include differentiation and integration, parametric, polar and vector functions, differential equations, Euler's method, L'Hôpital's rule, slope fields, hyperbolic functions, applications of integrals, improper integrals, polynomial approximations, series and Taylor series. The AP exam is required for all students enrolled in this course.

AP STATISTICS

Two Semesters: Grade 11-12

Teacher: Hapeman

PREREQUISITE: Departmental Approval

This course is a college-level introduction to Statistics that covers the following areas: exploration and interpretation of data (categorical, quantitative, univariate, bivariate), graphs to represent statistics (bar graphs, pie charts, histograms, ogives, scatterplots), normal distributions, sampling methods, experiments and design, simulations, probability, random variables, binomial and geometric distributions, sampling distributions and statistical inference. The AP exam is required for all students enrolled in this course.

SCIENCE

Affiliated Faculty

Shannon Carpenter, BS

Tom Crawford, JD

Sean Kelly, Ph.D.

Ray Vazquez, M.Ed

BIOLOGY

Two Semesters: Grades 9-10

Teacher: Carpenter

This course is an overview of the fundamentals of biology. Students learn about the structure and biochemical processes of the cell, genetics and evolution, ecology, and organismal biology. Students read and write about complex processes and are introduced to laboratory skills, in particular use of the microscope and dissection of specimens. The course allows students make informed decisions regarding the biological issues that face society.

*MARINE BIOLOGY

Two Semesters: Grades 11-12

PREREQUISITE: Departmental Approval

This course further develops concepts learned in Biology. Students investigate the physical, chemical, and geological characteristics of the world's oceans as well as the structure, functions, behaviors, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's oceans and also consider human impact on marine life. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills. Local field trips and hands-on experience add to the excitement of studying the wonderful world of marine biology.

CHEMISTRY

Two Semesters: Grades 10-12

Teacher: Kelly

PREREQUISITE: Departmental Approval

This is a college preparatory class designed to introduce students to the nature of matter. The major topics presented in this course are nomenclature, chemical reactions, stoichiometry, atomic structure, periodicity, bonding, molecular geometry, phases of matter, equilibrium, thermodynamics and acid-base chemistry.

(H) CHEMISTRY

Two Semesters: Grades 10-12

Teacher: Kelly

PREREQUISITE: Departmental Approval

This is a higher level chemistry course where students attain a depth of understanding of fundamentals and competence in dealing with chemical problems. Quantitative differences between this course and the regular Chemistry course appear in the number of topics treated, the time spent on the course by students and the nature and variety of experiments done in the laboratory.

*AP CHEMISTRY

Two Semesters: Grades 10-12

Teacher: Kelly

PREREQUISITE: Departmental Approval

Students attain a depth of understanding of fundamentals and a competence in dealing with chemical problems. This course contributes to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This course places emphasis on chemical calculations and the mathematical formulation of principles, and intense laboratory work as students work through topics like nomenclature, chemical reactions, stoichiometry, atomic structure, periodicity, bonding, molecular geometry, phases of matter, equilibrium, thermodynamics and acid-base chemistry. The AP exam is required for all students enrolled in this course.

HUMAN ANATOMY & PHYSIOLOGY

Two Semesters: Grades 11-12

Teacher: Carpenter

PREREQUISITE: Departmental Approval

This lab course will cover the basic structure and functions of the human body and will require the ability to memorize and analyze large amounts of information about muscles, nerves, and joints, as well as the digestive, nervous, urinary, circulatory and sensory systems. Students will investigate topics through dissection labs.

PHYSICS (SBCC)

Two Semesters: Grades 11-12

Teacher: Kelly

PREREQUISITES: *Minimum Algebra II*

This is a college lab course covering the principles of physics; motion, force, energy, conservation of mass and momentum, mechanics, celestial movement, waves, light and electromagnetism. The course uses technical analysis as well as equipment and devices to study mechanical, fluid, electrical and thermal energy systems.

AP PHYSICS B

Two Semesters: Grades 11-12

Teacher: Kelly

PREREQUISITE: Departmental Approval

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. This course includes a laboratory component. The course provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. This course places emphasis on motion, force, energy, conservation of mass and momentum, mechanics, celestial movement, waves, light and electromagnetism. The course uses technical analysis as well as equipment and devices to study mechanical, fluid, electrical and thermal energy systems. The AP exam is required for all students enrolled in this course.

***AP COMPUTER SCIENCE A**

Two Semesters: Grade 11- 12

PREREQUISITE: Departmental Approval

This course is intended to serve as an introductory course for students interested in pursuing computer science in college, or who will major in other disciplines that require significant involvement with technology. Students will learn to design and implement computer-based solutions to problems, use well-known algorithms and data structures, and code fluently in an object-oriented paradigm using the programming language Java. Students will also be able to identify the major components of a computer system and know the roles of each.

PHYSICAL EDUCATION/HEALTH

Two Semesters: Grade 9

Teacher: Vazquez

This course is intended to promote an appreciation for physical fitness and healthy lifestyles. Using a non-competitive environment for introduction to a variety of athletic and physical endeavors, students will learn and practice the components of physical fitness as well as skills associated with a number of sports. In the study of Health, students will have the opportunity to learn about physical, mental and emotional health, healthy relationships, self-esteem, stress management, nutrition, drugs and diseases.

CONDITIONING/WEIGHT TRAINING

One Semester: Grades 9-12

Teacher: Crawford & Vazquez

This course, open to both girls and boys, will involve weight training and cardiovascular development intended to enhance the students' ability to participate in competitive sports and/or recreational activities. Depending upon

individual goals, students will regularly engage in training and/or power lifting techniques.

TECHNOLOGY

Affiliated Faculty

Dan Yokubaitis, BS

**Most technology courses satisfy the "f" visual and performing arts requirement for UC admission*

COMPUTER APPLICATIONS

Two Semesters: Grade 9

Teacher: Yokubaitis

In today's world of rapid technological progress it is imperative that students possess strong computer skills in order to be successful in the future. This course is designed to establish solid computer fundamentals. Students will have hands-on experience with Pentium 4 processors. They will be utilizing Windows XP, where they will learn Microsoft Word, Excel, Outlook, Access and PowerPoint. They will learn to use these programs practically as they produce a virtual business.

PHOTOSHOP & ILLUSTRATOR (SBCC)

Two Semesters: Grades 10-12

Teacher: Yokubaitis

This course is an introduction to the concepts, tools and technology of digital imaging. Students develop competence in the use of digital photographic equipment, software, storage devices and printers to produce digital photographic images according to the requirements of a series of assignments. They capture, manipulate, correct, transmit, store and output images. Students use Adobe Photoshop to move, duplicate, and resize digital images. They use layers, and learn to apply layer effects and filters to create special effects, including lighting, shading and texture effects. The second half of the course is an introduction to the powerful computer art tool of Illustrator. Students learn to use type, layout features, filters and other applications to create new works of art for various media: print, the web and CD-ROMs.

DIGITAL PAGE DESIGN/WEB DESIGN (SBCC)

Two Semesters: Grades 10-12

Teacher: Yokubaitis

Students will be introduced to Adobe CS5. They will work in InDesign, Photoshop and Illustrator to produce printable page layouts. The introduction to Dreamweaver and Flash combined with Photoshop and Illustrator will also give students the tools to create and maintain a basic web page.

ANIMATION DESIGN (SBCC)

Two Semesters: Grades 10-12

Teacher: Yokubaitis

This course introduces students to the fundamentals of computer animation, including modeling, animation and rendering. Focus on computer animation tools and techniques. The course builds a solid foundation for developing character animation and special-effect sequences.

DIGITAL ART & VIDEO PRODUCTION (SBCC)

Two Semesters: Grade 12

Teacher: Yokubaitis

This course is designed to train students in the art of video/television production. By providing hands-on experience in a television studio and video lab, students will be introduced to all aspects of production from planning and script writing to editing and final production. Students will have the opportunity to experience each of the jobs in the video production process and will be responsible for

producing a daily live news broadcast for the school. They will also be required to read and write about television and video production and to document their own interaction with it. Consequently, students will gain a greater appreciation of television as it impacts our culture in general and their lives in particular.

ADVANCED GRAPHIC ARTS (YEARBOOK) (SBCC)

Two Semesters: Grades 10-12

Teacher: Yokubaitis

PREREQUISITE: Instructor Approval

This course is mainly concerned with production of Bishop García Diego's Cardinal yearbook. Students are taught techniques of layout, design, photography and graphics, as well as copy writing, editing and ad soliciting through a "hands on" process while dealing with the pressures of production deadlines. The class may produce an additional publication during the second semester. Work outside class is required.

***Not offered in 2011-2012**

MISSION

Sister Helen Wolkerstorfer, BVM, Dean

shelen@bishopdiego.org

805.967.1266 x116

The Mission Program welcomes students of all faiths and facilitates learning by educating students in the content and traditions of the Catholic faith, other world religions, and Scriptures in an ecumenical manner consistent with the school's stated philosophy and goals and the Bishop's directives for curriculum content. Coursework includes opportunities for the development of ethical living and leadership skills, and education in future life choices.

Along with providing a strong academic course of studies, the Mission Program is committed to encouraging students to share their time and talents through community service.

- **To provide instruction that respects and fosters the faith journey of each student.**
- **To foster an understanding of the benefit of pursuing a lifelong engagement in one's faith.**

THEOLOGY

Affiliated Faculty

Patricia Aijian, MS

Richard Danduran

Lucy Fahrbach, MS

Matt Najera, MA

Dan Peeters, M.Ed.

Linda Williams, BA

Jennifer Winnewisser, MA

REVELATION IN SCRIPTURE (SEMESTER 1)

MISSION AND MINISTRY (SEMESTER 2)

Two One Semester Courses: Grade 9

Teacher: Fahrbach or Winnewisser or Williams

Revelation in Scripture: The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures where they will come to encounter the living Word of God, Jesus Christ. They will learn its value to people, how to read the Bible, and its major sections, paying particular attention to the Gospels. **Mission and Ministry:** This course introduces students to the Mystery of Jesus Christ, the Living Word of God, and the second Person of the Blessed Trinity. The students will also learn who he calls them to be.

JUDEO-CHRISTIAN HERITAGE

Two Semesters: Grade 10

Teacher: Fahrbach or Najera

The first half of this course is an overview of the Hebrew Scriptures. It includes the history of the development of the writings, a study of important stories, individuals and themes, and the application of the message of the Scriptures to the life of the student. The second half is an introductory course to the major themes, literary forms, history and culture of the Christian Scriptures. Through extensive reading of scriptural passages, students will be introduced to the Gospels, Acts of the Apostles, letters, and the book of Revelation. Students will be challenged to explore the relationship between the Christian Scriptures and their own lives.

ETHICS

Semester 1 or 2: Grade 11

Teacher: Najera

This course invites students to look at morality that comes from Sacred Scripture and Catholic tradition. Students will have the opportunity to explore their own decisions such as having to do with sexuality, drugs, substance abuse and social justice issues in light of the wisdom of the Church. By reflecting on topics such as virtues, sin and the commandments, students will become more conscious of the world they live in and more conscientious, caring and honest in their daily decision making.

WORLD RELIGIONS

Semester 1 or 2: Grade 11

Teacher: Peeters

This course examines the variety of religious beliefs by studying major world religions. The major portion of the course involves studies of Hinduism, Buddhism, Islam, Christianity and Judaism. Students will also study the influence of religion on the development of culture and society.

HISTORY OF THE CATHOLIC CHURCH/LIFE CHOICES

Two Semesters: Grade 12

Teacher: Fahrback or Najera or Winnewisser

This course will study the three vocational paths: single life, religious life and married life. The course will present the characteristics of healthy relationships within these paths and will discuss their theoretical and practical aspects. Course topics include: psycho-social sexual development, interpersonal compatibility, the Christian understanding of and approach to marriage, parenting and family life.

LEADERSHIP

LEADERS FOR LIFE

Semester 1: Grades 9-12

Teacher: Aijian and Danduran

PREREQUISITE: Instructor Approval

This course, with a limited enrollment, is designed to help students develop their personal leadership skills. Rising Stars is a program that helps students to make positive choices based upon solid Christian values and a vision of a successful future. Three critical elements are studied: positive attitudes, interpersonal skills and achieving goals.

CAMPUS MINISTRY

CAMPUS MINISTRY

Two Semesters: Grade 12

Teacher: Winnewisser

PREREQUISITE: Departmental Approval

This course trains students to be witnesses to the Christian community. Students explore three main areas of learning: personal spiritual growth, theological foundations of ministry and practical skill development. Students are placed into teams and plan and facilitate retreats and liturgical celebrations for the school community. One semester of senior theology (Life Choices) is incorporated into the year-long course.

Dear Prospective Cardinals,

What is it like going to school at Bishop? First and foremost you will benefit from small class sizes and individual attention from your teachers. You will have the opportunity to work with state of the art technology in a hands-on way. You can be assured that you are taking the classes you need to get you into the college of your choice. You will have the opportunity to participate in athletics and learn about team work, hard work and all the life lessons that come with playing a sport at the high school level. You will also have the chance to attend football games under the lights at La Playa Stadium with your family and friends. You will celebrate Mass with your classmates and teachers, which is an excellent opportunity to reflect on what is going on in your life and perhaps things you have learned about yourself inside and outside of the classroom.



In addition to athletics Bishop also offers a wide variety of clubs to participate in. A sampling of clubs from 2010 included Surf, Youth for Direct Relief International, Photography, Newspaper and Kids for Christ. Leadership opportunities are available through the ASB class which you would take as your elective. Academic clubs such as Mu Alpha Theta, Mecha and the National Honor Society have active chapters on campus. So as you can see there are plenty of ways to get involved.

You should also know that it doesn't take long for new students to experience a real sense of belonging when they walk on to the Bishop campus. It's welcoming, beautifully landscaped and it's not so big that you can easily get lost. The gym, which is at the heart of so much that goes on here at Bishop, appropriately sits right there in middle of it all. You will find that the gym is not really so much of a landmark (unless you do in fact have a terrible sense of direction) as it is a touchstone for you and your fellow classmates. Your first high school dance will take place in the gym. You will root for your friends and teammates during volleyball and basketball games in the gym. You will attend assemblies and seek shelter there during lunch on rainy days. Years from now, after you have graduated and gone on to college you will inevitably come back to visit campus for one reason or another and walking back into the gym will bring back a rush of memories that you wouldn't trade for anything. That is because, as we like to say around here "Once a Cardinal always a Cardinal!"

Please feel free to contact me regarding any or all of the activities mentioned above.

GO CARDINALS!

Handwritten signature of Ashley P. Snider

Ashley P. Snider
Director of Admissions and Public Relations

STUDENT LIFE

ASSOCIATED STUDENT BODY (ASB)

The ASB is governed by elected Student Council members that represent the entire student body to the administration; provide fun, responsible and activities; and demonstrate youth leadership through school service. The ASB, or Student Council, is composed of four elected officers from each grade. Representatives for each class are elected each school year. Some of their responsibilities include:

- Organizing all non-athletic and non-spiritual activities including Spirit Week, dances, pep rallies, clubs, events and fundraisers
- Addressing student concerns and communicating these to the administration
- Helping to create a campus-wide spirited and unified pride in being a Cardinal
- Meeting three time a week in a for-credit class

ALL-SCHOOL MASS

Mass is celebrated on campus six times per year as a school community. The Masses include the Welcome Mass, the Senior Mother's Mass, the Senior Father's Mass, the Junior Ring Mass, and the Alumni Mass. The seniors will also celebrate Mass at the Baccalaureate the week of graduation. All School Mass is a time of reflection, school bonding, and celebration of the life and teachings of Jesus Christ. All students are expected to attend Mass and participate respectfully in the celebration. All Catholic students who have received First Communion are invited to receive the Eucharist, while students of other faith traditions are invited to receive a blessing during the Eucharist. ALL members of the Bishop community, regardless of faith background, are included in this holy celebration! Adoration and daily Mass is offered on some days for those who wish to reflect on the presence of God in their life.

AMBASSADORS

Bishop Ambassadors are the student representatives of Bishop High for public relations events. Under the guidance of the Director of Admissions and Public Relations, the Bishop Ambassadors are nominated by the faculty on the basis of school pride and enthusiasm, leadership potential, strong work-ethic, sense of responsibility and commitment, comfort level with peers and adults, and demeanor that exhibits confidence and poise. Further, Ambassadors must maintain a minimum GPA of 2.5 and a good attendance and discipline record. Formal training is provided in becoming an Ambassador for Bishop. Open to 10th-12th grade students, some of the events that the Ambassadors work at are the textbook sale in August, Back to School Night in September, Parent Information Nights, The Cardinal Club Event, The School Auction, Discovery Days, and Open House.

ATHLETICS

We place great value on the physical, psychological and social benefit that high school students gain from participation in athletics. Thus, the athletic program has been established to provide a means for students' personal development in mind/body awareness, physical condition, competitive spirit, physical and social skills and character values applicable to life beyond high school.

Some highlights include:

- Professional caliber ball fields, gyms, and weight room
- Competitive varsity, junior varsity & freshmen teams
- State-of-the-art weight room for all students
- Certified Athletic Trainer
- Character building and personal development through athletics

Fall Sports (Aug – Nov)

Football
Girls Volleyball
Cheerleading
Boys and Girls Cross Country

Winter Sports (Nov – Feb)

Girls Soccer
Boys Soccer
Girls Basketball
Boys Basketball
Cheerleading

Spring Sports (Feb – May)

Boys Baseball
Boys Volleyball
Girls Softball
Track and Field
Golf
Swimming

CAMPUS CLUBS

Campus clubs are formed annually by students based on interest. Some past clubs include:

Art Club
Newspaper Club
Photography Club
European Culture Club
Kids for Christ
Heal the Ocean

Computer Club
Mu Alpha Theta
Soccer Club
Interact
Earth Club
Science Club

Cultural Movie Club
MEChA
Youth and Government
Bicycle Club
Youth 4 DRI
Robotics

CAMPUS MINISTRY

Called the heart and soul of Bishop, Campus Ministry serves the school community in many ways and facilitates the Mission of Bishop High at the student level. Under the direction of our Campus Minister, a team of Juniors and Seniors meet in class to prepare for and subsequently implement Bishop's liturgies, prayer events, and retreats. They assist in the education and training of the underclassmen in what school liturgies are all about and they involve themselves in the school wherever heart or soul is needed. In addition, they are involved in community service projects and support the involvement of the entire student body in them as well.

C.A.S.T. (COLLEGE AND SERVICE TRIPS)

Bishop High is committed to exposing students to colleges and universities during the 9th, 10th, and 11th grade years. As a class, ninth graders attend one day of service in the community and a second day devoted to college and university visits. Tenth grade and eleventh grade students are taken on college university visits over the course of two days. These College and University visits take place in March. In the past students have been taken to UCLA, UCSB, Loyola Marymount University, Cal Lutheran, Cal Poly SLO, CSU Channel Islands, CSU Northridge, Westmont College, among many others.

HONOR SOCIETIES

There are three honor societies on campus, the National Honor Society (NHS), the California Scholarship Federation (CSF), and Mu Alpha Theta (MAT) the national honor society for mathematics.

NHS

Students in grades 10-12 with a 3.5 (minimum) GPA are invited to submit an information form which is used in the selection of members of NHS. In order to be selected as a member you must also fulfill certain criteria in the areas of leadership, service and character.

The leadership criterion is considered highly important for membership selection. Leadership may be interpreted as the number of offices a student has held in school or community organizations, although it is important to recognize that leadership also exists outside campus activities. Leadership may also be defined in less objective terms. Leadership roles in both the school and community may be considered, provided they can be verified.

Service is generally considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service. In considering service, the contributions the candidate has made to school, classmates, and community, as well as the student's attitude toward service can be reviewed.

Character is probably the most difficult criterion to define. The Faculty Council considers the positive as well as the negative aspects of character. All judgments in this and other selection criteria should be free of speculation and rumor. A person of character demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.

CSF

The California Scholarship Federation is a statewide organization whose purpose is to recognize students who have demonstrated outstanding academic achievement. Qualifying for membership is on a semester basis following a point system that requires A's and B's in the most difficult classes. CSF is open to sophomores, juniors, and seniors. To become a lifetime member (Sealbearer), students must have qualified and made application for four semesters during their last three years of high school, including one semester in their senior year. To become a 100% Life Member, students must be in CSF all six semesters from sophomore to senior year. At graduation, CSF members receive a special seal on their diploma, a certificate, and a gold mantle.

MAT

Mu Alpha Theta is the national high school mathematics honors society. Full members may graduate with honors in mathematics, designated by an honor cord worn at graduation. The requirements include a 3.7 GPA in mathematics, a 3.5 GPA overall, recommendation by two faculty, a personal essay, successful completion of an AP class in Mathematics or Computer Science, 6 mathematics-oriented service hours in the senior year, and presentation of a talk on a mathematical topic during senior year. Members participate in selected mathematics contests and mathematics-related activities during the school year.