

BISHOP DIEGO HIGH SCHOOL



RESPECT ~ PERSEVERANCE ~ COMPASSION

CURRICULUM GUIDE
2015-2016

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WELCOME FROM THE HEAD OF SCHOOL

Welcome to Bishop García Diego High School!

Bishop Diego High School combines the rich heritage of our predecessor schools. In 1914, Dolores School opened a Catholic high school program for girls in downtown Santa Barbara. The school transitioned to the name Notre Dame High School in the early 1920s and became The Santa Barbara Catholic High School, a co-educational secondary school in 1940. In 1959, the Archdiocese of Los Angeles assumed sponsorship of the school, moving it to our present campus and taking California's first bishop, Bishop Francisco García Diego y Moreno, as its patron. In 2005, Bishop Diego High School became an independent Catholic high school.

Bishop Diego 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 the diversity in ethnicity, socio-economic backgrounds and geography of Santa Barbara County.

Living our call as Catholic school educators, Bishop Diego 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 Diego graduate who will see that justice is done in our communities and our world.

I invite you explore our website and to visit our campus to best understand and “get to know” Bishop Diego!

Kind regards,



Dr. Paul Harrington
Head of School
GO CARDINALS!

INTRODUCTIONS FROM THE ASSISTANT HEAD OF SCHOOL

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 Diego 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 thirteen years, 100% of our graduating seniors move on to post-secondary education.

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 division. Our highly qualified teachers, committed counselors, and diverse and motivated student body all contribute to the success of Santa Barbara's only Roman Catholic high school. We are committed to working with your child to grow spiritually, intellectually, socially, and athletically, and to support you, in forming youth to be women and men of character and service.

This is Bishop Diego.

A handwritten signature in black ink, appearing to read "Joe Reiken". The signature is written in a cursive style with a large initial "J" and a long, sweeping underline.

Dr. Joe Reiken
Assistant Head of School

HONOR SOCIETIES

STEAM SOCIETY

The STEAM Society at Bishop Diego High School is open to high achieving students interested in intentionally focusing their high school studies in the STEAM (Science, Technology, Engineering, Art, and Mathematics) disciplines. The ideal member is intrinsically motivated by the STEAM disciplines and is interested in pursuing a college major or post-graduate career in a STEAM field. The coursework is **very** rigorous and highly demanding with a balance of traditional instruction and project-based learning.

The three Educational Aims of the Society are:

- 1) *Expose* members to a broad and rigorous college preparatory curriculum that supports the academic investigation of one of three emphases.
- 2) *Inspire* members to explore the various applications of their emphasis in our multicultural society.
- 3) *Connect* members with industry experts who share their personal and professional interests.

STEAM EMPHASES

Members select one of three emphases based on their personal interest in a STEAM field, which will guide the selection of courses over four years. To maintain membership in the Society, members must complete both the Society requirements and BDHS graduation requirements (see below). This may require a member to take some courses off campus, which should be considered and mapped out prior to committing to the STEAM Society.

Multimedia Arts & Technology

Multimedia Arts & Technology bridges fine art and digital design so that students will learn the basics of product design and visual communication. Students will take specialized courses in Color and Design, Intermediate Art, Photoshop and Illustrator, Web Design, Animation Design, and use their skills to enhance the BDHS Yearbook or BDTV broadcast.

Biosciences

Biosciences allows students to gain experience in various areas of laboratory science. This could include Biology, Chemical Science, Physical Science, Human Anatomy and Physiology, as well as college-level studies in Mathematics, Chemistry, and/or Physics. Students will gain expertise in the scientific method in order to test their own hypotheses using our state of the art Vernier lab equipment.

Pre-Engineering

Pre-Engineering is designed for students who plan on entering an Engineering major at the college level. This emphasis will give students hands-on experience in mechanical and electrical engineering. Students will take specialized courses in Engineering and Engineering Physics, as well as college-level studies in Mathematics and Physics.

Requirements for Maintaining Membership and Recognition at Commencement

- Must be on track with BDHS Graduation Requirements
- Must be on track to complete STEAM coursework
- Must maintain a cumulative GPA of 3.5 and a GPA of 3.7 in required STEAM courses
- Must maintain active participation in all STEAM Society events or other activities as determined by the School
- Must maintain a high level of maturity and character as defined by Christian moral conduct
- In 10th-12th grades, serve as a peer tutor for 10 hours per year (30 total)
- Completion of an approved field experience prior to graduation
- Completion of Senior STEAM Symposium Project in the senior year

BISHOP SCHOLARS SOCIETY

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

BSS 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 the BSS:

- Test scores (PSAT) in the 90th percentile in either Math or English
- 4.0 GPA
- Receive approval from the School, 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 School 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.

NATIONAL HONOR SOCIETY

Students in grades 10-12 with a 3.75 (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.

CALIFORNIA SCHOLARSHIP FEDERATION

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.

MU ALPHA THETA

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.

CHARACTER FORMATION & STUDENT CONDUCT DIVISION

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Tom Crawford, Dean of Men
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Tim Flanagan, Dean of Character Formation
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CHARACTER FORMATION PROGRAM

Character Formation and Student Conduct at Bishop Diego High School is designed to form students with the moral, ethical, emotional and social characteristics consistent with the school's Mission and Philosophy. In addition to enhancing personal growth, norms of student conduct are intended to ensure classroom environments maintain the order and security conducive to pursuit of academic excellence with a focus on the values of Respect, Perseverance, and Compassion.

STUDENT CONDUCT

Evaluation, guidance, and if necessary, corrections in student decorum and conduct are directed at assisting students in understanding their call to live out the Christian values of respect, cooperation, persistence, awareness, and integrity by demonstrating respect for self, concern for others (through service, cooperation and compassion), and awareness of accountability for personal decision making. Thus, interventions are intended to identify and correct lapses in judgment in these areas and offer guidance with the expectation that students have both the capacity and desire to learn and demonstrate appropriate behaviors consistent with Christian values.

Recognizing that formation of student behavior is a collaborative process involving the entire school community, school efforts are made to work closely with parents in areas where students need direction and support in their behaviors. Typically, while teachers serve as the primary interveners working closely with students in guiding them as to appropriate behaviors within the school community, in the event of repeated occurrences of inappropriate behavior or in the case of egregious breaches of anticipated norms, the Deans of Men and Women serve as yet another means of intervention and support.

Through counseling and guidance, and imposition of escalating consequences at the discretion of the Deans, students learn the expected norms of conduct, learn behaviors consistent with those norms, and learn that potential for consequences to oneself and perhaps others result from poor decision making. The circumstances wherein consequences are imposed serve as a foundation for discussion with students regularly. If necessary, but typically only in rare circumstances, the Assistant Head of School and/or Head of School play a role in working with parents and their student in ascertaining whether a student is capable of exhibiting behaviors consistent with the School's Mission and Philosophy.

COUNSELING AND STUDENT SERVICES DIVISION

Rya Carpenter, Dean

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The Counseling and Student Services Division (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 Division is committed to the learning needs of all students so that they may complete the rigorous, college-preparatory curriculum that Bishop Diego offers. Each year, students are provided personal attention and guidance in working toward university admission.

“GRAD AT GRAD” FROM BISHOP DIEGO

The graduate of Bishop Diego 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 student must have a minimum of 250 credits to graduate (1 year of study = 10 units of credit). Within these 250 credits, the following subject areas are required:

Religion	4 years – all 4 years to be taken at BDHS
English	4 years
Mathematics	4 years (Geometry & Algebra II required)
Social Studies	3 years
Lab Science	2 years – one biological & one physical
Foreign Language	2 years (in the same language required)
Fine Arts	1 year
PE/Health	1 year
Technology	1 year

Other electives totaling 30 credits– these may be additional years of mathematics, science, or language.

GRADES AND GRADE WEIGHTING

GRADES

Students receive letter grades in all subjects. Bishop 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. Approved courses taken through colleges and universities also received weighted grades. 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 Diego 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 counselor at Bishop Diego is 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 (including Geometry & Algebra 2)
- 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
- 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/Trigonometry, & Honors Pre-Calculus. Examination Requirements - these include the SAT or ACT.

PRIVATE UNIVERSITIES AND HIGHLY SELECTIVE COLLEGES

Bishop Diego 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 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

The Advanced Placement program is a collection of rigorous, introductory college courses. 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 \$92.00 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 are advanced high school courses and provide students with enriched educational activities that encourage greater intellectual inquiry and discovery. Bishop 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

The School places emphasis on forming the whole child, academically, personally and spiritually. In order for the Mission of the School to be fulfilled, students must be on campus taking our courses and participating in our co-curricular activities.

At times, however, there may be a conflict in a student's schedule that prevents him or her from taking a course required for graduation. Or, it may be possible that schedule conflicts prevent a student from taking the next course in a sequence, specifically in departments such as World Language and Mathematics. It is only in the case of a scheduling conflict that the school will permit online/off-campus coursework to supplant courses offered at the School. The student is required to fill out an Academic Petition to request permission to take off-campus or online course work from her or his Academic Counselor.

ACADEMIC AND COLLEGE COUNSELING

Affiliated Staff

Mrs. Rya Carpenter, MS, PPS, Dean (College Counselor)

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805.967.1266 x121

Mrs. Laura Dorn, MS, PPS (Academic & Personal Counselor)

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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 fall of the Freshman Year, counselors provide a Parent Information Night to review graduation and college entrance requirements. Students also work with the counselors to develop personalized four-year academic plans and initiate an online "College & Career Folder" in Naviance.

In spring of Sophomore Year, students use Naviance to conduct an online career interest assessment. Additionally, parents and students meet in small groups with the academic counselor to update four-year academic, summer and college plans. All 10th & 11th grade students are given the PSAT (Preliminary SAT) in October each year.

In winter, junior parents are provided with a College Information and PSAT scores review event. This is followed up with individual family meetings to begin finding colleges that are the best match for student's interests and strengths. Rising seniors are invited to participate in a College Application Seminar during the summer. There, students work on essays in addition to intensive review of the college application process.

During senior year, the college counselor provides scholarship and application updates in the classroom, and families are invited for individual college application planning meetings as needed. In the fall, college representatives from the University of California, California State University and Private Institutions provide online application workshops on Bishop's campus. Assistance is also offered for review of personal statements and college essays. Financial Aid Workshops for students and parents are provided in winter each year.

Direct work with parents and students begins during the spring of 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., Director of Resource Services

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Mrs. Rowena Cortina, M.A., Resource Teacher

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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

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The personal counselors are 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

ARTS & HUMANITIES DIVISION

The philosophy of the Bishop Garcia Diego Humanities Division 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

Jeff Koval, BA

Linda Williams, BA

Note: Summer reading is required in all English courses.

LITERATURE AND COMPOSITION I

Two Semesters: Grade 9

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

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

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

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

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

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

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

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

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.

DIGITAL ART & TECHNOLOGY

Affiliated Faculty

Dan Yokubaitis, BS

INTRODUCTION TO MULTIMEDIA & TECHNOLOGY

Two Semesters: Grade 9

Fills required technology for graduation and STEAM technology year 1 credit. May be taken freshman or sophomore year. This is a survey class introducing students to school wide applications, and technologies on campus. It will prepare students for responsible technology and multimedia use both in high school and in college. Students will complete 4 Areas of study:

1. Office applications
2. Adobe and Apple applications
3. Networking and database
4. Multimedia, broadcast and presentation

INTERMEDIATE MULTIMEDIA & TECHNOLOGY

Two Semesters: Grades 10-12

Fills year 3 Art or Technology requirements for STEAM students. This broadcast and technology class is responsible for the production of BDTV and multimedia projects. Students will use the broadcast studio and technology in the studio and labs to produce the daily news segment. They will do post and pre-editing using Final Cut X and the Adobe suites. They will complete a 10 project DVD portfolio.

ADVANCED MULTIMEDIA & TECHNOLOGY

Two Semesters: Grades 11-12

Fills year 4 Art or Technology requirement for STEAM students. This class is offered periods 1-7. Students will work as interns in 4 areas:

1. Live Events, Broadcast planning and execution
2. School Pledge and prayer-end of day prayer announcements
3. Admissions, Advancement, Digital Yearbook and Networking
4. Live Sports and School productions

They will work with school professionals developing content, equipment, engineering needs in all these areas.

GRAPHIC ART & TECHNOLOGY

Two Semesters: Grades 10-12

Fills year 2 Art or Technology requirements for STEAM students. This class prepares students in the areas of computer graphic art and internet multimedia production and content. Students will learn basic action script and html and use Photoshop, Illustrator, Flash and Dreamweaver to create web content and web sites, and other multimedia and print materials.

ADVANCED GRAPHIC ART

Two Semesters: Grade 10-12

Fills year 3 Art or Technology requirements for STEAM students. Students will work with the Adobe Suite to produce the school yearbook. In addition, they will also collaborate with the Advanced Multimedia class on projects and the Digital Yearbook production. They will work with the school advancement team to produce graphic art and publications for the school and the web.

*DIGITAL SOUND PRODUCTION

Two Semesters: Grades 11-12

This course will provide an overview of the fundamental principles of sound and the factors that determine our audio perception. It will explore techniques of recording, mixing, processing, synthesis, sampling, analysis, and editing of digital audio using audio production software for Mac. Students will also learn an array of sound design and editing techniques for use in film and web-based media, art installations, soundscape creations, or live and internet music performances.

*ANIMATION DESIGN

Two Semesters: Grades 10-12

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.

*Not offered in 2015-2016

Please note that all technology courses following Introduction to Multimedia & Technology will require instructor approval

HISTORY/SOCIAL SCIENCE

Affiliated Faculty

Mandy Combs, MLS

Tom Crawford, J.D.

Tim Flanagan, MA

Carlos Estrada, M.Ed.

Joe Reiken, Ph.D.

WORLD HISTORY

Two Semesters: Grades 9 or 10

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.

*AP WORLD HISTORY

Two Semesters: Grade 10

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present.

*AP HUMAN GEOGRAPHY

Two Semesters: Grades 9 or 10

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

UNITED STATES HISTORY

Two Semesters: Grade 11

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

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

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

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

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

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**

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

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**

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

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

SPANISH I

Two Semesters: Grades 9-11

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

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

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

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

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 & CULTURE

Two Semesters: Grades 10-12

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

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

Judith Raimondi, M.Ed.

Leah Sodusta, BA

COLOR & DESIGN

Two Semesters: Grades 9-12

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.

ART: CONTEXT & APPLICATION

Two Semesters: Grades 10, 11, 12

The course Context and Application will inform students of the various social, scientific, political and environmental influences inspiring significant art movements in order to comprehend art as communication. Students will practice the primary function of this course, which is to connect the Art students seek to understand, with the Art they make. Students will observe works from various eras, focusing on; prehistoric works, ancient Middle Eastern, Aztec, and Asian; European pre Middle Ages, Renaissance, Rococo, Pre-Raphaelite, Impressionism, Twentieth Century Modern, Social/Political Realism, and Twenty-First Century Social/Street Art. Students will experience the media and tools of each era while exploring the use of appropriate materials. Students will learn about social and environmental conditions of the time that influenced the works examined. The principles of design and elements of art will be observed as students understand how they are utilized, and how the awareness of skills and use of materials developed through time.

*PAINTING

Two Semesters: Grades 9-12

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

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.

AP STUDIO ART

Two Semesters Grades 10-12

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

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

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.

***INSTRUMENTAL MUSIC**

Two Semesters: Grades 9-12

PREREQUISITES: Instructor Approval

Instrumental Music is a performance based class, primarily responsible for school-wide music performance. These performances include school Masses and other events for which they are needed. A class for seasoned musicians, the course meets two days per week for reduced credit and musicians who meet course requirements also have their service hours awarded at the end of the year.

***CHOIR**

Two Semesters: Grades 9-12

PREREQUISITES: Instructor Approval

Choir is a performance based class, primarily responsible for school-wide music performance. These performances include school Masses and other events for which they are needed. A class for intermediate to advanced choral performers, the course meets two days per week for reduced credit and singers who meet course requirements also have their service hours awarded at the end of the year.

***Not offered in 2015-2016**

SCIENCES

The Sciences Division 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 Common Core State Standards and AP courses follow the College Board Advanced Placement criteria. Each course integrates a traditional teaching approach, discovery-based learning, hands-on modeling, inquiry-based activities, and real world applications of course content.

MATHEMATICS

Affiliated Faculty

Brianna Adam, BA

Natlee Hapeman, MS

Paul Harrington, Ed.D.

Brett McGarry, BS

Joe Reiken, Ph.D.

ALGEBRA I

Two Semesters: Grades 9-10

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

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

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

PREREQUISITES: Second Semester Grade of 90% or higher in Algebra 1 and/or Department 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

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

PREREQUISITE: Second semester grade of 90% or higher in Geometry, or 80% or higher in (H) Geometry and/or Department Approval, which may include a placement exam.

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)

Fall Semester: Grades 10-12

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

Spring Semester: Grades 10-12

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: Grades 11-12

PREREQUISITE: Successful completion of Algebra II and/or 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

PREREQUISITE: Second semester grade of 90% or higher in Algebra 2, or 80% or higher in Trigonometry, and/or Department 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.

CALCULUS

Two Semesters: Grades 9-12

PREREQUISITE: Departmental Approval

The college preparatory calculus course covers differentiation and integration techniques of basic functions. Applications of calculus are also included.

AP CALCULUS AB

Two Semesters: Grades 9-12

PREREQUISITE: Departmental Approval and/or Placement Exam.

This challenging and demanding course is for students who want to take the college equivalent of a semester's worth of calculus. Topics covered include differentiation and integration techniques, slope fields, and solids of revolution. The AP exam is required for all students enrolled in this course. Applications of calculus are also included. The AP exam is required of all students.

AP CALCULUS BC

Two Semesters: Grades 9-12

PREREQUISITE: Departmental Approval and/or Placement Exam.

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

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.

***(H) VECTOR CALCULUS**

One Semester: Grades 11-12

PREREQUISITE: AP Calculus BC and Departmental Approval

***(H) MULTIVARIABLE CALCULUS**

One Semester: Grades 11-12

PREREQUISITE: (H) Vector Calculus

Also designed for the highly advanced mathematics student, multivariable calculus covers the calculus of functions of

Designed for the highly advanced mathematics student, vector calculus covers the fundamental properties and principles of vector geometry, vector valued functions, the calculus of vector valued functions, parametric forms, and curvature. This course is a necessary pre-requisite to multivariable calculus.

several variables. Differentiation, gradients and directional derivatives, optimization, Laplace multipliers, double and triple integrals, vector fields, line and surface integrals, curl, Green's Theorem, Stokes Theorem, and the Divergence Theorem are some of the primary topics discussed.

SCIENCE

Affiliated Faculty

Matthew Bennett, BS

Natlee Hapeman, MS

Kristy Lash, M.Ed.

Heather Shafer, Ph.D.

BIOLOGY

Two Semesters: Grades 9-10

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

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

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

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

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

Two Semesters: Grades 11-12

PREREQUISITES: Successful completion of Algebra 2 or HATT and/or Department Approval.

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.

***(H) PHYSICS**

Two Semesters: Grades 11-12

PREREQUISITES: Successful completion of Algebra 2 or HATT and/or Department Approval.

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 1

Two Semesters: Grades 11-12

PREREQUISITES: Successful completion of Physics or (H) Physics and/or Department 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: PREREQUISITES: Successful completion of Algebra 2 or HATT with a C or better, and/or Department 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. The AP exam is required for all students.

PHYSICAL EDUCATION/HEALTH

Two Semesters: Grade 9

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 (BEGINNING AND ADVANCED)

One Semester: Grades 9-12

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.

***Not offered in 2015-2016**

MISSION

The Mission Division 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 Bishops' directives for curriculum content. Coursework includes opportunities for the development of ethical living and leadership skills, and education in future life choices.

THEOLOGY

Affiliated Faculty

Tim Flanagan, MA

Dan Peeters, M.Ed.

Andrew Sacksteder, BA

Jennifer Winnewisser, BA

REVELATION IN SCRIPTURE (FALL)

MISSION AND MINISTRY (SPRING)

Two One Semester Courses: Grade 9

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.

Along with providing a strong academic course of studies, the Mission Division is committed to encouraging students to share their time and talent 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.

THE PASCHAL MYSTERY (FALL)

THE CONTINUING MINISTRY OF CHRIST (SPRING)

Two One Semester Courses: Grade 10

The Paschal Mystery: In this course, students explore the mission of Jesus Christ and God's covenant with His people. Students are taught to see the inherent value in God's creation, especially humanity which is created in the *Imago Dei* (the Image of God), and to consider the ways in which this perspective calls believers to follow the holy example of Jesus. **The Continuing Ministry of Christ:** The purpose of this course is to help students understand that in and through the Church, the Body of Christ, they encounter the Living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by Him through the Holy Spirit.

SACRAMENTS (FALL)

LIFE IN JESUS CHRIST (SPRING)

Two One Semester Courses: Grade 11

Sacraments: The purpose of this course is to help students understand that they can encounter Christ today in a full and real way through the Sacraments, and especially through the Eucharist. Students will examine each of the Sacraments in detail so as to learn how they may encounter Christ throughout life. **Life in Jesus Christ:** The purpose of this course is to help students understand that they can fully live out God's plan for their lives through Christ. Students are to learn moral concepts and precepts that govern the lives of Christ's disciples.

WORLD RELIGIONS (FALL)

LIFE CHOICES (SPRING)

Two One Semester Courses: Grade 12

Meeting God: This course is designed to supply students with general knowledge of the various religions found throughout the world. A focus on their commonalities and differences provides students with a general overview of the topic. **Life Choices:** Students study three vocational paths: single life, religious life, and married life. Characteristics of healthy relationships within these paths and discussion of their theoretical and practical aspects will occur. Course topics include: psycho-social sexual development, interpersonal compatibility and the Christian approach to marriage, parenting and family life.

CAMPUS MINISTRY

CAMPUS MINISTRY

Two Semesters: Grade 12

PREREQUISITE: Departmental Approval

This course guides 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 grade 12 theology (Life Choices) is incorporated into the year-long course.

LIFE AT BISHOP

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. Samplings of clubs include Youth for Direct Relief International, Mecha, Daughters of the King, Food Lovers Club, Students for Story Telling, the Movie Club, Art for Good, Brothers and Sisters in Christ, and the Dream Foundation. Leadership opportunities are available through Student Government, which you would take as your elective. Academic Honor Societies such as Mu Alpha Theta, California Scholarship Federation and the National Honor Society have active chapters on campus. 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 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!"

STUDENT LIFE

ASSOCIATED STUDENT BODY

Associated Student Body provides fun, responsible and activities; and demonstrates youth leadership through school service. ASB is composed of four elected class representatives 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

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 Diego for public relations events. Under the guidance of the Director of Admissions and Communication, 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 11th 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, Spirit Day, Open House, and Freshman Registration.

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:

Hands for Others
Red Cross Club
Dream Foundation
Brothers and Sisters in Christ

Food Lovers Club
Interact
Youth 4 Direct Relief
Mu Alpha Theta
Daughters of the King

Art for Good
MECHA
Students for Storytelling
Equipped to Heal
Movie Club

CAMPUS MINISTRY

Called the heart and soul of Bishop, Campus Ministry serves the school community in many ways and facilitates the Mission of Bishop Diego at the student level. Under the direction of the Director of Spiritual Life, a team of selected 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.

COLLEGE VISITS

Bishop Diego is committed to exposing students to colleges and universities during the 9th, 10th, and 11th grade years. College visits (one and two day) are offered through a service called "Campus Tours" where students and/or families may visit selected colleges and universities and learn about what they offer. These are "for cost" trips that are not included as part of tuition. Costs range from \$100 per person to \$300 per person depending on the one or two day experience.

