



# CHAMINADE COLLEGE PREPARATORY HIGH SCHOOL

A Catholic School in the Marianist Tradition

## COURSE CATALOG

2021-2022

Accredited by the Western Catholic Educational Association  
and the Western Association of Schools and Colleges

## TABLE OF CONTENTS

Chaminade Mission, Vision, and Core Values.....	3
Chaminade’s Characteristics of a Marianist Education.....	3
Chaminade Curricular Philosophy.....	4
Academic Programs.....	4
Graduation Requirements.....	7
Honor Rolls and Academic Awards.....	8
Grading and Transcripts.....	9
Summer School and Non-Chaminade Courses & Credit.....	11
Course Selection Process.....	13
Preparing for College.....	15
UC/CSU “a-g” Course List.....	15
Course Offerings.....	18
English Department.....	18
Fine Arts Department.....	23
AP Capstone Program.....	31
Mathematics Department.....	32
Mathematics/Computer Science Program.....	34
Mathematics/Engineering Program.....	35
Physical Education Department.....	36
Religion Department.....	37
Science Department.....	39
Social Sciences Department.....	42
World Languages and Cultures Department.....	47

“By educating the mind and the heart, the school can form people who in turn can work at changing the very structures of their society to ensure a community of justice and reconciliation.”

Blessed William Joseph Chaminade

## CHAMINADE’S MISSION, VISION, AND CORE VALUES

### MISSION

We inspire young people to love, learn, and lead through our Catholic and Marianist traditions of a living faith, academic excellence, and moral responsibility.

### VISION

Chaminade College Preparatory graduates are prepared, inspired, and equipped to:

- Share God’s love by caring for others and seeking justice and peace.
- Learn, adapt, and grow with the world around them.
- Become servant leaders and positive contributors to society.

### CORE VALUES

- Love of God
- Discipleship of Jesus
- Mary as a Model
- Service to Others
- Student-Centered
- Inclusivity
- Leadership
- Innovation

## CHARACTERISTICS OF A MARIANIST EDUCATION

Chaminade College Preparatory prides itself in its mission and identity as a Catholic school in the Marianist tradition. The Marianist charism, to be formed by Mary for the mission of Christ, is expressed and lived out through the Characteristics of Marianist Education (CMEs). All Marianist-sponsored schools aim to transform their communities through the CMEs. To this end, Chaminade College Preparatory strives to:

- Educate for Formation in Faith
- Educate in Family Spirit
- Educate for Service, Justice, and Peace
- Educate for Adaptation and Change
- Provide an Integral, Quality Education

## CURRICULAR PHILOSOPHY

Chaminade's curricular philosophy is informed by the school's mission and the Characteristics of Marianist Education. We believe in the value of a college preparatory curriculum that includes rigorous academic courses and rich opportunities for students to discover and explore their God-given talents and interests. Curricular paths allow for individualized programs of study that serve each student's unique goals. Our goal is to prepare each student for academic and personal success in college and beyond. This goal is achieved through a curriculum that is intentionally designed to develop each student's academic potential and foster inquiry, creativity, leadership, and a life-long love of learning.

## ACADEMIC PROGRAMS

Guided by the foundational Characteristics of a Marianist Education, Chaminade is dedicated to providing students with academically challenging and intellectually engaging academic programs that serve a wide range of interests, abilities, and goals. Chaminade offers a robust college preparatory curriculum, stimulating Honors and Advanced Placement program, and a variety of electives. Because students' interests and skills develop over time, Chaminade permits students to take Honors and/or Advanced Placement courses in any of their four years if they have met the pre-requisite(s) for the course(s), even if they have not taken an Honors or Advanced Placement course before. Chaminade recognizes that each student is a unique individual pursuing their own unique academic path. As such, students are always encouraged to take courses that best fit their interests, skills, and goals.

Chaminade provides students with coursework required to qualify upon graduation for entrance to the private, California State, and University of California educational systems. In developing a four-year academic plan, students should be aware of the specific academic entrance requirements at the colleges and universities where they intend to apply and take advantage of Honors and Advanced Placement courses offered at Chaminade when appropriate. Guidance counselors will help students identify the program of courses each year that best fits their interests, skills, and goals.

### **College Prep Courses**

Chaminade High School's college preparatory curriculum is a rigorous program of courses that prepares students for success at the college level. College prep courses provide students with challenging learning experiences that promote understanding of content, engage curiosity, and develop critical skills. These courses include those that satisfy core graduation requirements as well as student-chosen electives that enrich a student's intellectual and skill development.

### **Honors Courses**

Chaminade High School offers an honors program of courses designed to challenge students who have demonstrated a firm foundation of knowledge and advanced skills in the content area. The curriculum in an honors course is deeper than in the college prep counterpart and students engage in more complex and intellectually challenging learning activities. Students can expect extensive reading and writing assignments and work with topics not covered in the college prep class. An honors class is most suitable when a student has a genuine interest in the subject area and is willing to invest the time and effort necessary to be successful in the rigorous course of study. Students are eligible to enroll in an honors course in any of the four years of high school if they have met the course prerequisites. All Chaminade honors courses are weighted, five-point scale GPA classes (A = 5, B = 4, C = 3) and may enable a student to gain a weighted point average. *Note that not all colleges recognize this weighting.*

## Honors Course Offerings

*All are full-year courses.*

Honors English 9A & 9B	Honors French II
Honors American Literature	Honors French III
Honors British Literature	Honors French V Literature
Honors Geometry	Honors Latin II
Honors Algebra II/Trigonometry	Honors Latin III
Honors Pre-Calculus	Honors Spanish II
Honors Biology	Honors Spanish III
Honors Chemistry	

## Advanced Placement Courses

Recognized by the College Board, Advanced Placement (AP) courses are equal to those taken by college students in their freshman year. Each semester of an AP course is equivalent to taking a 3- or 4-unit college-level course. As such, students enrolled in an AP course must expect it to include college-level requirements for rigor, reading, writing, and analysis, as well as an increased amount of homework and time spent with the material outside of the classroom compared to a college prep or honors high school course. Summer reading/assignments are also required in many AP courses. An AP course is most suitable when a student has a genuine interest in the subject area and is willing to invest the time and effort necessary to be successful in a college-level program of study. Students interested in taking an AP course should carefully consider their academic goals, subject interests, background preparation, outside activities, and time obligations.

The scope and sequence in an AP course prepare students to take the corresponding AP exam in May, and the expectation is that all students enrolled in an AP course will take the corresponding AP exam. If a student does not take the AP exam for their AP course, they must get approval from Wendy Cowgill, the AP Coordinator. If a student does not take the AP exam in a course, they will be required to take a cumulative final exam that will be factored into the student's second semester course grade. All Chaminade AP courses are weighted, five-point scale GPA classes (A = 5, B = 4, C = 3) and may enable a student to gain a weighted point average. *Note that not all colleges recognize this weighting.*

## Advanced Placement Course Offerings

*All are full-year courses unless otherwise noted.*

Biology	French Language & Culture	Spanish Language & Culture
Calculus AB	Human Geography	Spanish Literature & Culture
Calculus BC	Latin	Statistics
Chemistry	Macroeconomics (1 semester)	Studio Art - Drawing
Comparative Government	Music Theory	Studio Art - 2D Design
Computer Science A	Physics 1	US Government & Politics
Computer Science Principles	Physics C: Mechanics	US History
English Language & Composition	Psychology	World History
English Literature & Composition	Research (part of AP Capstone)	
Environmental Science	Seminar (part of AP Capstone)	

## Advanced Placement Course Credit Limit

Chaminade believes that academically advanced students are capable of engaging in college-level coursework. To support increased rigor in students' academic schedule, Chaminade allows students to take Advanced Placement classes beginning in the 10<sup>th</sup> grade. To help students manage academic balance and to promote students' well-being, Chaminade has set a maximum cumulative AP credit limit of nine (9) courses/90 credits that students may take by the end of their Senior year. Credits are limited by semester and grade level as well. AP courses are taken in addition to required college prep courses.

Note that colleges and universities are aware of individual high school policies regarding academic load. As each college and university reviews applications for students in the local context of their high school, any limit to a student's academic load imposed by the high school in no way negatively impacts a student's competitive advantage in the application process. Guidance counselors can clarify this for students and families.

The maximum load of attempted AP courses/credit for each semester is as follows:

- 9<sup>th</sup> grade - No courses available
- 10<sup>th</sup> grade - Up to two (2) courses/10 credits - *limited to courses open to 10<sup>th</sup> grade, to a maximum of two (2) courses/20 credits total at the end of Sophomore year*
- 11<sup>th</sup> grade - Up to four (4) courses/20 credits - *to a maximum of five (5) courses/50 credits total at the end of Junior year*
- 12<sup>th</sup> grade - Up to four (4) courses/20 credits - *to a maximum of nine (9) courses/90 credits total by the end of Senior year*

### Advanced Placement Self-Study

Chaminade permits students to self-study for an AP exam for an additional fee and within the following parameters:

- **9<sup>th</sup> grade** - self-study is not allowed. Freshmen are not permitted to take any AP courses and are not allowed to sit for any AP exams.
- **10<sup>th</sup> grade** - self-study is not allowed. Sophomores may only take an AP exam for a course they are currently enrolled in at Chaminade.
- **11<sup>th</sup> grade** - self-study is allowed for no more than two (2) AP exams. Any junior interested in self-study must email Mrs. Cowgill, the AP Coordinator, at [wcowgill@chaminade.org](mailto:wcowgill@chaminade.org) for approval. A junior may not self-study for an AP exam in an AP course that a student could reasonably expect to take in their senior year. For example, a student currently enrolled in Honors Pre-Calculus will not be approved to self-study for AP Calculus in their junior year.
- **12<sup>th</sup> grade** - self-study is allowed for no more than three (3) AP exams in any AP subject they choose. Any senior interested in self-study must email Mrs. Cowgill, the AP Coordinator, at [wcowgill@chaminade.org](mailto:wcowgill@chaminade.org) for approval.
- Any student electing to self-study for an AP exam must complete the exam registration process and pay the exam fee in full by the yearly October 15<sup>th</sup> deadline.
- The self-study fee is \$120 per self-study AP exam to cover the exam, registration processing, and exam proctoring costs.

### Elective Classes and Programs

Chaminade offers a wide variety of elective opportunities that encourage students to develop their talents and interests and to stretch themselves in new directions. Elective classes in each discipline allow for advanced study in areas of special interest and deepen student engagement with subject area content. Some programs involve extracurricular components and provide students with the possibility of travel, performance, and competition. Please read the Course Catalog for information about elective offerings and any participation requirements that take place outside of the school day.

#### NOTE:

*Chaminade does not allow students to take courses outside of Chaminade for the purpose of advancing in the curriculum. Students and families should consult the Center for Excellence Summer Session catalog regarding the limited number of get-ahead courses offered during the summer on Chaminade's campus. Unless approved in advance by Chaminade administration, all courses for credit toward graduation from Chaminade must be completed at Chaminade.*

## GRADUATION REQUIREMENTS

To graduate from Chaminade, a student must have a minimum of 270 credits. Of those, a minimum of 230 credits must be satisfied through the core requirements below. The remaining credits are completed by taking elective classes. A year-long class is worth 10 credits; a half-year/semester class is worth 5 credits. All students except seniors must take a minimum of seven (7) classes each semester, worth 35 credits per semester for a total of 70 credits per year. Seniors may choose to take a Study Hall as one of their seven classes.

NOTE: As a Catholic, Marianist high school with a core value of service to others, Chaminade requires students in each of their four years to serve a minimum number of hours in their communities. This service – known as Apostolic Works – is a graduation requirement. Even if a student has satisfied their academic requirements by the end of senior year, they will not receive their Chaminade diploma until they have completed all of their required service hours, which are verified through Campus Ministry. More information can be found here [https://chaminade.myschoolapp.com/ftpimages/1218/download/download\\_2930503.pdf](https://chaminade.myschoolapp.com/ftpimages/1218/download/download_2930503.pdf) This page is in the Faith Life tab of the High School Information page on the Chaminade website.

- **English** 8 semesters (40 credits)
- **Critical Thinking & Composition** 1 semester (5 credits)  
*Note: This 12<sup>th</sup> grade requirement is waived if a student completes either the two-year AP Capstone program or AP English Language & Composition.*
- **Religion** 8 semesters (40 credits)
- **Social Science** 7 semesters (35 credits)
- **Mathematics** 6 semesters (30 credits)
- **Science** 6 semesters (30 credits)
- **World Languages** 4 semesters (20 credits)
- **Fine Arts** 2 semesters (10 credits)
- **Physical Education** 2 semesters (10 credits)  
*Note: Competition on a Chaminade sports team will waive one semester of the PE requirement for each season of competition. The requirement is waived – no credits are earned.*
- **Online Freshman Technology Fundamentals** 1 semester (5 credits)  
*Note: This is an 8-week online course that all freshmen are required to take.*
- **Health** 1 semester (5 credits)  
*Note: This course is typically taken by freshmen and paired with a semester of Geography.*

## HONOR ROLLS AND ACADEMIC AWARDS

Aligned with our Catholic, Marianist mission to inspire students to love, learn, and lead, Chaminade publishes three honor rolls after the conclusion of each semester. To be placed on an honor roll, students must be current with the total number of Apostolic Works service hours based on their *completed* grade level(s) that semester. For example, in January, a 10<sup>th</sup> grader should have completed the 10 hours of service required in 9<sup>th</sup> grade; in June, a 10<sup>th</sup> grader should have completed 25 hours of service - 10 hours in 9<sup>th</sup> grade and 15 hours in 10<sup>th</sup> grade. In January, the honor rolls recognize students' academic performance in the first semester and require students to be current with the cumulative number of service hours due the prior June. (Note: because first semester 9<sup>th</sup> graders have not completed a grade, the honor roll placement will be based on academic performance.) In June, the honor rolls recognize students' second semester academic performance and their fulfillment of cumulative required service hours based on their completed grade level(s). The required number of Apostolic Works hours for each grade level can be found [here](#).

*NOTE: In the 2021-22 school year, all students are responsible for completing only the hours required in this school year, no matter their grade level. As always, seniors will not receive their diploma if they have not completed their service hours by the last day of the school year. Starting at the end of the 2021-22 school year, incomplete service hours will carry over to the next school year and students are responsible for completing them before graduation.*

*Starting in the 2022-23 school year, to be placed on any honor roll students must be current with the total required number of service hours based on their completed grade levels (i.e. in January of their sophomore year, a 10<sup>th</sup> grader should have completed the 10 hours of service required in 9<sup>th</sup> grade; in June of their sophomore year, a 10<sup>th</sup> grader should have completed 25 hours of service - 10 hours in 9<sup>th</sup> grade and 15 hours in 10<sup>th</sup> grade). Seniors will not receive their diploma if they have not completed the total required number of Apostolic Works hours across their time at Chaminade. Because this policy is being grandfathered in, students in the Class of 2023 are responsible for their 11<sup>th</sup> and 12<sup>th</sup> grade Apostolic Works hours; students in the Class of 2024 are responsible for their 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade Apostolic Works hours; and students in the Class of 2025 are responsible for their 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade Apostolic Works hours.*

- The Cum Laude Honor Roll recognizes 9-12 grade students whose calculated GPA is a 3.3 to 3.69 at the end of first semester and who have fulfilled the cumulative service hours based on their completed grade level(s). In June this honor roll recognizes students with a 3.3 to 3.69 GPA who have also completed by the last day of the school year their cumulative service hours requirement based on their completed grade level(s).
- The Magna Cum Laude Honor Roll recognizes 9-12 grade students whose calculated GPA is a 3.7 to 3.99 at the end of the first semester and who have fulfilled the cumulative service hours based on their completed grade level(s). In June this honor roll recognizes students with a 3.7 to 3.99 GPA who have also completed by the last day of the school year their cumulative service hours based on their completed grade level(s).
- The Maxima Cum Laude Honor Roll recognizes 9-12 grade students whose calculated GPA is a 4.0 or higher and who have fulfilled the cumulative service hours based on their completed grade level(s). In June this honor roll recognizes students with a 4.0 or higher GPA who have also completed by the last day of the school year their cumulative service hours based on their completed grade level(s).

In addition to yearly departmental academic awards, Chaminade confers special awards to graduating Seniors. These awards include:

- *The Father Chaminade Award* - Named after Blessed William Joseph Chaminade, the founder of the Marianist Order, this award is the greatest honor that Chaminade can bestow upon a graduating senior. It is given to the student who best displays the highest qualities of a Marianist education, an outstanding degree of religious, social, and academic maturity, and a great sensitivity to other people. The recipient of this award delivers a speech at the Baccalaureate Mass in which they speak about the faith life and journey of the graduating class.



- *The Brother James Loughran Award* - Named in honor of one of Chaminade's first nine staff members, this is the second highest award that Chaminade confers upon a graduating senior. This award recognizes exemplary hard work and dependability.
- *Valedictorian* - The Principal's Council, in consultation with faculty and the senior class, confers this honor to a senior with a top GPA who has demonstrated visible, productive, and outstanding leadership and involvement in school activities. This student also exemplifies to a high degree the qualities of a Marianist education. The Council considers both unweighted and weighted GPAs to ensure equal opportunity for students who participate in four-year programs such as Band, Choral, Dance, Drama, Film, and D-block sports. The recipient of this award delivers a speech at the graduation ceremony that shares their vision for the future of the graduating class.
- *Salutatorian* - The Principal's Council, in consultation with faculty and the senior class, confers this honor to a senior with a top GPA who has displayed outstanding leadership and involvement in school activities. The recipient of this award presents the history of the graduating class in a speech delivered at the graduation ceremony.
- *Marie-Therese de Lamourous Social Justice Award* - This award is named in honor of Marie-Therese, the founding mother of the lay branch of the Marianist family, who was known for her justice work in Bordeaux, France after the French Revolution. This award recognizes a student who, throughout their four years at Chaminade, has demonstrated in visible, productive, and exemplary ways a passion for social justice. The student has worked to improve the lives of the student body and larger community through education, advocacy, and works of social action.
- *The Bro. Gerald O'Neil Award* - This award recognizes the leadership and dedication of the Student Body President.
- *The Father Larry Mann Religion and Campus Ministry Award* - This award recognizes a senior who has excelled in their study of Religion and demonstrated outstanding service to the community, particularly through Chaminade's Campus Ministry.
- *The Brother LeRoy Viera Award* - Named for Brother LeRoy Viera, who quietly and with great dedication served the Chaminade high school community for many years, this award recognizes a senior whose service has similarly taken place 'behind the scenes.' This student's dedication of time and talent has supported many facets of school life.
- *The Citizenship Award* - This award recognizes a senior whose involvement in multiple areas of school life has resulted in their visible religious growth, social and academic development, and exemplary dedication to school activities.
- *The Spirit Award* - This award recognizes a senior whose visible enthusiasm for and dedication to Chaminade inspire school spirit in the rest of the student body.
- *Summa Cum Laude* - This status is awarded to graduating seniors who have earned only A's in a rigorous four-year program that has included Honors and Advanced Placement courses.

## GRADING AND TRANSCRIPTS

Semester grades appear on the student's permanent record and are issued at the end of each semester in January and June. Students and/or families who wish to inquire about a course grade must do so within two weeks of the issue of report cards. All grade inquiries are made directly to the teacher of the course. If questions or concerns remain after the teacher clarifies the final grade, a student and/or family may seek the assistance of the department chair or a Vice Principal for further clarification. Ultimately, the teacher of record for a course is the sole arbiter of the final grade that a student has earned in the course.

## Grade Descriptors

- **A (89.5% - 100%)** Excellent demonstration of knowledge and skill, mastery of course content. Student's coursework is characterized by accuracy, sophisticated understanding and application of course concepts/principles, thorough completion and timely submission of assignments.
- **B (79.5% - 89.49%)** Good demonstration of knowledge and skill, proficiency in course content. Student's coursework reflects generally solid understanding and application of course concepts/principles and regular completion of assignments.
- **C (69.5% - 79.49%)** Satisfactory demonstration of knowledge and skill, basic competency with course content. Student's coursework indicates an acceptable understanding of course concepts/principles and completion of most assignments.
- **D (59.5% - 69.49%)** Poor demonstration of knowledge and skill, lack of competence with course content. Student has done less than the required amount of coursework to show passable understanding and/or has not achieved satisfactory scores on assignments/assessments. *Note: for the purposes of college admissions, a D earned in a required course must be remediated in summer school.*
- **F (below 59.5%)** Failure to demonstrate knowledge and skill. Student has done far less than the required amount of coursework to show understanding and/or has not achieved satisfactory scores on the majority of assignments/assessments.
- **INC (Incomplete)** An INC will be issued in a course only in extraordinary and verifiable circumstances when a student is prevented by sickness or other unavoidable emergency from completing required coursework before the end of the semester. An INC may be issued only with approval by the Vice Principal of Academics and the student has two (2) weeks to complete their coursework (unless other arrangements have been made with the teacher and approved by the Vice Principal of Academics). The teacher of record for the course will evaluate the student's completed work and replace the INC with a course grade.

Other transcript notations include:

- **W:** Indicates that a student attempted the class past the official course change deadline but withdrew prior to the end of the sixth (6<sup>th</sup>) week of the semester. No grade is recorded and there is no negative effect on a student's GPA. *Note: Colleges may require an explanation for a course withdrawal.*
- **W/Fail:** Indicates that a student withdrew from the course after the end of the sixth (6<sup>th</sup>) week. This notation has the same effect as an "F" grade and negatively impacts a student's GPA.

## Grading Scale

Chaminade uses the following grading scale for final grades:

- 89.5 – 100      A
- 79.5 – 89.49    B
- 69.5 – 79.49    C
- 59.5 – 69.49    D
- Below 59.5      F

## Grade Point Average (GPA) Calculation

GPA's are recalculated at the end of each school grading period (January and June), as well as at the start of the new school year after summer school coursework has been completed and reported to the school. Chaminade summer coursework is reflected on the Chaminade transcript. Non-Chaminade coursework is included in GPA calculations but is not included on the Chaminade transcript. A grade earned in summer school does not replace the original grade earned in the regular school-year course. Chaminade calculates student GPA using all coursework completed by the student. Colleges have calculation formulas that are unique to each institution. Students are encouraged to speak with their guidance counselor to determine how a GPA is determined based on college choices.

## Grading Calculation, Grade Reporting Periods, and Grade Changes

Chaminade teachers use a straight point grading system wherein the final grade in a course is a simple average of points earned divided by points possible. All grades are calculated and reported to the school through the designated school system and are visible to families through the Family Portal on the Chaminade website. Teachers are expected to update their gradebooks regularly so that students and families have a timely portrait of student progress.

At Quarterly Progress Periods during the 10<sup>th</sup> week of each semester, grades are reported as percentages. The letter grade equivalent is noted for convenience. Grades are not rounded at the quarter. The grade reported at the Quarterly Progress Period determines a student's eligibility to participate in athletics and extracurricular activities. Students with a GPA of below a 2.0 are considered on probation/ineligible and may not participate in these areas until they raise their GPA to a 2.0 or better. There are no grade changes at the quarterly progress grading periods. A grade that posts at the 10-week reporting period may not be changed under any circumstance.

At the transcript grading periods (end of each semester) grades are reported as letter grades. There are no indications on the transcript of "plus" or "minus" grades. All grades are rounded to the nearest full percentage. Report cards are issued at the conclusion of each semester, in January and June. Once semester grades are reported to the school registrar, an instructor may not accept any late coursework from any student for the purpose of improving the student's reported grade.

In the two weeks following the transcript grading periods in January and June, teachers can submit a grade change only when there is a clear and correctable error on the part of the instructor. Teachers complete an online form that must include a written explanation of the circumstances that justify the grade change. It may take several days for the changed grade to post on a student's transcript.

## Transcripts

A free, unofficial transcript is available online at any time through the Family Portal on the Chaminade website. Each student should review their transcript before sending it to a college. To order official transcripts, current and former students need to use the link below. There is no transcript fee for current Chaminade seniors, who should order transcripts through Naviance. Transcripts are \$3 for current students in grades 9-11, and \$5 for alumni, per transcript.

## SUMMER SCHOOL AND COURSES OUTSIDE OF CHAMINADE

Students are encouraged to enroll in Chaminade's Summer Session through the Chaminade Center for Excellence, which offers courses for credit recovery, advancement, and enrichment. Chaminade recognizes that cost consideration and flexibility are necessary to help students remediate a "D" or "F." To that end, with prior approval Chaminade will allow students to take a limited number of remedial courses at other schools (such as local public high schools) or through a Chaminade-approved online provider. Students who want to remediate at another school or at one of the Chaminade-approved online providers must receive approval to do so from the Academic Vice Principal and Summer School coordinator first. Students who have earned a "D" and/or "F" during the school year sign a remediation contract that stipulates the expectations for credit recovery. Students

must consult with their guidance counselor regarding all summer coursework. *Note that all Religion courses must be remediated through Chaminade's summer school.*

## **Non-Chaminade Courses and Credits**

Classes may not be taken outside of Chaminade for the purpose of advancing in the curriculum. In the event of a compelling circumstance the school administration may grant an exception to this policy. Unless approved in advance by the administration, all courses for credit towards graduation from Chaminade must be completed at Chaminade.

## **Courses for Advancement**

Chaminade's Center for Excellence offers a limited number of academic core and elective courses that qualified students can take to create flexibility and increased academic opportunity in their regular school-year schedule. Enrollment is limited. These rigorous six-week summer courses are commensurate in scope and sequence with the regular-year curriculum and have mandatory, non-negotiable attendance requirements. Please see the Center for Excellence summer catalog for more information.

## **Courses for Credit Recovery & Remediation of "D" / "F" Grades**

Successful completion of all curriculum coursework in 9<sup>th</sup> through 12<sup>th</sup> grades is essential for a student to meet the school's graduation requirements, also called the Integral Student Outcomes. When a student does not pass a graduation-requirement course during the school year, Chaminade requires the coursework and credits to be made up in the subsequent summer for the student to remain at Chaminade and on track for graduation. Students in this situation at the end of the first and/or second semester are required to attend a meeting with their parents and counselor and sign a remediation contract that specifies the expectations for course credit recovery in the summer and the consequences for not satisfying them. Students who earn an "F" as a semester grade in a graduation-requirement course must remediate that "F" to meet Chaminade graduation requirements. While a "D" can earn credit toward graduation, that grade adversely impacts a GPA and is generally not accepted as passing for college admission purposes. A "D" or "F" in an elective course cannot be remediated.

*NOTE: Chaminade requires students who have earned a "D" or "F" in one or both semesters of a Math or World Language course to remediate that course during the summer before they can advance to the next level in the subject. If the student does not remediate the course(s) during the summer they will not be enrolled in the next level in the following school year. If a student does not remediate a "D" or "F" in a Level I or Level II World Language course they will have to enroll in Level I of a different language.*

Both the original course grade and the grade earned in the remedial summer course are recorded on the student's transcript. Summer coursework completed at Chaminade is reflected on the Chaminade transcript. Non-Chaminade coursework is included in GPA calculations but is not included on the Chaminade transcript. These grades will be featured on transcripts produced separately by the school where the coursework was completed. The student is responsible for securing the transcripts from each accredited institution prior to the student's college admission process.

*NOTE: If a student has multiple D's and/or F's to remediate during the summer and does not fulfill their remediation contract - failing to take or pass the required summer courses -- they jeopardize their ability to return to Chaminade for the following school year.*

## **Chaminade Summer School**

Chaminade students are expected to remediate D's and F's through the Chaminade Center for Excellence summer school programming. Summer school courses are offered across two sessions on the high school campus. The first session features first semester course curriculum and the second session features second semester course curriculum. These summer courses present Chaminade curriculum and are often taught by

Chaminade teachers. Registration for summer programming opens in February and families are encouraged to enroll their students as soon as possible.

### Summer School Transcript Deadlines

All students who remediate a "D" or "F" during the summer at a school other than Chaminade must, upon completion of the course(s), submit an official transcript directly to the Counseling Office by the Monday of the week school begins in August. Counselors will adjust a student's schedule accordingly based on summer classes that were or were not taken. Student athletes must be especially attentive to this date to ensure the grade(s) for their remedial summer coursework are factored into eligibility calculations. To remain compliant with CIF regulations, the school will not make eligibility calculations for the fall semester more than once and these calculations are made by the end of the first week of instruction.

### Online Classes and Remediation Outside of Chaminade

The school recognizes that cost consideration and flexibility are necessary to help students remediate a "D" or "F." To that end, with prior approval from the Academic Vice Principal and Director of the Center for Excellence, students may take a limited number of remedial courses at other schools, including local public high schools, area private schools, and a Chaminade-approved online provider. Families should note that public high schools only permit remediation of "F" grades. A student who wants to take a remedial course outside of Chaminade must be approved in advance of registering for and taking the course. Retroactive approval will not be granted. *NOTE: all Religion courses must be remediated through Chaminade's summer school.* Chaminade requires a student enrolled in an online course to take their final exam on the high school campus, in-person, with a Chaminade proctor. Students in this situation must email the Academic Vice Principal to coordinate the date and time when they will take the exam on campus.

Students may complete no more than thirty (30) credits outside of Chaminade across the four years of high school. This is the equivalent of three year-long courses or six semester-long courses. Students who reach that limit before graduating and still have credits to recover must take the remedial courses through the Chaminade summer session program. If a course is unavailable in the summer session, Chaminade administration will allow, after prior approval, the student to take the course elsewhere and the course will not count toward the 30-credit limit.

## COURSE SELECTION PROCESS

Chaminade students in every grade level must take seven (7) classes/70 credits each semester. With parent/guardian permission and counselor recommendation, seniors may opt to take a Study Hall as one of their seven classes. Entering freshmen are required to take an 8-week Online Computer Skills course for five (5) additional credits.

Each year students make course selections for the following school year during an announced course selection period between March and April. Students' choices depend upon core requirements, satisfied pre-requisites for Honors and AP courses, future study plans, interests, and career goals. Chaminade counselors advise students regarding requirements and options, helping each student create a program of study that best fits with the student's interests, skills, extracurricular activities, and goals.

Students and their families are encouraged to carefully read this Course Catalog to understand the content, requirements, and objectives of courses. Students and families are also encouraged to reach out to teachers and department chairs with questions about individual courses. Note that although a course may be publicized in the Course Catalog and offered as a selection option to students, it will not run in a given school year if there is an insufficient number of requests for it. To ensure that students are enrolled in a course that suits their interests and goals, they must include alternate courses when prompted during the course selection process. Students receive their schedule in early July for the next school year.

Students are expected to select courses carefully and thoughtfully during the course selection period in the spring. A student may request course changes without consequence on their transcript during the school's

published schedule change period at the start of the semester. All classes are subject to enrollment limitations and for this reason some change requests may not be accommodated. The school's staffing, master schedule, and all student schedules are created based on the courses that students select in the spring. Maintaining balance in classes is a priority for the school. For this reason, fulfillment of a course change request depends upon space availability in the desired class. No course changes are made based on teacher preference.

## Honors and AP Course Request & Appeal Process

Students are responsible for determining whether they meet the prerequisites for Honors and AP classes they wish to take. The prerequisite grade reflects what a student must earn in the first semester of the prerequisite course to be eligible for Honors or AP. Admission into an Honors and AP course is determined by a student's first semester grade. After first semester grades are posted, students who meet the prerequisite(s) may select AP and Honors courses in the normal course request period. Students who do not meet the course prerequisites but want to take the AP or Honors course must submit an online appeal, available here: <https://nc.chaminade.org/studentforms>

Decisions about student appeals are carefully determined by departmental committee. Notification of appeal decisions will occur in a timely fashion and include an explanation of the decision. A student may receive a conditional approval to their appeal - the student is responsible for satisfying the conditions of that approval. Please be advised that because of the extensive professional care, time, and consideration that informs each decision, there will be no second appeals. The spring semester final course grade in a prerequisite course will not change the decision already made by a department during the appeals review period in the spring. All decisions made by the department, in conjunction with the administration, will be final.

## Course Change / Course Level Drop Periods

Students who want to change a class or drop a level (from Honors or AP to CP) in a course must do so through their counselor and within the established school time frames. Counselors will advise students about the prudence of any desired change relative to the student's academic interests, skills, and goals. The following parameters govern the timing and consequences of course changes and drops:

- **Course change within first six days of semester:** Students may change courses on the day before school starts in August and within the first six (6) days of a semester. All classes are subject to size limitations and for this reason some change requests may not be accommodated. Students will be expected to make up all coursework in their new class.
- **Level drop within first two weeks of semester – No W:** Students may drop from the Honors / AP level of a course to a CP level within the first two (2) weeks of a semester. A student's transcript will not record a Withdraw (W) in this case. Students will discuss with the new teacher the coursework to be made up in the CP level class. If the student has already completed Honors/AP coursework and has a course grade, that grade will be transferred to the CP class and 10% will be added to it.
- **Level drop between third week and end of sixth week of semester – W:** Students may drop from the Honors / AP level of a course to a CP level course from the beginning of the third (3<sup>rd</sup>) week to the end of the sixth (6<sup>th</sup>) week of the semester with a Withdraw (W) on their transcript. A "W" does not impact the student's GPA. Students will discuss with the new teacher the coursework to be made up in the CP level class. The student's Honors/AP course grade will be transferred to the CP class and 10% will be added to it.
- **Level drop after beginning of seventh week of semester – W/Fail:** Students who drop from an Honors / AP level course after the beginning of the seventh (7<sup>th</sup>) week of the semester will have a Withdraw/Fail on their transcript. The Withdraw/Fail is calculated in the student's GPA as a "Fail." Students will discuss with the new teacher the coursework to be made up in the CP level class. The student's Honors/AP course grade will be transferred to the CP class and 10% will be added to it.
- All schedule changes will be made in consultation with the instructor(s) and the school administration.

## PREPARING FOR COLLEGE

The curriculum at Chaminade is designed to prepare students for success at the college level. Chaminade is fully accredited by the Western Catholic Educational Association and the Western Association of Schools and Colleges, which means that credits earned at Chaminade are recognized for admission purposes by colleges and universities.

Acceptance into a college or university depends upon multiple factors: whether the student has satisfied entrance requirements with high school courses; rigor of courses taken; level of scholastic achievement, measured by GPA as well as SAT or ACT scores; alignment of student with the profile sought by the university in terms of interests, involvement, and character; and student compliance with college application deadlines. Chaminade counselors work closely and actively with students to help them plan according to their college goals.

The following information outlines course requirements for University of California and California State University schools as well as community colleges and independent, Catholic, or out-of-state schools.

### UNIVERSITY OF CALIFORNIA

---

**Subject Requirements:** To satisfy the subject requirement, students must complete the high school courses listed here with a minimum of a 3.0 UC grade point average. (Note: A student's UC GPA is different from the Chaminade GPA.) This sequence of courses is known as the "a-g" subject requirement. Students must take 15 units of high school courses to fulfill the Subject Requirement - seven units of which must be taken in the last two years of high school. A unit is equal to an academic year, or two semesters, of study. To be acceptable to the University of California system, the courses must appear on a list certified by the high school principal as meeting the University of California's minimum admissions requirement. *NOTE: Grades of D or F in these courses must be remediated for admissions purposes.*

Chaminade's University of California A - G list is updated each year with the University of California. The list of UC approved Chaminade courses is available via [this link](#).

- a. **History/Social Science - 2 years required** (Must include one year of US History or ½ year of US History and ½ year of civics or American government; and one year of world history, cultures, or geography.)
- b. **English - 4 years required** (Four years of college-preparatory English with regular writing and reading of classic and modern literature. No more than two semesters of ninth-grade English can be used to meet this requirement.)
- c. **Mathematics - 3 years required, 4 years recommended** (Three years of college-preparatory mathematics that include topics covered in elementary and advanced algebra and two- and three-dimensional geometry.)
- d. **Laboratory Science - 2 years required, 3-4 years recommended** (Two years of laboratory science providing fundamental knowledge in at least two of these three areas: biology, chemistry, and physics.)
- e. **Language other than English - 2 years required, 3-4 years recommended** (Two years of the same language in a course that emphasizes speaking and understanding and includes instruction in grammar, vocabulary, reading, and composition.)
- f. **Visual and Performing Arts (VPA) - 1 year required** (One whole-year course or two one-semester courses in the same UC approved discipline, chosen from: Dance, Interdisciplinary Arts, Music, Theatre, or Visual Arts. A single course taken in sequence over two academic years is acceptable. Semester-long courses must be in the same area of study.)
- g. **College Preparatory Electives - 1 year required** (One year - two semesters - in addition to those required in "a-f" above, chosen from the following areas: non-introductory level visual and performing arts, history, social science, English, advanced mathematics, laboratory science, or a language other than English (a third year of language used for the "e" requirement or two years of another.)

**UC GPA Calculation:** Only the grades earned in "a-g" courses taken in the 10<sup>th</sup> and 11<sup>th</sup> grades - including summer sessions - are used to calculate the UC GPA. Ninth grade courses can be used to meet the 15-course Subject Requirement if a grade of C or higher was earned, but they will not be included in a student's GPA.

**Honors Courses:** The University of California assigns extra points for up to eight (8) semesters of the University of California certified honors level courses taken in 10<sup>th</sup> and 11<sup>th</sup> grades. No more than two (2) year-long UC-

approved honors level courses taken in the 10<sup>th</sup> grade may be given extra points. A grade of D in an honors course does not earn extra points.

**UC Examination Requirement:** The University of California has stated it will be “test blind” in 2022 and 2023. This means the SAT and ACT are not required for 2022 and 2023. The examination requirement may change in subsequent years and will be updated here as necessary.

**UC Eligibility:** Students must earn a minimum of a 3.0 UC GPA as well as complete the examination requirement outlined above to apply. Eligibility is based on coursework, GPA, and testing with no guarantee of UC admission.

## CALIFORNIA STATE UNIVERSITY

---

**Subject Requirements:** The California State University requires first-time freshmen applicants to complete, with a grade of C or higher in each course, the following 15-unit comprehensive pattern of college preparatory study. A unit is equal to one year of study in high school.

- a. **History/Social Science – 2 years required** (Must include one year of US History or ½ year of US History and ½ year of civics or American government; and one year of world history, cultures, and geography.)
- b. **English – 4 years required** (Four years of college-preparatory English that include frequent and regular writing and reading of classic and modern literature. No more than two semesters of ninth grade English can be used to meet this requirement.)
- c. **Mathematics – 3 years required** (Three years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.)
- d. **Laboratory Science – 2 years required – 1 biological science, 1 physical science** (Two years of laboratory science providing fundamental knowledge in at least two of these three areas: biology, chemistry, and physics.)
- e. **Language other than English (LOTE) – 2 years required** (Two years of the same language other than English in courses that emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, and composition.)
- f. **Visual and Performing Arts – 1 year required** (One two-semester year in a course or two one-semester courses in the same discipline, chosen from the following areas: Dance, Interdisciplinary Arts, Music, Theatre, or Visual Arts. A single course taken in sequence over two academic years is acceptable.)
- g. **College Preparatory Electives – 1 year required** (One year – two semesters – in addition to those required in “a-f” above, chosen from the following areas: non-introductory level visual and performing arts, history, social science, English, advanced mathematics, laboratory science, or a language other than English (a third year of language used for the “e” requirement or two years of another.)

**CSU GPA Calculation:** Same as the UC GPA calculation described above.

**CSU Examination Requirement:** Standardized testing requirement has been suspended through Fall 2023.

**CSU Eligibility:** The CSU Eligibility Index is calculated using a student’s GPA and ACT or SAT score. The index will determine eligibility for admission to CSU. Please be advised that due to impaction, many campuses have supplemental admission criteria and admission is NOT guaranteed. A student with a UC/CSU GPA of 3.0 where “a-g” requirements are satisfied is automatically eligible regardless of test score but not guaranteed CSU admission. Consult this link for more information <https://www2.calstate.edu/apply/eligibility-index>

## COMMUNITY COLLEGE

---

**Admission Requirements:** Applicants must earn a valid high school diploma, a Certificate of Proficiency, or reach the age of 18. No tests are required for admission although assessments given through the college are required for placement in college courses. Prospective students need proof of residency and a social security number.



## INDEPENDENT, CATHOLIC, OR OUT-OF-STATE PUBLIC COLLEGES/UNIVERSITIES

---

**Admission Requirements:** Admission requirements vary among these schools. Students must be especially aware of requirements for a particular major in college. Students with specific schools in mind should consult their counselor and research each school's requirements. Admission to most colleges/universities is based on:

- Scholastic record (completed coursework, academic rigor, and GPA)
- Test scores (SAT or ACT; sometimes the SAT Subject Tests)
- Personal qualifications (characteristics, depth of interest, and the promise of success in college as judged by letters of recommendation from teachers and counselors and a personal essay written by the student).

## NCAA COURSE REQUIREMENTS FOR STUDENT ATHLETES

---

Chaminade student athletes who want to compete at the college level must complete appropriate coursework in order to qualify for NCAA programs. Most of Chaminade's courses have been approved as meeting NCAA admission requirements. The list is updated for each school year and may be viewed at the NCAA Eligibility Center website, [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.ncaa.org](http://www.ncaa.org). Chaminade counselors work closely with student athletes and their families to ensure that students are pursuing an academic program in high school that serves their goals of being accepted into colleges and universities where they can continue playing their sport.

# COURSE OFFERINGS

## ENGLISH DEPARTMENT

### **ENGL 9AB: Freshman Literature & Composition – 9<sup>th</sup> Grade - 2 semesters**

*Fall Semester: Reading, Thinking, and Writing about Literature*

The first semester of this year-long course introduces students to a variety of authors and literary modes that will help them develop as scholarly writers, critical thinkers, and active readers of poetry, prose, and drama. Students will first explore the expressive nature of language by reading descriptive texts and creatively experimenting with poetic diction. Students will then become familiar with the language of analytical explanation and develop a strong understanding of the relationship between literary elements such as imagery, character, setting, symbolism, tone, and irony.

*Spring Semester: Shakespeare and Methods in Academic Writing*

Students spend the first part of the semester engaging with Shakespeare's language and learning the art of rhetoric or persuasive speaking. Students will also be introduced to various composition modes, exploring when and how to use these in academic writing. These modes include narration, description, expository, process analysis, comparison and contrast, classification, definition, cause effect, and argument. Students will generate original ideas to explore in writing and through research, and engage in the process stages of composition, revision, and reflection.

Prerequisite: None

### **ENGL 9AB H: Honors Freshman Literature & Composition – 9<sup>th</sup> Grade - 2 semesters**

*Fall Semester: Reading, Thinking, and Writing about Literature*

Designed for students with advanced critical reading and writing skills, the first semester of this year-long honors course offers a deep exploration of literature and writing to help students grow as active readers, critical thinkers, and scholarly writers. The curriculum exposes students to the expressive nature of language, engaging them in analytical examination of descriptive words and creative experimentation with poetic diction. Writing focuses on literary passage explications, strengthening students' familiarity with the conventions of analytical explanation and developing authentic academic voice. Writing assignments also lead students through the distinct process steps of composition, from outlining to drafting to revising. Through their writing students develop their understanding of the relationship among various literary elements such as imagery, character, setting, symbolism, tone, and irony and create coherent, well-developed paragraphs. The semester moves toward a culminating multi-paragraph literary analysis essay focusing on thesis, topic sentences, and analysis.

*Spring Semester: Shakespeare and Methods in Academic Writing*

The second semester of this honors course builds on the literary analysis and writing skills developed in the first semester. Through an in-depth study of Shakespeare's *Julius Caesar* students examine the features and purposes of rhetorical techniques and experiment with rhetoric in persuasive speaking. Students will also be introduced to various composition modes, exploring when and how to use these in academic writing. These modes include narration, description, expository, process analysis, comparison and contrast, classification, definition, cause effect, and argument. In the final unit of the semester students will generate original ideas to guide their research of an author, and then independently select the modes through which they will write about the connection of that author's writing to a real-world issue/topic. Through the process stages of composition, revision, and reflection students will demonstrate their ability to craft a scholarly piece of writing.

Prerequisite: Open to students accepted with Honors (see acceptance letter from Chaminade Admissions)

### **ENGL 10: American Literature & Composition – 10<sup>th</sup> Grade - 2 semesters**

In this course students study five genres of American literature: essay, short story, novel, drama, and poetry. Students continue developing their analytical abilities, examining and discussing the ways in which literary elements such as plot, setting, character, theme, and symbolism create meaning and influence interpretation. The historical context of each work is presented so students develop an understanding and appreciation of how social, political, economic, and religious forces shape and are shaped by literature. Students continue to refine their composition skills in this course, which provides frequent and practical writing opportunities.

Prerequisite: English 9AB

### **ENGL 10 H: Honors American Literature & Composition – 10<sup>th</sup> Grade - 2 semesters**

This course provides a study of American literature that is greater in depth and scope than the college prep course. Students are expected to possess advanced critical reading and writing skills that they will apply and continue to develop as they analyze a variety of texts. These texts represent five genres of American literature, including understanding and appreciation of how social, political, economic, and religious forces shape and are shaped by literature. Students continue developing their composition skills through frequent timed writings, essays, and research-based writing assignments. Robust participation in class discussion is expected of every student.

Prerequisite: 92% in English 9AB or 82% in Honors English 9AB

### **ENGL 11: British Literature & Composition – 11<sup>th</sup> Grade - 2 semesters**

This course covers the development of British literature from the Anglo-Saxon period to the 20<sup>th</sup> century. Students read epics, dramas, and poetry that introduce them to the different literary genres and movements associated with British literature. The historical context of each work is presented so that students develop an understanding and appreciation of how social, political, economic and religious forces shape and are shaped by literature. Students continue developing their analytical thinking and composition skills through regular writing assignments.

Prerequisite: None

### **ENGL 11 H: Honors British Literature & Composition – 11<sup>th</sup> Grade - 2 semesters**

This course provides a study of British literature that is greater in depth and scope than the college prep course. Students explore great touchstones of poetry, prose, and drama of British literature in historical and thematic contexts. Students are expected to possess advanced critical reading and writing skills that they will apply and continue to develop as they analyze a variety of texts. The historical context of each work is presented so students develop an understanding and appreciation of how social, political, economic, and religious forces shape and are shaped by literature. In addition to developing cultural literacy, students sharpen their ability to read closely, make insightful inferences, write persuasively, and engage in scholarly research.

Prerequisite: 92% in American Literature & Composition or 82% in Honors American Literature & Composition

### **ENGL 11AP: Advanced Placement English Language – 11<sup>th</sup> or 12<sup>th</sup> Grade - 2 semesters**

*11<sup>th</sup> Grade Note: Enrollment in this course satisfies the English 11 – British Literature graduation requirement and the Critical Thinking & Composition requirement*

*12<sup>th</sup> Grade Note: Completion of this course satisfies the Critical Thinking & Composition requirement only.*

This course emphasizes the study of non-fiction prose and composition as preparation for the Advanced Placement English Language Exam. Students explore a variety of non-fiction styles and genres from diverse voices, including important pieces from the British canon. By applying and developing critical and analytical skills, students closely examine how writers and poets of non-fiction or fiction use various rhetorical devices to achieve their purpose. Putting these skills to practice, students will refine their own talents as a writer and author their own composition pieces.

Prerequisite: 92% in previous college prep English class or 82% in Honors English class

### **ENGL 12AP: Advanced Placement English Literature: Seekers & Storytellers – 12<sup>th</sup> Grade - 2 semesters**

*NOTE: This course satisfies the Tragic Hero and Spring 12<sup>th</sup> grade English Literature Elective graduation requirement.*

"Who's there?" This opening line from William Shakespeare's play *Hamlet* sums up the question that many individuals ask of themselves and the larger world. Who am I, what matters to me, how do I want to live? What is the world I live in, where do I want to be, what kind of world do I want to create? To answer these questions, a person sometimes needs to travel both inward and outward, seeking new stories that illuminate their understanding of themselves and the places they occupy. Indeed, becoming a storyteller is often part of the journey of self-discovery, as the individual creates and shares the narratives that most powerfully connect them to a life of meaning. In this college-level course students will read, discuss, and write about a variety of literature that depicts characters who are seekers and storytellers -- people who search for tangible and intangible things that serve their ability to define themselves and tell stories that matter. Students develop close reading skills and analyze stylistic craft, discerning how literary techniques create meaning and deepen each work's perspective about the unique and interrelated roles of journeys and storytelling in human life. Students hone their critical writing skills through regular literary analyses, timed writings, and reading reflections. This course prepares students for success on the AP English Literature Exam in May, which all enrolled students are required to take.

Prerequisite: 92% in British Literature or 82% in Honors British Literature or 82% in AP English Language

## **ENGL 12A: Tragic Hero – 12<sup>th</sup> Grade Required - 1 semester – Fall**

*NOTE: Required for all non-AP Lit twelfth grade students*

How can a hero be tragic? Students will locate many answers to this question and closely examine how personal responsibility intersects with the larger forces of love, hate, ambition, fear, dreams, societal expectations, and personal values. Students will learn about the classical form of tragedy as a literary genre and analyze how the works of Shakespeare and F. Scott Fitzgerald incorporate features of that form to serve their stories. Students can expect to develop new perspectives of the human experience and heroism, as well as a deeper appreciation for the ways in which authors use narrative strategy, characterization, irony, imagery, symbolism, and setting to encourage those perspectives.

Prerequisite: ENGLISH 11

## **ENGL 12B-1: Literary Landscape: California As Author and Text – 12<sup>th</sup> Grade - 1 semester – Spring**

*NOTE: This is one of four courses that satisfies the second-semester English literature requirement for seniors.*

This course explores the unique role that California's geography, climate, history, culture, economy, and politics play in the tradition of literature generated by resident writers. Students will read a diverse range of texts that focus on California and explore the ways in which subject, setting, character, and theme evoke myriad aspects of the state and its inhabitants. Through reading, class discussion, and writing, students will expand their awareness and appreciation of the complex relationship between geographical place and literary tradition.

Prerequisite: ENGLISH 11

## **ENGL 12B-2: Science Fiction, Fantasy, and Magical Realism – 12<sup>th</sup> Grade - 1 semester – Spring**

*NOTE: This is one of four courses that satisfies the second-semester English literature requirement for seniors.*

In this course students will travel to swamps, forests, jungles and through time, and meet monsters, dinosaurs, and alligators. Along the way students will study the genres of science fiction, fantasy, and magical realism, exploring the distinctive characteristics of each and discerning how they often intersect in literature. The course examines the concepts of good and evil as driving forces of human motives, the struggles between the individual and community, and the tangled web of morality and technology. Students learn how the possibility of other worlds, advanced technologies, and elements of the fantastic can yield new insight into the unique issues and situations of their own lives.

Prerequisite: ENGLISH 11

## **ENGL 12B-3: Shakespeare – 12<sup>th</sup> Grade, 1 semester – Spring**

*NOTE: This is one of four courses that satisfies the second-semester English literature requirement for seniors.*

Why does Shakespeare still matter to so many? Why does every high school in America assign Shakespeare? This course explores Shakespeare's popularity and brilliance and allows students to discover how he undermines and interrogates concepts of greatness, courage, and love. What is greatness? Who are the real cowards? Why should I care? In considering these questions, students will examine Shakespeare's challenging language and the memorable characters in his works, including kings, princes, knights, lovers, shrews, wits, and fools.

Prerequisite: ENGLISH 11

## **ENGL 12B-4: Short Fiction – 12<sup>th</sup> Grade Elective - 1 semester – Spring**

*NOTE: This is one of four courses that satisfies the second-semester English literature requirement for seniors.*

The course explores a variety of short fiction, beginning with tracing the evolution of the art of storytelling and examining how stories are told in modern short works. Students will study the ways in which the narrative form of short fiction employs literary devices found in longer fiction and develop understanding of the unique purposes and effects of those devices in shorter texts. Through close reading and analysis of elements such as plot, symbol, character, setting, and tone students will determine how short fiction can convey significant themes and ideas.

Prerequisite: ENGLISH 11

## WRITING 12: Critical Thinking and Composition – 12<sup>th</sup> Grade – Required – 1 semester – Fall or Spring

*NOTE: Required course for all 12<sup>th</sup> graders who did not take or are not enrolled in AP English Language or AP Capstone Seminar.*

This semester-long course is designed to deepen students' awareness of the elements of critical thinking and strengthen their skill in writing academic essays in a variety of rhetorical modes. The curriculum serves two crucial objectives. The first is for students to become more skilled as critical thinkers who can effectively question opinions, explore where interests come from, and answer questions by creating and defending ideas. To this end students will explore the features of rhetoric and practice using syllogistic reasoning, inductive and deductive argument, and logical fallacies to serve their purposes. The second objective is for students to develop their academic writing skills through active engagement in the composition process that includes brainstorming, pre-writing, feedback, and revision. Students will develop their skills through regular composition of both formal essays and informal writing such as reading responses and journal entries.

Prerequisite: None

## ENGLISH ELECTIVES

### ENGL E1: Argument, Debate & Competitive Speech – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester

*NOTE: This elective course does not fulfill any of the English graduation requirements.*

Speaking confidently and delivering a persuasive message is an essential skill. Do you want to be a polished public speaker or an effective advocate? Be able to present a compelling argument? Discover what makes our most notable communicators of history so great – those like Dr. Martin Luther King, Jr. and former President Ronald Reagan. Students who have taken this class overwhelmingly report that they finally know how to construct effective speeches and arguments, and that they *actually enjoy speaking in public!* This beginner level class is open to all, even students with no previous public speaking or debate experience. Students learn to research and gather data, build and present arguments, narrow the focus of speeches, and make ideas interesting, clear, and memorable. Students learn the most common forms of competitive speech and debate used in tournaments across the nation and in our local league, from individual speaking events to various debate formats like Lincoln-Douglas, Public Forum, and Parliamentary. Participants have the opportunity to attend competitions outside of the classroom, which is highly encouraged but not mandatory.

Prerequisite: None

### ENGL E2: Argument, Debate & Competitive Speech 2 – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester

### ENGL E3: Argument, Debate & Competitive Speech 3 – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester

*NOTE: This elective course does not fulfill any of the English graduation requirements.*

This intermediate-to-advanced class is open to students who want to specialize in competitive speech and debate events. Students are required to be active members of the Chaminade Speech & Debate Society (CSDS) and attend a *minimum* of four competitions outside the classroom. **Debate students** will conduct deep research for their particular format and hone their argumentation strategies, critiques, and oral presentation skills. Students will work together on constructing cases and presenting arguments at the junior varsity and varsity level of competitive debate – including Lincoln-Douglas, Parliamentary, Public Forum and Policy formats. **Speech students** will master their oral presentation and dramatic/comedic performance skills through impromptu drills and speech writing. Students will work together to research, write, and rehearse competitive speeches at the junior varsity and varsity level – including 12 individual events ranging from Original Advocacy, to Extemporaneous, to Dramatic or Humorous Interpretation.

Prerequisite: ENGL E1 - Argumentation, Speech & Debate

### ENGL E4: Creative Writing A: Introduction – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester

*NOTE: This elective course does not fulfill any of the English graduation requirements.*

Participating in a writing workshop can be an exciting way to develop creative voice and belong to a community that values the process of creating as much as the final product. In a supportive workshop environment, students nurture the emerging creative writing talents they already possess and engage in a variety of practical opportunities to write. Students are certain to feel emboldened to take risks as they write their own short stories, poetry, and scripts and receive constructive feedback from the other writers in the workshop.

Prerequisite: None

### **ENGL E5: Creative Writing B: Advanced – 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

NOTE: This elective course does not fulfill any of the English graduation requirements.

This workshop builds on the writing and constructive critiquing skills students began developing in Creative Writing A. In the supportive workshop environment, students continue honing their creative sensibilities in crafting their own short stories, poetry, and scripts.

Prerequisite: Creative Writing A

### **ENGL E6: Sports Writing – 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Grades -1 semester**

NOTE: This elective course does not fulfill any of the English graduation requirements.

LeBron or Kobe? Dodgers or Giants? Michigan or Ohio State? Students who debate these questions with friends will enjoy this elective writing class. Students will explore the craft of sports writing by creating their own Sports Center, writing their own 30 for 30, and developing a sports page full of their favorite sports and players. Whether an athlete or sports fan, this course offers students the opportunity to prove their sports knowledge and passion while developing their writing skills.

Prerequisite: None

### **ENGL E7: Diving into Mythology and Folklore – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 semester**

NOTE: This elective course does not fulfill any of the English graduation requirements.

Thor and Loki! King Arthur and the Round Table! The real Cinderella! Why do we read these stories? What do they teach us? This course dives deep into these classic tales and transports students to China, Africa, Scandinavia, Britain as they examine stories have defined cultures and dazzled our imaginations for centuries. Through their engagement with myths, fairy tales, and legends, students will understand why these stories still speak to us in the 21<sup>st</sup> century.

Prerequisite: None

### **ENGL EL8 : Yearbook I - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 semesters**

### **ENGL EL9 : Yearbook II - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 semesters**

NOTE: This elective course does not fulfill any of the English graduation requirements.

NOTE: Periodically students will be required to stay after school and attend weekend meetings under faculty supervision to meet production deadlines.

This year-long course is devoted to the intensive, hands-on production of *Aerie*, Chaminade's yearbook. Under the direction of a faculty advisor and student editor, the staff selects the yearbook theme, designs page layout, takes photographs, writes photo captions, and collaboratively builds the various sections of the yearbook to meet all printing plant deadlines. The student staff members develop skills in graphic design, copywriting, desktop publishing, photography, photo editing, marketing, and leadership. Experience in one or more of these is recommended but not required. This course results in the publication of an outstanding yearbook – an important historical record and tradition in which the school and community can take pride.

Prerequisite: Department approval and taken only as a seventh class. Students should not take this class in the same semester as a Study Hall.

## FINE ARTS DEPARTMENT

### VISUAL ART

#### **ART IA: Fundamentals of Art – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 semester**

*NOTE: This course needs to be followed by either Art IB-1, Art IB-2 or Art IB-3 to satisfy the VPA requirements for admission to the University of California system.*

In this course, students are acquiring observational skills in realistic type of drawing and measuring proportions, one-point perspective, and building value and texture. Using pencil, charcoal and ink, and based on historical and contemporary art, students will complete portrait, human body, animal portrait and other kinds of realistic drawings. This semester, students will develop the drawing and aesthetic skills needed to gain confidence in their own artistic potentials.

Prerequisite: None

#### **ART IB-1: Studio Art Watercolor – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

*NOTE: This course completes the VPA requirement for admission to the University of California system when paired with the Art IA course.*

In this course, the students will learn to paint in watercolor and learn visual composition. The course builds up on measuring proportions and valuing skills previously learned in the Studio IA. The students will complete several practices and larger studio painting projects, and even paint outside, plein-air style. The students will continue to develop their ability to discuss and analyze their own, and their peers' works. Students will also receive examples of historical art movements and contemporary art examples of watercolors.

Prerequisite: Art IA

#### **ART IB-2: 3D Design – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

*NOTE: This course completes the VPA requirement for admission to the University of California system when paired with the Art IA course.*

This is a hands-on course where students explore 3D form through a variety of materials. Students are exposed to various processes, techniques, and methods related to historical and contemporary sculpture. Students will develop skills in additive, subtractive, and assemblage sculpture as well as visual problem solving. Various projects provide opportunities for students to use personal experiences in the process of making art.

Prerequisite: Art IA

#### **ART IB-3: Digital Design – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

*NOTE: This course completes the VPA requirement for admission to the University of California system when paired with the Art IA course.*

In this course, students use drawing, typography, and imagery through the Graphic Design aesthetics to communicate ideas. Students apply the advanced use of art language and knowledge of composition to create a variety of digital art pieces. A combination of digital and hands-on artwork will develop into a final art piece. In addition, they learn the connections between the graphic design and business, and act as independent entrepreneurs in the school's environment.

Prerequisite: Art IA

#### **ART II: Studio Art II - Acrylic and Composition – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

In this course, students will use medium of acrylics and build on the skills acquired in Studio Art I. Students will learn painting techniques and focus on the composition of their artworks. They will work on individual, and a group painting project that will serve the needs of the School. The students will further develop the aesthetic skills needed to be able to make critical judgments regarding both their own and others' artworks. The students will start a personal web portfolio to which they can refer to college admissions officers or use towards the AP Exam.

Prerequisite: Studio Art I or via appeal process

#### **Art IIB: Digital Design – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

Test your graphic design skills by working independently, as graphic designers, with Chaminade teachers, designing visuals for them! You would depart the FA-4 classroom and go to teacher(s) of your choice to work for them as your client(s), making, per their request: posters, brochures, logos, signs, banners, or similar visuals. You will have regular feedback from your Digital Art teacher about the progress. You will learn to communicate as professional graphic designers to your clients. Your completed projects will be graded, but the real award is your designs being used by the teachers in their classrooms.

Prerequisite: ART IB-3: Digital Design

### **ART III: Studio Art III - 20<sup>th</sup> Century Art Explorations – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

In this course the students will research major 20<sup>th</sup> Modern Art. As a result, the students will develop four unique art pieces that communicate four chosen ideas, emotions, and styles of the 20<sup>th</sup> century Modern Art. They will start writing personal essays about their development as artists and in relation to their semester research. The students will maintain a personal web portfolio to which they can refer to college admissions officers or use towards the AP Exam.

Prerequisite: 72% in Studio Art II

### **ART IV: Studio Art IV - Postmodern Art Explorations – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

In this course the students will research a variety of political, social, cultural and personal issues represented in contemporary art today. As a result, the students will develop four unique art pieces that communicate chosen ideas, emotions, and style of the contemporary examples. The students will further investigate new media and have all available school resources at hand. They will maintain writing personal essays about their development as artists. The students will maintain a personal web portfolio to which they can refer to college admissions officers or use towards the AP Exam.

Prerequisite: 72% in Studio Art III

### **ART AP DRAW: Advanced Placement Studio Art: Drawing – 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

In this seminar course, the highly motivated, self-starting student will follow the “portfolio prescription” of the Advanced Placement Board. The student, through personal research and experimentation, will be required to produce 24 highly creative and imaginative pieces exemplifying higher level thinking skills, and investigation of the historical, cultural, and contemporary styles/techniques of two-dimensional artwork. Students will be identified as potential AP candidates through teacher recognition of qualifying artwork in the Drawing/Painting, Acrylics and Portfolio prerequisite classes.

Prerequisite: Portfolio Assessment and Department approval.

### **ART AP 2D: Advanced Placement Studio Art: 2-D Design – 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

In this seminar course, the self-starting student develops a portfolio that is personal to their individual talents and interests, while demonstrating mastery of 2-D design principles. Two dimensional medium or processes include graphic design, digital imaging, photography, collage, fashion illustration, painting and printmaking. Students will develop technical skills and familiarize themselves with the functions of visual elements as they create a 24 piece portfolio.

Prerequisite: Portfolio Assessment and Department approval.

## **DANCE**

### **DANCE I – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

*NOTE: This course satisfies the VPA requirement for admission to the University of California system.*

This beginning level course encompasses the exploration of different dance techniques such as ballet, contemporary, jazz, and hip hop. Students discover through guided instruction, the role of aesthetics, creativity, expression, purpose, and teamwork with regards to dance. Students will participate in kinesthetic, oral, and written work designed to foster musical interpretation and a personal discovery of movement. Students will use this instruction to begin basic skills in choreography and performance. Students are expected to participate in the Winter Dance Concert and Spring Dance Concert as well as technical and dress rehearsals.

Prerequisite: None



## **DANCE II, III, IV : 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester – Fall and Spring**

*NOTE: Completion of this course may partially satisfy a student's P.E. requirement for graduation*

This intermediate/advanced level course encompasses the exploration of different dance techniques such as ballet, contemporary, jazz, and hip hop. Through guided instruction, students discover the role of aesthetics, creativity, expression, purpose, and teamwork with regards to dance. Students will participate in kinesthetic, oral, and written work designed to foster musical interpretation and a personal discovery of movement. Students will use this instruction to begin basic skills in choreography and performance. Students are expected to participate in the end-of-semester dance production as well as technical and dress rehearsals.

Prerequisite: For Level II: Dance I or via appeal process; For all other levels: 72% in the previous level

## **DRAMA**

### **DRAMA I: Introduction to Theatre Arts – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

*NOTE: This course satisfies the VPA requirement for admission to the University of California system.*

This course is designed to introduce students to Theatre Arts. They will learn lifelong benefits which include: voice and diction, breathing technique, movement, body control and physical communication, making acting choices, vocabulary of theatre and performance in a variety of styles. Through performance exercises the students will enhance their concentration skills, explore their spontaneous creativity, grow in their self-expression, communication of ideas and emotions and thus develop a personal confidence. Pantomime, improvisational skills, Readers Theatre, contemporary theatrical work, scene construction and character development will be taught in the first semester. In the second semester, the students will be presented with more advanced challenges in scene work from Greek drama and Shakespeare, theatrical terminology, introduction to theatre history, playwriting, Meisner acting technique, Musical Theatre, and audition technique. Along with basic acting skills and dramatic interpretation, students will be taught valuable life lessons in problem solving, increased communication skills, time management, teamwork and support. Through a "timeline" of performance material, the students will become familiar with the historical developments in theatre.

Prerequisite: None

### **DRAMA: Acting Workshop II, III, IV – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester – Fall**

Basic skills introduced in DRAMA I, such as learning to work from self, play objectives and actions, and character exploration are solidified and deepened as more complex material is introduced. Students will continue to develop in and focus on their acting skills and in their understanding of the collaborative nature of theatre. Through improvisation, including "repetition exercises", acting technique and a focus on in-depth scene study and monologues, both contemporary and Shakespeare; young actors will emerge as more honest human beings with instruments that enable them to act truthfully in presenting the delicate nature of human emotional relationships and situations inherent in a playwright's text. Students will focus on three acting teachers and their techniques: Eric Morris, Sanford Meisner, and Uta Hagen. Students will learn to bring their own individuality and personal quality to their work. Students will also focus on character building, script analysis and development of speech, voice, and movement skills. Drama III/IV will also delve deeper into direction of scene work for class and DTASC fall festival.

Prerequisite: Drama I or via appeal process; For all other levels: 72% in the previous level

### **DRAMA: Musical Theatre Workshop II, III, IV – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester – Spring**

This is a performance-based course, which focuses on the whole performer. Through song interpretation, scene study, vocal technique, acting exercises and coaching, the student will have an opportunity to craft multi-layered performances. In this one semester course, the student will work on acting through scene and song. Time will be devoted to developing skills including, character development, pitch retention/sight singing, improvisation, movement, singing in duets and groups, vocal development, scenes and songs from musical theatre, and audition techniques. Students will learn the importance of listening-to each other and to the accompanist. They will also learn the importance of teamwork, support and accountability. Through a "timeline" of performance material, the students will become familiar with the historical developments in theatre. Throughout this process, students will be building a repertoire of musical theatre songs. The course will culminate in a required performance before a panel of invited guests, selected by instructor to provide feedback within a master class setting.

Prerequisite: Drama I or via appeal process; All other levels: 72% in the previous level

### **DRAMA: Acting on Camera II, III, IV – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

This course will introduce students to foundational practices, acting technique and set etiquette necessary to performances on camera. The course will include scene study from theatre, television, film, and commercial copy to refine their understanding of the similarities and differences between acting on stage and on camera. Students will also explore improvisation, text analysis, creating truthful characterizations while hitting marks, close-ups and maintaining continuity. Students will also focus on self-taping for auditions as they learn to develop on-camera acting skills growing in their confidence and enabling them toward further success in their craft.

Prerequisite: Drama I or via appeal process; For all other levels: 72% in the previous level

## **FILM**

### **FILM I : Introduction to Film Study and Film Production – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

*NOTE: This course satisfies the VPA requirement for admission to the University of California system.*

Students learn how movies are made, make their own movies, and study important films to discover how they have advanced the language of cinema. In the context of these significant works of art, students will discover their own voices as filmmakers as they create a variety of short films during the year. Students work collaboratively to realize their own original ideas in film as they develop the power to affect people with their craft. Students will have access to all necessary equipment to create their films – cameras, microphones, lights, tripods, dollies, editing software, etc. – and the benefit of a supportive environment and direct instruction in the art of cinema. Whether students have been making films for years or have never even tried to make a movie before, this class will provide them with opportunities to explore their creativity as never before while learning about cinema history and the basics of video production and proper workflow.

Prerequisite: None

### **FILM II : Advanced Production and Screenwriting – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

If students loved making films in Film I, this is the class for them. Students take their filmmaking skills to the next level as they use better cameras, better lights, and better techniques to make even better films. Students revisit the fundamentals from Film I while creating a variety of short films that include montages, narratives, and a chase sequence. Students learn how to craft the stories that are important to them as they develop screenwriting skills. This collaborative environment will challenge students to become the best screenwriter, cinematographer, director, producer, and editor they can be.

Prerequisite: 72% in Film I or via appeal process

### **FILM III, IV, V, VI, VII – The Advanced Film Workshop – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

The Advanced Film Workshop is designed for students who wish to continue their study of film in a more rigorous environment. They will continue studying the historic contributions of filmmakers and the cultural effects of significant films. Students will use knowledge of production from Film I and Film II to create short films in collaborative teams that will challenge them to think creatively within a set of required production elements. Students will also create scripts for personal narrative films to be produced in collaborative production groups, taking turns as producer, director, cinematographer, actor, and editor. Students have opportunities throughout the year to learn from industry experts who visit our classroom, as well as attend a field trip to tour a working movie studio (spring semester only). NOTE: This is a time-intensive course that requires production work after school and during X-Block.

Prerequisite: 72% in the previous level

### **PHOTOGRAPHY – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

Covering the fundamentals of effective composition, advanced techniques in lighting and staging, and even the history of photography, this course introduces students to the world of photography and the practical use of digital cameras to create meaningful art. Direct instruction during class combined with experience shooting in the field and on set will demystify the DSLR camera settings utilized in digital photography. Students will learn how to use photography as a means of self-expression and documentation as they develop their vision and voice. Students will use Canon DSLR cameras and a variety of lenses provided by the school, or they may use their own cameras.

Prerequisite: 72% in Film I or via appeal process

## VOCAL MUSIC

### **CHORUS I: Chorus I – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

NOTE: This course satisfies the VPA requirement for admission to the University of California system.

For students who are interested in singing but don't know where to start, this is the perfect class! Students learn how to use the voice they have through learning the fundamentals of singing and basic music theory (i.e. reading music, dynamics, note values, etc.). Students will also learn to use their voices with individual instruction and coaching, as well as learn to sing in a group/choral setting. This year-long class will guide students from the very beginning of vocal studies and help them sing in a healthy, trained, easy manner. Students are expected to analyze text and evaluate performance, using traditional/folk songs, popular songs, and art songs and arias. NOTE: students are expected to participate in one evening concert per semester and dress rehearsal.

Prerequisite: None

### **CHORUS II: Intermediate Voice – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

In this course, students expand upon the fundamentals of singing and music theory previously developed in CHORUS 1 or other studies. This course emphasizes individual progress in voice training and vocal literature. Along with individual vocal development, students learn to sing in group/choral settings. Students also have the opportunity to select their own musical repertoire that best suits their voice, including pop songs, musical theatre pieces, and jazz standards. In addition to this musical repertoire, students will be exposed to non-English language pieces, such as Italian and English Arias and Art Songs. NOTE: students are expected to participate in one evening concert and dress rehearsal.

Prerequisite: Chorus I - Beginning Voice or via appeal process

### **CHORUS III: Advanced Voice – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

In this course, students expand upon the fundamentals of singing and music theory previously developed in Chorus II. Students also learn to use their voice with individual instruction and coaching, as well as learn to sing in a group/choral setting. Designed to emphasize individual progress in voice training and vocal literature, this course gives students the opportunity to select their own musical repertoire that best suits their voice, including pop songs, musical theatre pieces, and jazz standards. In addition to this musical repertoire, students are exposed to non-English language pieces, such as German, French, and English Arias, along with Advanced Art Songs. NOTE: students are expected to participate in one evening concert and dress rehearsal.

Prerequisite: Chorus II - Intermediate Voice with a minimum of 72% or via appeal process

### **CON CHOIR 1, 2, 3, 4: Concert Choir 1, 2, 3, 4 – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

NOTE: The Chorus I of this choir satisfies the VPA requirement for admission to the University of California system.

This year-long class meets outside of the school day and is an auditioned choral performance group for students who are experienced in vocal and/or choral performance. Students sing a wide variety of musical genres such as pop hits, jazz, ethnic music, musicals, classical and various languages. This competitive choir works toward one major performance each semester, a festival in Spring semester, and smaller feature events across the school year. Students in this course travel as a group both in and out of state.

Prerequisite: Chorus I - Beginning Voice or director approval with audition

### **VOC JAZZ I: Vocal Jazz Ensemble – 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> Grades – 1 Semester**

NOTE: UC/CSU Arts requirement approval pending

This course meets outside of the school day on Wednesday and Friday mornings before school. This course is an ensemble that brings together students who share a passion for vocal jazz music. The curriculum exposes students to a rigorous repertoire and enhances each singer's sight-singing and musical tonality. In addition to learning the fundamentals of vocal jazz, students will have special performance and showcase opportunities in this course. The ensemble will compete professionally at world-renowned choir festivals and competitions, along with Chaminade's own Concert Choir and Spiritones acapella ensemble.

Prerequisite: Chorus I, Concert Choir I, or director approval with audition

## VOC JAZZ II: Vocal Jazz Ensemble – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester

NOTE: UC/CSU Arts requirement approval pending

Continuing the musical timeline of Vocal Jazz I, this course meets outside of the school day on Wednesday and Friday mornings before school. It exposes students to a rigorous repertoire, enhancing each singer's sight-singing and musical tonality. In addition to learning the fundamentals of vocal jazz, students will have special performance and showcase opportunities in this course. The ensemble will compete professionally at world-renowned choir festivals and competitions, along with Chaminade's own Concert Choir and Spiritones acapella ensemble.

Prerequisite: Chorus I, Concert Choir I, or director approval with audition

## INSTRUMENTAL MUSIC

### INST REG1, 2, 3, 4: Eagle Regiment 1, 2, 3, 4 – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester - Fall

NOTE: Eagle Regiment 1 - 4 may be taken for either a Fine Arts Credit or a P.E. Credit. Not both at once. Four (4) semesters of Eagle Regiment will satisfy the Visual or Performing Arts requirement for admission to the University of California system, and the required P.E. credit for graduation.

The Eagle Regiment Marching Band meets during the fall semester. This class exposes students to the musical demands and the marching skills necessary at the high school level, including the expansion of their musical repertoire. It begins the transition process to a college level of performance by introducing basic musicianship skills through a variety of musical styles and selected required exercises. As a competitive marching unit, the students are required to attend two (2) weekly after school rehearsals, as well as a variety of scheduled events throughout the year including football games, rallies, parades, basketball games, and field tournaments. Additional rehearsals may be scheduled at the Director's discretion.

Prerequisite: Level 1 – None; Level 2 or higher – Successful completion of previous level

### INST RCG1, 2, 3, 4: Eagle Regiment Dance/Color Guard 1, 2, 3, 4 – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester - Fall

NOTE: Two semesters of this course will satisfy a student's P.E. requirement for graduation.

This fall semester class only uses props such as sabers, rifles, batons, swing flags and air blades to visually express, within the movements of ballet, jazz, modern and contemporary dance, and the dynamic passages in the music accompanying the marching band show during the fall. As a competitive Color Guard, students are required to attend two (2) weekly after school rehearsals, football games, parades, field tournaments, and a variety of local events as directed by the instructor.

Prerequisite: Color Guard 1: None; For all other levels: Successful completion of previous level

### INST WIND1, 2, 3, 4: Wind Ensemble 1, 2, 3, 4 – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester - Spring

NOTE: Two semesters of this course satisfy the VPA requirement for admission to the University of California system.

This spring semester class is available to all students who play a wind, percussion, or string instrument. Students in this course perform some of the most recognized pieces in the Band literature as well as music by current up-and-coming composers. The course focuses on improving the overall musicianship of each student as well as the ensemble as a whole. Wind Ensemble exposes the student to the musical demands at the high school level. By teaching basic to advanced musicianship skills through theory and a variety of musical styles and selected required exercises, the class transitions the student to a college-level of performance. Wind Ensemble perform a minimum of 4 times each year (including 1-2 festival performances) and often travels as a group.

Prerequisite: Level 1 – None; Levels 2 and above - Successful completion of previous level of "Wind Ensemble" or "Concert Band."

### **INST STRING1, 2, 3, 4: String Orchestra 1, 2, 3, 4 – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade – 2 Semesters**

This year-long course is part of the standard school day and exposes students to the musical demands necessary at the high school level. By teaching basic to advanced musicianship skills through theory and a variety of musical styles and selected required exercises, the class transitions the student to a college-level of performance. All students will begin performing solo or small ensemble pieces. Students in Levels 3 and 4 should audition for local, regional, and/or state-wide honor groups.

*UC/CSU Arts Requirement Approval Pending*

Prerequisite: Level 1 – None; Levels 2 and above – Successful completion of previous level or Department Approval

### **INST JAZZ1, 2, 3, 4: Jazz Studies 1, 2, 3, 4 – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

*NOTE: Level 1 of this course satisfies the VPA requirement for admission to the University of California system.*

This year-long class meets outside of the school day on Tuesdays and Thursdays. It exposes the student to the musical demands necessary for jazz performance at the high school level. It transitions the student to a college level of performance by teaching basic to advanced jazz skills through a variety of jazz styles and selected required exercises. At Levels 1 and 2, soloing and jazz theory are introduced, and further developed at Levels 3 and 4. Students are required to participate at a level involving at least 3 hours per week. At the latter levels, students will be encouraged to audition for area honors groups.

Prerequisite: Department Approval

### **INST GUITAR: Guitar 1 – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

*NOTE: Level 1 of this course satisfies the VPA requirement for admission to the University of California system.*

*NOTE: Students are required to supply their own full sized acoustic guitar.*

This year-long beginning course in guitar teaches the fundamentals which enable a student to read music and to play the guitar. No previous experience is necessary. Enrollment in the class obligates students to participate in all scheduled activities of the ensemble. Extra time outside of the regular school day is expected of all students for rehearsals and performances throughout the year.

Prerequisite: None

## **ART APPRECIATION / MUSIC THEORY**

### **ART APPR A: Art Appreciation A – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

*NOTE: This course satisfies the VPA requirement for admission to the University of California system only when followed by the Art Appreciation B course.*

In this course, students will learn how to see, read, and talk about art. Using the elements of art and the principles of design, students analyze historical and contemporary art pieces. Using various art media including technology, students then apply what they have learned to basic creative experiences. Through the integration of both processes, the students come to fully understand the artist and their history.

Prerequisite: None

### **ART APPR B: Art Appreciation B – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

*NOTE: This course satisfies the VPA requirement for admission to the University of California system only when preceded by the Art Appreciation A course.*

In this course, students continue learning how to see, read, and talk about art. Building on the foundations of the elements of art and the principles of design learned in Art Appreciation A, students further analyze historical and contemporary art pieces. Using various art media including technology, they apply what they have learned to intermediate creative experiences. Through the integration of both processes, the students come to fully understand the artist and their history.

Prerequisite: Art Appreciation A

### **MUSIC APPR A: Music Appreciation A – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester - Fall**

*NOTE: This course satisfies the VPA requirement for admission to the University of California system only when followed by the Music Appreciation B course.*

This course explores music from the Middle Ages all the way to 20<sup>th</sup> Century classical music. Students are introduced to basic music theory and terminology to develop their ability to actively and adequately discuss the music presented in class. A largely project-based course, students complete each period of music with a project-based assessment in which they communicate their understanding of all the musical elements that make each period unique. Students are also required to attend a professional music concert and report on it, applying their knowledge of the elements of music learned in this course. This class will follow the W.W. Norton Style curriculum.

Prerequisite: None

### **MUSIC APPR B: Music Appreciation B – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester - Spring**

*NOTE: This course satisfies the VPA requirement for admission to the University of California system only when preceded by the Music Appreciation A course.*

This course continues the musical timeline established in Music Appreciation A, which explores music from the Medieval Period through contemporary 20<sup>th</sup> century music. Students study music created for the stage and screen, rock, and country, as well music in social and political movements, and finish the semester with a unit on hip hop and rap. This is a largely project-based course where students complete their study of each genre of music with a project-based assessment in which they communicate their understanding of all the musical elements that make each genre unique. Students are required to attend a professional music concert and report on it applying their knowledge of the elements of music. This class will follow the W.W. Norton Style curriculum.

Prerequisite: Music Appreciation A

### **MUSIC THEORY: Music Theory – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

This year-long course is part of the standard school day and enables motivated students interested in studying music to focus on reading and analyzing notated music and aural training. Particular emphasis is placed upon developing listening skills, sight singing ability, and knowledge of rhythm, melody, harmony, form, and other compositional devices. The successful student develops the skills necessary to function intelligently in any musical situation.

Prerequisite: Prior or concurrent enrollment in a high school music course &/or Department Approval.

### **MUSIC AP: Advanced Placement Music Theory – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

This year-long AP Music Theory course corresponds to typical introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. It is strongly encouraged that the music theory student be concurrently enrolled in a performance ensemble for the purpose of applying the skills learned in the class to an active musical environment. The AP Music Theory Exam measures the degree to which students have developed the knowledge and skills commensurate with introductory college coursework.

Prerequisite: Prior or concurrent enrollment in a high school music course and/or Department Approval.

## COUNSELING DEPARTMENT

### **STUDY HALL: Study Hall - 12<sup>th</sup> Grade - 1 Semester**

Study hall is available to seniors only. They may opt to take study hall in lieu of an additional elective. Study Hall is held in a classroom, and attendance is mandatory. Students are expected to have work to do during the period. Students may opt to take a Study Hall each semester but need to consider the impact of only taking six courses in the context of their college placement. A student should discuss this selection with their counselor before finalizing their course requests.

Prerequisite: None

## AP CAPSTONE PROGRAM

### **AP CAP SEM: AP Capstone - Advanced Placement Seminar - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

*NOTE: This course is available by application only.*

This year-long course is the first course in the two-year AP Capstone program. It is an inquiry-based course that seeks to engage students, both collaboratively and individually, in cross-curricular conversations and research that explore real world topics from multiple perspectives. Students are empowered to analyze and evaluate information with accuracy and precision to effectively write and present evidence-based arguments.

Prerequisite: 3.0 cumulative weighted GPA; Application

### **AP CAP RES: AP Capstone - Advanced Placement Research - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters (Eleventh, Twelfth Grade, 2 Semesters)**

This year-long course is the second course in the AP Capstone program. It allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Prerequisite: 72% in AP Seminar

## MATHEMATICS DEPARTMENT

- A "D" OR LOWER IS NOT CONSIDERED A PASSING GRADE IN MATH AND MUST BE REMEDIATED PRIOR TO ADVANCING TO THE NEXT LEVEL.
- ALL MATH COURSES AT CHAMINADE INTEGRATE GRAPHING UTILITIES.
- PREREQUISITES ARE IN PLACE TO PROMOTE STUDENT SUCCESS.

### **MATH ALG1: Algebra I – 9<sup>th</sup> Grade – 2 Semesters**

This course develops students' understanding of the real number system through a study of the properties of the real numbers, solution of linear equations, inequalities, problem solving techniques, graphing, factoring, polynomial computation, rational and irrational expressions, and an introduction to quadratics. An introduction to statistics and functions is also presented with the use of a graphing utility.

Prerequisite: None

### **MATH GEOM: Geometry – 9<sup>th</sup> or 10<sup>th</sup> Grades – 2 Semesters**

This course includes a comprehensive study of Euclidian (plane) geometry. While the notion of congruence and similarity as seen in triangles is stressed, the application of these concepts to all plane figures is also emphasized. Throughout this course, students' algebraic skills are reviewed and strengthened through geometric problem solving. This course also includes constructions, a study of area and volume, circles, coordinate geometry, and transformations. Students study proofs and logic to improve critical thinking.

Entering Freshmen: Open to students accepted at this level (see acceptance letter from Chaminade)  
Continuing Student Prerequisite: Algebra I

### **MATH GEOM H: Honors Geometry – 9<sup>th</sup> or 10<sup>th</sup> Grades – 2 Semesters**

This honors course engages students in a more advanced study of Geometry and includes solid geometry.

Entering Freshmen: Open to students accepted with Honors (see acceptance letter from Chaminade Admissions)  
Continuing Student Prerequisite: 92% in College Prep Algebra I

### **MATH ALG2: Algebra II – 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> Grades – 2 Semesters**

This course engages students in a comprehensive review of fundamental algebra (including linear equations and inequalities, their graphs, and their systems); the basic ideas of functions and operations with functions; solving systems of linear equations; quadratic functions and equations; complex numbers; exponential and logarithmic functions and equations; polynomial and rational functions and equations; and an introduction to matrices. Data analysis and functional analysis are introduced with the use of a graphing utility.

Prerequisite: Geometry or Honors Geometry

### **MATH ALG2H: Honors Algebra II/Trigonometry – 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Grades – 2 Semesters**

This honors course engages students in a comprehensive review of fundamental algebra; an extension of real numbers to the development of the complex number system; second degree equations and inequalities; and a survey of conic sections. An analysis of function is provided, extending from the basic definition of a function to logarithmic and trigonometric functions. The advanced course includes an intensive study of trigonometric functions, graphs, equations, identities, and application of the same with the use of graphing utility.

Entering Freshmen: Open to students accepted with Honors (see your acceptance packet)  
Continuing Student Prerequisite: 92% in Geometry or 82% in Honors Geometry

### **MATH PRCAL: Pre-Calculus – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

This course engages students in an analysis of functions and their graphs, solving polynomial equations, working with complex numbers, graphing and solving exponential and logarithmic functions, advanced topics in trigonometry and an introduction to limits. Applications will be included throughout the course.

Prerequisite: 72% in Algebra II or 70% in Honors Algebra II/Trig



### **MATH PRCAL H: Honors Pre-Calculus – 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

*NOTE: Students must have satisfied a Trigonometry requirement prior to entering this course. Students who do not take Honors Algebra II/Trig will be required to take a summer Trigonometry course for entry into this class.*

This honors course engages students in an analysis of functions and their graphs, solutions of polynomial equations, complex numbers, conic sections, parametric equations, partial fraction decomposition, trigonometric and logarithmic functions, vectors, polar equations and graphs, sequences and series, the binomial theorem, and an introduction to limits. Applications will be included throughout the course.

Prerequisite: 92% in Algebra II and a summer course in Trigonometry or 82% in Honors Algebra II/Trig

### **MATH FINANCE: Mathematics of Financial Analysis – 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

Ideal as a fourth year of math for students, Mathematics of Financial Analysis applies mathematical and algebraic concepts in practical business and personal finance contexts. This course helps students achieve success by incorporating Algebra I, Algebra II, and Geometry topics, and encourages students to be actively involved in applying mathematical ideas to their everyday lives – credit, banking insurance, the stock market, independent living and more. Final exams for this course will be administered during elective finals week.

Prerequisite: 70% in Algebra II and previous Math course (if a senior)

### **MATH STAT: Probability and Statistics – 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

This course introduces students to probability and statistics and teaches strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students will design, administer, and tabulate results from surveys and experiments. Probability and simulations will aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. The final unit will consist of a comprehensive research project. Final exams for this course will be administered during elective finals week.

Prerequisite: 70% in Algebra II

### **MATH CALC: Calculus – 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

This course includes limits, continuity, differentiation & integration of polynomial, trigonometric, the natural exponential & natural logarithmic functions, and their applications. Final exams for this course will be administered during elective finals week.

Prerequisite: 82% in Pre Calculus (or a via appeal process for 70% - 81%) or 72% in Honors Pre-Calculus

### **MATH AP STAT: Advanced Placement Statistics – 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

This advanced course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring data (observing patterns and departures from patterns); Planning a study (data collecting and conducting surveys and experiments); Anticipating patterns (using probability theory, binomial distribution, normal distribution, and simulations of sampling distributions); Statistical inference to guide selection of appropriate models to draw conclusions from data (confidence intervals, tests of significance, and special case of normally distributed data, i.e. t-distribution). Final exams for this course will be administered during elective finals week in the first semester.

Prerequisite: 92% in Algebra II and concurrently enrolled in Pre-Calculus  
or 82% in Honors Algebra II/Trig and concurrently enrolled in Pre-Calculus  
or 92% in Pre-Calculus or 82% in Honors Pre-Calculus

### **MATH AP CALA: Advanced Placement Calculus AB – 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

Topics in this advanced course include limits, continuity, related rates, slope fields, optimization, differentiation and integration of polynomials, trigonometric, logarithmic and exponential functions and their applications. Final exams for this course will be administered during elective finals week in the first semester.

Prerequisite: 92% in Pre-Calculus or 82% in Honors Pre-Calculus

## **MATH AP CALB: Advanced Placement Calculus BC – 11<sup>th</sup> and 12<sup>th</sup> Grades – 2 Semesters**

The Calculus BC course includes all Calculus AB topics such as limits, continuity, differentiation, and integration of algebraic and transcendental functions. Additional topics include parametric and polar functions, length of vectors, Euler's method, polynomial approximation, and infinite series. Final exams for this course will be administered during elective finals week in the first semester.

Prerequisite: 85% in Honors Pre-Calculus

## **MATHEMATICS / COMPUTER SCIENCE PROGRAM**

### **CS 9 ONLINE: Online Freshman Technology Fundamentals – 9<sup>th</sup> Grade – 1 Quarter Session - Required**

*NOTE: This required 8-week course is taken during freshman year and is conducted entirely online. The student takes this course in addition to their other seven scheduled classes during the 8-week quarter when enrolled in the course. Students choose two preferences and are enrolled in one of those preferences. Students who do not complete the class in the assigned quarter, or who fail the class, will be required to remediate this requirement in the Summer Session.*

Ninth graders take this online course as a graduation requirement. Designed as an asynchronous course in which students have regular assignments due at the end of each week and module, this 8-week online class is conducted over the Internet through Blackboard. Students learn how to use their computers most effectively while at Chaminade and in preparation for college, becoming skilled with navigating course information, tracking academic progress, and communicating with instructors through the learning management system. Students become proficient using the school's different technology platforms (e.g. Naviance - the school's counseling resource, Office 365, and Turn It In - the school's plagiarism software) to enhance their productivity and assure academic integrity in their learning experiences. Necessary personal skills to succeed in an online learning environment will also be practiced and assessed, including time management, self-motivation, academic integrity, organization, and accountability. Critical thinking skills related to technology and its appropriate use are also developed, such as best troubleshooting practices when technology issues arise and reaching out when help is needed.

Prerequisite: None

### **COMPUTER SCIENCE ELECTIVES**

### **CS PYTHON: Coding - Introduction to Python – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

This course introduces students to the basics of Python programming, with the goal of students writing in the Python programming language as they complete several programming projects. Increasing in difficulty and length as the course progresses, the projects include writing game programs and Object Oriented programs. Students will study how computers deal with data and instructions, the internal components of a computer, and computer logic. This course is designed for students who have a desire for a career in computer programming or engineering.

Prerequisite: None

### **CS JAVA: Coding - Introduction to Java – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades – 1 Semester**

This course introduces students to the basics of Java programming. Java allows for across-platform program construction and has libraries of pre-made code which students examine and use. Critical thinking and logic are taught to produce a solid base of knowledge for students who wish to pursue programming in the future. Topics include program design, program implementation, program analysis, and light game development.

Prerequisite: None

### **CS AP A: Advanced Placement Computer Science A - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

This course is equivalent to a first-year college-level Computer Science course. Topics covered include program design, program implementation, program analysis, testing, debugging, data types, data structures, algorithms and ethical computing. This course prepares students to take the AP Computer Science exam.

Prerequisite: 92% in Coding: JAVA or 70% on a competency test. Students should contact Mrs. Monica Mirras, the course instructor, at [mmirras@chaminade.org](mailto:mmirras@chaminade.org) to arrange for the competency test.

Prerequisite: 92% in previous math course

## MATHEMATICS / ENGINEERING PROGRAM

### ENGINEERING ELECTIVES

#### **ENG PRIN: Principles of Engineering & Technology - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

This course is designed to introduce students to the various fields of engineering principles. The course features innovative labs that use both hardware devices and software application programs that integrate a unique and technical system platform for learning. The methodology teaches students soft-skills and organizational systems skills and ultimately integrates projects-based learning. This course introduces the student to the following areas of Technology: Electrical Control, Pneumatics (simulation), AC/DC Electrical/Electronics Digital and Microcontroller, CNC Machines, Measurements devices, Manual Machines-Fabrication, CAD, Mechanisms, MasterCam, SolidWorks and Robotics.

Prerequisite: None

#### **ENG ROB: Introduction to Autonomous Robotics - 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

In this course students work in teams and apply simple logic to provide the functionality for a simple robot. C programming to manage robotic logic is the main focus. Sensors will be implemented to help provide the robotics with the ability to assess their surroundings. This course is an introduction to Eagle Engineering, Chaminade's Robotics Team.

Prerequisite: None

#### **ENG ROB ADV: Advanced Robotics - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

In this course students utilize the Vex V5 to design, build and program extreme modifications to their robot. Students have access to less common hardware such as turntables, unusual gears and sensors and are challenged to implement these on the V5 to accomplish complex tasks.

Prerequisite: 72% Introduction to Autonomous Robotics or Departmental Approval

## PHYSICAL EDUCATION DEPARTMENT

- All students must take two semesters of Physical Education to fulfill their PE graduation requirement. These classes may be in the CO-ED Team Sports, the Fitness and Lifestyle Recreation class, or the Strength and Conditioning class.
- Other classes that count toward or waive one semester of PE credit include: 1) Athletics, 2) Eagle Regiment, and 3) Dance.
- One season of active participation on a Chaminade sports team will allow for one semester of the P.E. requirement to be waived. No credit or grade will be awarded in conjunction with this waiver of the graduation requirement.

### **PE HEALTH: Health - 9<sup>th</sup> Grade - 1 Semester - Required**

*NOTE: This is a course that all freshmen are required to take at Chaminade as a graduation requirement. This course is in addition to the two semester PE requirement. This course cannot be waived by participation in a sport.*

This course focuses on teaching students to make quality decisions regarding matters related to their mental, physical, social and emotional health. The curriculum includes units on decision-making, anti-bullying, nutrition, dealing with stress, self-esteem, healthy relationships, mental health, human sexuality, substance abuse, and infectious diseases. This class is taught from a Catholic perspective, aligned with our Marianist philosophy as a school.

Prerequisite: None

### **PE TEAM SP: Co-Ed Team Sports - 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

In this class, students achieve a level of physical fitness for health and performance while learning and demonstrating knowledge of fitness concepts, psychological and sociological concepts, principles, and strategies in numerous team sports.

Prerequisite: None

### **PE REC: Fitness and Lifestyle Recreation - 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

This course develops students' fitness in the areas of coordination, strength, and endurance through sports and activities that can be used for a lifetime. This class focuses on lifestyle recreation and fitness activities such as walking, running, Pilates, aerobics, yoga, and others that students can continue participating in throughout their life.

Prerequisite: None

### **PE CON: Strength and Conditioning - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

This course is designed for any student who wants to build and tone their body. Students gain knowledge of and competency in motor skills, movement patterns, and strategies that will enable them to work towards maintaining a healthy lifestyle and healthy body. Flexibility, weight training, anaerobic & aerobic activities, and nutrition are key topics of this course.

Prerequisite: None

### **PE VAR: Varsity Athletics Physical Education - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: Only rostered athletes may request these courses. Student trainers and managers may not opt to take these courses.*

This course is designed to allow Varsity team practice as part of the student course schedule in the off-season. The course includes skill improvements, organized team practice and sport specific fitness training.

#### FALL SEMESTER

- PE BSKTBAL M: Basketball (Boys)
- PE BSKTBAL F: Basketball (Girls)

#### SPRING SEMESTER

- PE FOOTBALL: Football
- PE BASEBALL: Baseball

Prerequisite: Students must have Athletic Department approval to maintain enrollment in these courses.

## RELIGION DEPARTMENT

### **RELIG 9A: Religion 9A - Revelation - 9<sup>th</sup> Grade - 1 Semester - Fall**

This required course introduces students to the Sacred Scriptures and to the unfolding of salvation history, with a particular focus on Jesus Christ as the fulfillment of salvation history. Revelation, both Divine and natural, is explored, as are inspiration, interpretation, and exegesis. Students examine the Marianist characteristic of Formation in Faith as they learn to model the inspirations of Blessed William Joseph Chaminade, and explore the lasting effects of Divine Revelation.

### **RELIG 9B: Religion 9B - Who Is Jesus Christ? - 9<sup>th</sup> Grade - 1 Semester - Spring**

In this required course students encounter Jesus Christ, the Second Person of the Trinity. This course leads students toward a deeper understanding of Divine Revelation, the Trinity, the Incarnation, Jesus, salvation, and discipleship as a response to God's love. Students also explore the unique role of Mary as the Mother of God, the First Disciple, and the role model for all.

### **RELIG 10A: Religion 10A - The Paschal Mystery - 10<sup>th</sup> Grade - 1 Semester - Fall**

The goodness of creation, Original Sin, and the promise of a messiah are the starting point for this required course, which explores our salvation through the Paschal Mystery. Students encounter the mystery and glory of the suffering, death, Resurrection, and Ascension of Jesus Christ. The course also explores how the Paschal Mystery informs our daily lives, our prayer, and our participation in the life of the Church. Students also explore the unique role of Mary as the Mother of God, the First Disciple, and the role model for all.

### **RELIG 10B: Religion 10B - The Church - 10<sup>th</sup> Grade - 1 Semester - Spring**

This required course guides students in exploring and understanding the Catholic Church through its origin, structure, and mission. Additionally, students learn about the roles of the hierarchy, those in religious life, and the laity in supporting the mission of the Church. Particular attention is paid to the global presence of the Church as a light to all people. Finally, this course explores the Marianist characteristic of Service, Justice and Peace and what it means to be the universal Catholic Church in today's world.

### **RELIG 11A: Religion 11A - Sacraments - 11<sup>th</sup> Grade - 1 Semester - Fall**

*NOTE: This class is a UC approved elective and may be used as part of a student's UC/CSU GPA Calculation.*

In this required course students unpack and recognize the Seven Sacraments of the Catholic Church as visible and tangible signs of God's grace in order to more fully participate in them. This course also explores the history, scriptural foundation, and current practices of the sacraments with special emphasis placed on our Marianist heritage. The course is an opportunity for students to encounter Christ in a more meaningful and relevant way.

### **RELIG 11B: Religion 11B - Christian Morality - 11<sup>th</sup> Grade - 1 Semester - Spring**

*NOTE: This class is a UC approved elective and may be used as part of a student's UC/CSU GPA Calculation.*

Students face countless choices and challenges in their daily lives, and this required course addresses how a relationship with Christ and the Church can lead to choices that are in accord with God's plan. Students learn what it means to live as a disciple of Christ and how the Church strengthens this discipleship.

### **RELIG 12A-1: Religion 12A-1 - Church 2K - 12<sup>th</sup> Grade - 1 Semester - Fall**

*NOTE: This is one of five course options that satisfies the first-semester Religion requirement for seniors. Additionally, this class is a UC approved elective.*

This course presents a catechesis of the Church and the Body of Christ in history: its nature and meaning, images, marks, its life and ministry, guide to moral life, and the role of prayer. Students learn about the Church's 2000 years of history and about how the Church is led and governed by the successors of the Apostles. Students acquire a general knowledge of the Church's history from apostolic times to the present, understanding that the Church was founded by Christ through the Apostles and is sustained by him throughout history through the Holy Spirit. Students come to know that the Church is the living Body of Christ today and, as such, has both Divine and human elements.

### **RELIG 12A-2: Religion 12A-2 - Sacred Scripture - 12<sup>th</sup> Grade - 1 Semester - Fall**

*NOTE: This is one of five course options that satisfies the first-semester Religion requirement for seniors. Additionally, this class is a UC approved elective.*

This course gives students an overview of Sacred Scripture with an introduction to the basic principles for understanding and interpreting the Bible. Because of the extent of the scriptural material, this outline does not try to cover the vast content, but rather offers comments about Scripture's purpose and religious significance. Every effort is made to project a sense of the unity of the narrative of the divine plan of salvation, the presence of God's action in this record of his Revelation and his desire to share his merciful love with us.

### **RELIG 12A-3: Religion 12A-3 - World Religions-Exploring Diversity - 12<sup>th</sup> Grade - 1 Semester - Fall**

*NOTE: This is one of five course options that satisfies the first-semester Religion requirement for seniors. Additionally, this class is a UC approved elective.*

This course studies the major living religions of the world, including the Oral Traditions, Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Zoroastrianism, Judaism, Christianity, Islam, and Sikhism. Students explore the way each of these religions meets the significant needs of human life through their beliefs, rituals and moral guidelines. In addition, students have the opportunity to hear from and engage in dialogue with guest speakers from these respective religions and attend one of two field trips to various places of worship.

### **RELIG 12A-4: Religion 12A-4 - Faith, Science and Reason - 12<sup>th</sup> Grade - 1 Semester - Fall**

*NOTE: This is one of five course options that satisfies the first-semester Religion requirement for seniors. Additionally, this class is a UC approved elective.*

This course provides students with an opportunity to critically analyze and evaluate the interaction between science and faith, using an inquiry approach to both disciplines. Students examine how faith supports the sciences and affirms the belief that faith and science can be integrated. Our current culture promotes the myth that religious faith and science are mutually exclusive and there is no room for dialogue or coexistence between them. The objective of this course is to help students understand and appreciate the long-standing relationship between faith and science, promoting the natural complementarity between the two as a means of helping students grow as people of faith and reason.

### **RELIG 12A-5: Religion 12 A-5 - Christian Leadership in Society - 12<sup>th</sup> Grade - 1 Semester - Fall**

*NOTE: This is one of five course options that satisfies the first-semester Religion requirement for seniors. Students must apply to enroll in this course. Students who choose this course must be in some leadership role within the school and will be contacted to submit application. Applications are approved by department based on a student's demonstrated leadership in the school and community.*

This course introduces students to Christian Leadership in Modern Society, developing their awareness of how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. The study of Christian Leadership emphasizes the need for solid Biblical exposition and the importance of training the next generation of God's people to serve as Christ served in various social capacities. This course also examines the functions and tasks of leadership: planning, organizing, directing, and staffing. A unit is included on time management and personal planning for the Christian worker. The emphasis is to improve leadership abilities of the students and to prepare them to develop leadership in others.

### **RELIG 12B-1: Religion 12B-1 - Christian Vocations - 12<sup>th</sup> Grade - 1 Semester - Spring**

This required course helps students understand the three Christian vocations: how Christ calls us to love and serve in the Single Life, Married Life, and Ordained and Consecrated Life, with special emphasis placed on our Marianist heritage. Students discern what it means to love appropriately, how put virtue into action, and how to possess a servant's heart for the benefit of others. This course lays a foundation for true happiness throughout students' adult lives.

## **RELIGION ELECTIVE**

### **RELIG E1: Psychology of Religion & Spirituality - 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This course cannot be taken to replace a required 11<sup>th</sup> or 12<sup>th</sup> grade Religion course (see above). This course has been approved as a UC Approved elective and may be used as part of a student's UC/CSU GPA Calculation.*

Designed for students who ask *why* and ponder the big questions of life, this course engages students in discussion and exploration of what it means to exist as a human person with the goal of understanding how our personal beliefs and truths influence our existence. Whether we are religious, skeptical, or atheist, we experience the human condition and question the complexity of our own reality. Through their coursework students attempt to answer the question of how love drives us to discuss the *possibility* of the infinite. We will discover the mysteries of the mind, embrace the struggles of the soul, the meaning of life, and the nature of relationships and love.

## SCIENCE DEPARTMENT

### **SCI 9: Biology - 9<sup>th</sup> Grade - 2 Semesters**

This year-long laboratory course is designed to give students a basic but thorough introduction to biological science. Topics included are cells, biological chemistry, anatomy and physiology, and genetics.

Prerequisite: None

### **SCI 9H: Honors Biology - 9<sup>th</sup> Grade - 2 Semesters**

This year-long honors laboratory course engages students in an accelerated, in-depth study of basic principles of science, laboratory techniques, and current issues in the field of biology. Topics include biochemistry, cell and molecular biology, genetics, anatomy and physiology, and modern advances in biology.

Prerequisite: Open to students accepted with Honors (see acceptance letter from Chaminade Admissions)

### **SCI 9PHYS: Conceptual Physics - 9<sup>th</sup> Grade - 2 Semesters**

NOTE: There will be a limit of 2 sections of this course offered in the 2021-2022 school year. UC/CSU approval pending.

This year-long laboratory-centered course introduces students to topics in mechanics, properties of matter, energy, and circuits. Students use empirical data to construct and use scientific models to describe, to explain, to predict and to control physical phenomena and model physical objects and processes using diagrammatic, graphical and algebraic representations. Students gain a strong understanding of the scientific method and experimental design and will be prepared for independent scientific inquiry. The course relies heavily on active class discussion and debate.

Prerequisite/corequisite: Algebra I

### **SCI 10: Chemistry - 10<sup>th</sup> Grade - 2 Semesters**

This year-long, laboratory-based course introduces students to the foundational concepts of chemical principles as they apply to everyday life. Students practice a qualitative description of those principles and learn to design experiments, interpret results, build models, and defend their conclusions with empirical evidence. The course involves active class discussion and debate.

Prerequisite: Algebra I

### **SCI 10H: Honors Chemistry - 10<sup>th</sup> Grade - 2 Semesters**

This year-long, laboratory-based honors course engages students in an accelerated, in-depth study of chemistry fundamentals. Topics studied include the periodic table, atomic structure, chemical bonding, chemical reactions, the gas laws, kinetic molecular theory, acids and bases, and electrochemistry. This class emphasizes problem-solving skills and math analysis.

Prerequisite: 92% in previous college prep math class or 82% in previous honors math class

### **SCI PHYS: Physics - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

This year-long laboratory-based course emphasizes problem-solving skills and math analysis. Topics covered include mechanics, sound, optics, energy transfer, electricity, and magnetism.

Prerequisite: Algebra II or Honors Algebra II Trig

### **SCI AP BIO: Advanced Placement Biology - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

This year-long laboratory-based course is equivalent to a college-level biology course, emphasizing biochemical processes and the study of all living things. Students cultivate their understanding of biology through inquiry-based investigations as they explore evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Successful progression through the advanced laboratory program prepares students for the AP Biology exam in May.

Prerequisite: For Grade 11 and 12: 92% in CP Biology or 82% in Honors Bio or 92% in Conceptual Physics  
For Grade 11: 92% in Chemistry or 82% in Honors Chemistry  
For Grade 12: 82% in previous Honors Science class or 92% in previous CP science class

Co-requisite: Human Anatomy & Physiology is recommended but not required

### **SCI AP CHEM: Advanced Placement Chemistry - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

This year-long, laboratory-based course is equivalent to a college-level chemistry course and provides students with a foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students learn through game mechanics such as group competitions and Blackboard-based quests, and some of the material is delivered through a flipped classroom model. This course uses a variety of assessment strategies, such as standards-based grading, multiple choice assessments, and laboratory experiments. Successful progression through the curriculum prepares students for the AP Chemistry exam in May.

Prerequisite: 92% in Chemistry or 82% in Honors Chemistry (preferred)

### **SCI AP ENV: Advanced Placement Environmental Science - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

This year-long, laboratory-based course is equivalent to a college-level environmental science course. Through their coursework students learn the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course emphasizes laboratory experiments along with data analysis and computational math and prepares students for success on the AP Environmental Science exam in May.

Prerequisite: 85% in Chemistry or Honors Chemistry

### **SCI AP PHYS1: Advanced Placement Physics I - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

This year-long, laboratory-based course provides students with an in-depth study of physics concepts, emphasizing problem-solving skills and math analysis. Topics covered include: Newtonian mechanics, sound and mechanical waves, work, energy, and power, and electrical circuits. This course is an algebra/trigonometry-based physics class with an emphasis on problem-solving and preparation for the AP exam. Students typically enroll in AP Physics I as a basis for a university program in life or earth sciences or medicine, or as a component in a non-science college program with science requirements. Students pursuing engineering degrees should seriously consider AP Physics C instead. Successful progression through the curriculum prepares students for the AP Physics I exam in May.

Prerequisite: 92% in Algebra II or 82% Honors Algebra II Trig

Co-requisite: Concurrent enrollment in one of the following: Pre-Calculus, Calculus, or any AP Math Course

### **SCI AP PHYSC: Advanced Placement Physics C: Mechanics - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

This year-long course is equivalent to a college-level calculus-based physics class. Topics include Newtonian mechanics (kinematics) - 60%, electricity/magnetism - 40%, and other topics as time permits. Mechanics is typically covered in first semester and electricity is covered second semester, with a consistent emphasis on problem-solving and preparation for the AP Physics C exam (both the Mechanics and Electricity exam) in May. This course is highly recommended for students planning to pursue engineering degrees at the undergraduate level, as well as students who are interested in majoring in physics, chemistry, or biochemistry in college (in fact many UC and Cal-State schools *require* calculus-based physics for their science majors).

Prerequisite: 92% in Pre-Calculus or 82% in Honors Pre-Calculus

Co-requisite: AP Calculus BC is preferred, but AP Calculus AB is accepted (one of these is required)

NOTE: *A prior Physics course is not required; if students meet the math prerequisite and the math co-requisite, they are encouraged to enroll in AP Physics C, skipping AP Physics I.*

## **SCIENCE ELECTIVES**

### **SCI INT KIN: Introduction to Kinesiology - 9<sup>th</sup> and 10<sup>th</sup> Grades - 1 Semester**

NOTE: *This elective course does not replace required Biology for freshmen or required Chemistry for sophomores*

This course introduces students to the topics that comprise the science of kinesiology. Students learn about motor learning and development, sports history, sports medicine, biomechanics, sports philosophy and psychology, physical education pedagogy, and sport management.

Prerequisite: none



### **SCI MAR BIO: Marine Biology - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

NOTE: *Open to sophomores only as an elective - this course does not replace required Chemistry for sophomores*

This course introduces students to the living organisms of the oceans. Students explore the principles of cellular biology, anatomy and physiology, and diversity of organisms and ecology while using the marine environment as a focus.

Prerequisite: 72% in previous year-long science course

### **SCI MAR ECO: Marine Ecology - 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

This course is an extension of marine biology and applies previous understating to aquatic life zones, emphasizing the principles of ecology framed in the vast expanse of marine environments. Students explore the principles of ecology, ecosystem energy transfer, surveys of aquatic life zones, marine conservation and sustainability. Students deepen their understanding through a diversified instructional approach and have exciting opportunities to develop learning through real-life examples and case studies.

Prerequisite: 72% in Marine Biology

### **SCI ANAT: Human Anatomy and Physiology - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

This year-long, non-laboratory science course builds upon basic principles from Biology and Chemistry in order to develop students' understanding of both the Anatomy (structure) and Physiology (function) of the human body. Students who have an interest in the life sciences or health-related disciplines in college can benefit from a foundation in the functioning of the major human body systems.

Prerequisite: Biology and Chemistry

### **SCI SP MED: Sports Medicine and Rehabilitation - 12<sup>th</sup> Grade - 2 Semesters**

This year-long course is an introduction to Sports Medicine and Rehabilitation. It is an advanced second-year Biology course for students interested in biology, medicine, and related professions (e.g. medical doctor, nursing, physical therapy, occupational therapy, athletic training). The course focuses on lab methods, critical thinking, and communication skills needed to advance as a science major in a university. Students will participate in lab exercises dealing with Human Anatomy and Human Physiology and investigate the educational requirements and job responsibilities of medical professionals.

Prerequisite: Biology and Chemistry and 79.5% in Human Physiology/Anatomy or AP Bio

## SOCIAL SCIENCE DEPARTMENT

### **SOC SCI 9: Physical and Cultural Geography - 9<sup>th</sup> Grade - 1 Semester**

This required course develops students' awareness of place and enhances students' geopolitical comprehension. Students explore the interaction of humans and their environment, analyze patterns of human development, and cultivate an understanding of various world regions and their cultural, economic, and political characteristics. Structured as a broad survey, this course provides students with a foundation for understanding contemporary global issues, including: population, migration, culture, religion, ethnicity, politics, development, agriculture, industry, and the environment.

Prerequisite: None

### **SOC SCI 10: World History - 10<sup>th</sup> Grade - 2 Semesters**

This year-long course engages students in a chronological and thematic approach to studying World History that examines the cultural, economic, political, and social developments that occurred in the world from the Modern Era through the Post-Cold War Era. Students develop important critical thinking skills as they learn about and analyze critical historical events and people.

Prerequisite: Physical and Cultural Geography

### **SOC SCI 10AP: Advanced Placement World History - 10<sup>th</sup> Grade - 2 Semesters**

This year-long AP course is designed to be the equivalent of a two-semester introductory college or university world history course. Students investigate significant events, individuals, developments, and processes in four historical periods from approximately ca. 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Students explore six themes throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures; and technology and innovation. This course prepares students for the AP World History exam. Students are expected to take the AP exam in May as a requirement for this course.

Prerequisite: 82% in Freshman Literature or a 72% in Honors Freshman Literature

### **SOC SCI 11: United States History - 11<sup>th</sup> Grade - 2 Semesters**

This year-long course introduces students to an overview of the development, progression, and interconnectedness of ideas and events in the Americas, specifically the United States of America. Students begin by studying the special problems and resolution of problems in the Civil War and Reconstruction period. With greater focus students then explore and analyze the challenges presented to the American people with the Industrial Revolution and the causes and results of the World Wars. Finally, students investigate the nature of the United States' role in world affairs with its increasing involvement in international trade and diplomacy during the late nineteenth and the majority of the twentieth century. The course concludes with by examining the Cold War Era and its impact on the United States' international position today and studying the Civil Rights Movement.

Prerequisite: 70% in World History or a 70% in AP World History

### **SCO SCI 11AP: Advanced Placement United States History - 11<sup>th</sup> Grade - 2 Semesters**

This year-long AP course is the equivalent of a two-semester introductory college or university US History course and examines the evolution of the political, economic, diplomatic, social, and cultural history of the United States. Both factual material and historic interpretations are covered in order to develop students' understanding of the linkages among these events. This course prepares students to take the AP US History exam. Students are expected to take the AP exam in May as a requirement for this course.

Prerequisite: 82% in World History or 72% AP World History

### **SOC SCI 12: United States Government and Politics - 12<sup>th</sup> Grade - 2 Semesters**

This year-long course is designed to give students a broad overview of the policies, institutions, and economics that shape and sustain government as it is practiced in the United States of America. Students are challenged to develop their analytical and critical reasoning skills and to become active participating citizens. Topics include the foundations of American government, the Constitution, governmental institutions, federalism, political parties, the media, public interest groups, civil rights, public policy, and the American economic system. Particular attention will be given to the system of checks and balances among our federal branches and the protections granted in the Bill of Rights.

Prerequisite: 70% in United States History or a 70% in AP United States History

### **SOC SCI 12AP: Advanced Placement United States Government and Politics - 12<sup>th</sup> Grade - 2 Semesters**

The curriculum in this year-long course follows the guidelines set by the College Board Advanced Placement Course Program for U.S. Government and Politics. Students will learn and critically analyze the following themes: the constitutional underpinnings of the United States Government; political beliefs and behaviors; political parties, interest groups and mass media; institutions of national government; public policy and civil rights and civil liberties. This course prepares students to take the AP US Government and Politics exam. Students are expected to take the AP exam in May as a requirement for this course.

Prerequisite: 82% in U.S. History or 72% AP U.S. History

## **SOCIAL SCIENCE ELECTIVES**

### **SS SOCIO 1: Introduction to Sociology: The Study Of Human Behavior - 9<sup>th</sup> and 10<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course introduces students to and develops their understanding of the concepts of social interaction, social organization, social institutions and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. This course will help students discover and explain social patterns and see how such patterns change over time and in different settings.

Prerequisite: None

### **SS SPORT MGT: Sports Management - 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: UC/CSU approval pending*

This course exposes students to the various business aspects that exist in collegiate and professional sports. Students explore topics such as leadership, ethics, marketing, and legal aspects in sport at multiple levels of competition. Through research, critical analysis, and critical thinking, students gain an understanding of leadership structure and styles, economic impacts both foreign and domestic, networking, branding, and a variety of other options that exist. Over the course of the semester, students select different sport organizations, teams, and leadership roles and present business-related content including decision-making scenarios, projects, and presentations.

Prerequisites: None

### **SS ECON BUS: Business Economics - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course gives students an experiential learning opportunity that prepares them for working in a real business environment. Students learn about basic economic concepts while applying them to their own original and creative entrepreneurial operations. Students do this with guidance from adult experts in entrepreneurship, finance, marketing, and other fields. Experts visit the classroom to guide students' learning.

Prerequisite: None

### **SS PSYCH: Psychology - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course gives students a general overview of the science of psychology. Students explore topics such as Approaches to Psychology (a brief introduction to psychology and psychological research methods); Life Span (infancy, childhood and adolescence); The Workings of the Mind and Body (body and behavior and altered states of consciousness); Learning and Cognitive Processes (learning: principles and applications, memory and thought, thinking and language); Personality and Individuality (psychological testing and theories of personality); and Adjustment and Breakdown (stress, psychological disorders and therapy).

Prerequisite: None

### **SS AP COMP GOV: Advanced Placement Comparative Government - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

This college-level course introduces students to comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. This course prepares students for the AP exam in Comparative Government. Students are expected to take the AP exam in May as a requirement for this course.

### **SS AP ECON: Advanced Placement Macroeconomics - 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course is the equivalent of a one-semester introduction to macroeconomics at the college level. Major areas of focus include unemployment, inflation, GDP, national income, recessions, economic growth, global trade, and the foreign currency market. The course describes and analyzes major theories of modern macroeconomics to give students a thorough understanding of the factors that influence an economy as a whole. Students examine how fiscal and monetary tools used by politicians and bankers can influence a nation's economy. This course prepares students to take the AP exam in Macroeconomics exam. Students are expected to take the AP exam in May as a requirement for this course.

Prerequisites: 82% in Business Econ or 82% in previous CP Social Studies class or 72% in previous AP Social Studies class

### **SS AP HUG: Advanced Placement Human Geography - 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This college-level course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students are exposed to the study of population-demographic patterns and relationships, cultural patterns and processes, and political organization of space. Students further learn about agriculture and rural land use, industrialization and economic development, and cities and urban land use. This course prepares students for the AP exam in Human Geography. Students are expected to take the AP exam in May as a requirement for this course.

Prerequisite: 82% in previous Social Studies class or 72% previous AP Social Studies class

### **SS AP PSYCH: Advanced Placement Psychology - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters (Eleventh, Twelfth Grade, 2 semesters)**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering psychologists, studies, and the different dynamics that have shaped the field, students will explore and apply psychological theories, concepts, and phenomena to real world issues. Students will work with topics that explore the basis of our biological origins as humans to the different cultures that have shaped our perspectives, the facets that drive our behavior, and the many complexities that make us uniquely human. Concepts covered include biological bases of behavior, sensation and perception, learning and cognition, developmental psychology, abnormal behavior, therapy, consciousness, social psychology, emotion and motivation, stress and health, personality and intelligence, and individual differences. This course prepares students to take the AP Psychology exam. Students are expected to take the AP exam in May as a requirement for this course.

Prerequisites: 82% in previous Social Studies class or 72% previous AP Social Studies class

### **SS CAL HIST: California History - 11<sup>th</sup> and 12<sup>th</sup> Grades - 2 Semesters**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course examines the unique history of the Golden State. From Native American societies through Spanish colonization, the Gold Rush to the aerospace boom, students will learn about California's interesting development as a global center of commerce, an intersection of world civilizations, a focal point of both liberal and conservative politics and an innovator in religious and cultural movements. While there is no pre-requisite to take this course, students are encouraged to pair this course with California literature.

Prerequisites: None

### **SS TOPICS: Current Topics In American And World Affairs - 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course focuses on subjects of controversy in current world affairs, introducing students to major themes in recent world history while examining challenges facing the global community in this century. The course will cover current affairs, global relations, fair trade and economic globalization, the war on terror, and the emergence of global religious conflict.

Prerequisite: None

### **SS HIST FILM: History and Film - 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course explores both the influence of film on history and the presentation of history through film. Through readings, film viewings and class discussions, students study key events of the twentieth and twenty-first centuries and consider: How are these events depicted in film? How do perspective, bias and narrative affect our understanding of history? Students also explore the effect that film and the camera has had on history in an effort to understand how the rapid transmission of moving images has influenced events since the invention of the medium.

Prerequisite: None

### **SS PHILOS: Philosophy - 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course provides a chronological introduction to major historical figures in Western Philosophy while developing students' understanding of the main branches of study and basic terminology. Students build toward a working model of their own personal philosophy by synthesizing the course content and their own beliefs. The main figures discussed may include the following: Socrates, Plato, Aquinas, Augustine, Montaigne, Descartes, Pascal, Rousseau, Locke, Kant, Kierkegaard, Nietzsche, Camus, Sartre, and Rachel.

Prerequisite: None

### **SS SOC JUS: Race, Gender, and Social Justice In American History - 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course examines how written documents, film, music, and literature reveal the formation of American attitudes and beliefs regarding race and gender. Students learn about the interrelated historical development of race and gender as powerful axes of social difference that have structured social hierarchy and inequality, from early interactions with Native Americans to regimes of slavery, to legal and cultural criteria for immigration, employment, inheritance, and citizenship. Students also explore the categories of race and gender as sources of cultural and political conflict, and investigate them as objects of scientific inquiry, government management, and legal regulation. The course asks students to explore the historical construction of these seemingly natural categories, how they have intersected with one another, and how they have constituted, supported, and subverted other social and political formations, such as class, nation, and empire, and finally how they intersect with the themes of Catholic Social Teaching.

Prerequisite: None

### **SS SOCIO 2: Sociology of Prejudice and Intolerance - 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course engages students in an examination of the causes of stereotypes, discrimination, and prejudices in American society. Students will study the many groups that are historical victims of prejudice and discrimination in the United States to learn about the role prejudice has played throughout American history. Students will also discuss topics such as personalized prejudice, "white flight," and reverse discrimination to understand the problems of prejudice and discrimination in today's society.

Prerequisite: None

## **SS HAPPY: The Science of Happiness - 11<sup>th</sup> and 12<sup>th</sup> Grades - 1 Semester**

*NOTE: This elective course does not replace any of the Social Studies graduation requirements.*

This course focuses on the science of positive psychology, exploring the roots of a happy, meaningful life. Students engage in provocative, practical lessons from this science, learning to apply insights from cutting-edge research to their own lives. Modeled on a course created by UC Berkeley's Greater Good Science Center, this course zeros in on a fundamental finding from positive psychology: happiness is inextricably linked to having strong social connections and contributing to something bigger than yourself—the greater good. Students learn about cross-disciplinary research supporting this view, spanning the fields of psychology, neuroscience, evolutionary biology, and beyond.

Prerequisite: None

## WORLD LANGUAGES AND CULTURES DEPARTMENT

- THE TWO YEAR (FOUR SEMESTER) LANGUAGE GRADUATION REQUIREMENT MUST BE COMPLETED WITHIN THE SAME TARGET LANGUAGE.
- A "D" OR LOWER IS NOT CONSIDERED A PASSING GRADE IN AND MUST BE REMEDIATED PRIOR TO ADVANCING TO THE NEXT LEVEL.

### FRENCH

#### **WL FREN 1: French I - 2 Semesters**

This year-long course introduces students to the language and culture of the French-speaking world. Students will develop basic reading, writing, listening, and speaking abilities in French, as well as make cultural connections and develop an appreciation of the customs and traditions of French-speaking people. In addition to the textbook, the course uses audio-visual media, interactive online resources, and web-based resources to enhance the student learning experience.

Prerequisite: None

#### **WL FREN 2: French II - 2 Semesters**

This year-long course continues to develop material students learned in French I, but with a greater emphasis on more complex grammatical structures and increased presentational communication. Instruction is primarily in French.

Prerequisite: "C" in French I. Any semester grade of "D" or lower in World Language must be remediated in summer school before the next level can be taken.

#### **WL FREN 2H: Honors French II - 2 Semesters**

This year-long course is an accelerated version of the French II-level course and provides students with a deeper study of the language. All instruction is given in French. Lessons are supplemented with outside readers, online periodicals, and other internet-based activities. Developing proficiency and integrating language skills using authentic materials and sources are integral parts of this class.

Prerequisite: 92% in French I

#### **WL FREN 3: French III - 2 Semesters**

This year-long course emphasizes students' increased aural and oral proficiency through more varied listening and speaking activities. Instruction is conducted in French. Students continue to expand their knowledge of complex language structures and engage in more creative written expression. Students demonstrate a greater understanding of the target culture by making explicit connections and comparisons between the cultures and languages.

Prerequisite: 70% in previous level.

#### **WL FREN 3H: Honors French III - 2 Semesters**

This year-long course is an accelerated version of the French III class and provides students with a deeper study of the language at this level. All instruction is conducted in French. French literature is introduced through the study of Le Petit Prince. Developing proficiency and accelerated integration of the four language skills of listening, reading, speaking, and writing using authentic materials and sources with an emphasis on making cultural connections are integral parts of this class.

Prerequisite: 92% in French II or 82% in Honors French II

#### **WL FREN 4: French IV - 2 Semesters**

This year-long course further develops students' proficiency in the four language skills: listening, speaking, writing, and reading at an advanced level. Students will make cultural connections and deepen their knowledge and appreciation of the customs and practices of the French-speaking world. Students will expand their knowledge of language structures and vocabulary to be able to express themselves in classroom discussion and written communication on a wide variety of topics. Students will read literature, view, and study French films, discuss current events, write compositions, and give oral presentations. In addition to the textbook, this course uses audio-visual media, and online resources to enhance the student learning experience. All instruction and materials are in French.

Prerequisite: 82% in French III or 72% in French III Honors

#### **WL FREN AP: Advanced Placement French Language and Culture - 2 Semesters**

This year-long college-level course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This course is structured around six cultural themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Students will explore these themes in a variety of contexts, both contemporary and historical, through the use of a variety of authentic and technological resources. Students are expected to engage in spoken and written interpersonal communication, synthesize information from a variety of authentic audiovisual, written and print resources. They will plan, produce, and present spoken and written presentational communications. All instruction is in French and students are required to take the AP French Language and Culture exam at the end of this course.

Prerequisite: 92% in French III or 82% in French III Honors

#### **WL FREN 5H: Honors French V Literature - 2 Semesters**

This year-long honors course presents an overview of French literature from the 16<sup>th</sup> through the 20<sup>th</sup> century in its social, political and historical contexts. Students are prepared to read and critically analyze representative works of French literature in all genres, supported by the use of audio, visual and online resources. Students focus on the terminology of textual analysis, will learn to identify the different elements of style and analyze and interpret texts thematically in correct spoken and written French. This is the equivalent of a third-year college level course.

Prerequisite: 92% in French III or 82% in Honors French III, IV or AP French Language

### LATIN

**\*\* In the 2021-2022 school year, Latin I will not be offered.**

#### **WL LAT 2: Latin II - 2 Semesters**

This year-long course builds on content and skills learned in Latin I, with a focus on expanding vocabulary, reading original texts, and learning more about the history of the Roman Empire and its cultural heritage. Students practice interpreting complex sentence structures and will read and understand passages from original texts.

Prerequisite: "C" in Latin I. Any semester grade of "D" or lower in World Language must be remediated in summer school before the next level can be taken.

#### **WL LAT 2H: Honors Latin II - 2 Semesters**

This year-long course is an accelerated version of the Latin II course and provides students with a deeper study of Latin. The Latin II curriculum is supplemented with outside materials and translations. Oral presentations are required to develop proficiency and integrate language skills.

Prerequisite: 92% in Latin I

#### **WL LAT 3: Latin III - 2 Semesters**

This year-long course builds on content and skills learned in Latin II. Students will read original, non-adapted texts from authors such as Martial, Pliny, Cicero, Ovid, Horace, and Vergil and will give oral presentations. Students continue learning complex structures and supplement vocabulary study with figures of speech found in passages from Latin authors.

Prerequisite: 70% in Latin II

#### **WL LAT 3H: Honors Latin III - 2 Semesters**



This year-long course is an accelerated version of the Latin III course, emphasizing a more in-depth study of Latin grammar, literature and Roman culture. Developing proficiency in translation and integrating language skills using authentic texts are integral parts of this class.

Prerequisite: 92% in Latin II or 82% in Honors Latin II

### **WL LAT AP: Advanced Placement Latin - 2 Semesters**

This year-long college-level course focuses on the in-depth study of selections from Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Students are required to take the AP Latin exam at the end of this course.

Prerequisite: 92% in Latin III or 82% in Honors Latin III

## **SPANISH**

### **WL SPAN 1: Spanish I - 2 Semesters**

This year-long course introduces students to the language and culture of the Spanish-speaking world. Students develop basic reading, writing, listening and speaking abilities in Spanish, as well as make cultural connections and develop an appreciation of the customs and traditions of Spanish-speaking people. In addition to the textbook, the course uses audio-visual media, interactive online resources and web-based content to enhance the student learning experience.

Prerequisite: None

### **WL SPAN 2: Spanish II - 2 Semesters**

This year-long course continues to develop material from Spanish I but with a greater emphasis on more complex grammatical structures and increased presentational communication. Instruction is primarily in Spanish.

Prerequisite: "C" in Spanish I. It is required that any semester grade of "D" or lower in World Language be remediated in summer school before the next level is taken.

### **WL SPAN 2H: Honors Spanish II - 2 Semesters**

This year-long course is an accelerated version of the Spanish II course and provides students with a deeper study of the language. All instruction is given in Spanish. Lessons are supplemented with outside readings, online periodicals, and other internet-based activities. Developing proficiency and integrating language skills using authentic materials and sources are integral parts of this class.

Prerequisite: 92% in Spanish I

### **WL SPAN 3: Spanish III - 2 Semesters**

This year-long course emphasizes increased aural and oral proficiency through more varied listening and speaking activities. Instruction is conducted in Spanish. Students continue to expand their knowledge of complex language structures and engage in more creative written expression. Students demonstrate a greater understanding of the target culture by making explicit connections and comparisons between the cultures and languages.

Prerequisite: 70% in Spanish II

### **WL SPAN 3H: Honors Spanish III - 2 Semesters**

This year-long course is an accelerated version of the Spanish III course and provides students with a deeper study of the language. All instruction is conducted in Spanish. Lessons are supplemented with outside readings, periodicals, internet-based activities. Integral parts of this class are developing proficiency and accelerated integration of the four language skills of listening, reading, speaking, and writing using authentic materials and sources, with an emphasis on making cultural connections.

Prerequisite: 92% Spanish II or 82% in Honors Spanish II

### **WL SPAN 4: Spanish IV - 2 Semesters**

This year-long course further develops students' proficiency in the four language skills: listening, speaking, reading, and writing. Two main components are emphasized: speaking and culture. Students make cultural connections to deepen their knowledge and appreciation of the customs and practices of the Spanish-speaking world. Students review and expand their knowledge of language structures, acquiring more sophisticated vocabulary in order to communicate in real-world situations. Students also interact with authentic literature, write compositions and original stories, view culturally relevant films, discuss current events and converse in Spanish daily. All instruction and materials are in Spanish.

Prerequisite: 82% in Spanish III or 72% in Honors Spanish III

### **WL SPAN APLA: Advanced Placement Spanish Language and Culture - 2 semesters**

This college-level course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This course is structured around six cultural themes: Beauty and Aesthetics; Contemporary Life; Families and Communities; Global Challenges; Personal and Public Identities; and Science and Technology. Students explore these themes in a variety of contexts, both contemporary and historical, through the use of a variety of authentic and technological resources. Students are expected to engage in spoken and written interpersonal communication; synthesize information from a variety of authentic audiovisual, written and print resources; and plan, produce, and present spoken and written presentational communications. All instruction is in Spanish and students are required to take the AP Spanish Language and Culture exam at the end of this course.

Prerequisite: 92% in Spanish III or 82% in Honors Spanish III

### **WL SPAN APLI: Advanced Placement Spanish Literature and Culture - 2 Semesters**

This college-level course presents a thematic approach to the study of Spanish literature and culture. The readings span from medieval to modern times, allowing students to examine the universality of literature, and make comparisons and connections through historical and contemporary cultural contexts. Students explore the interdisciplinary connections between literary works and other artistic forms of expression such as music, painting, architecture and film. This course prepares students to read and critically analyze representative works of Spanish literature in all genres. Students focus on the terminology of textual analysis, learn to identify the different elements of style, and interpret texts in correct oral and written Spanish. All works from the required AP Spanish Literature Exam reading list are read in full text form. All instruction and discussion are in Spanish and students are required to function at a level of language proficiency consistent with what is expected in a third year college literature and culture course. Students are required to take the AP Spanish Literature and Culture exam at the end of this course.

Prerequisite: 92% in Spanish III or 82% in Honors Spanish III, IV or AP Spanish Language