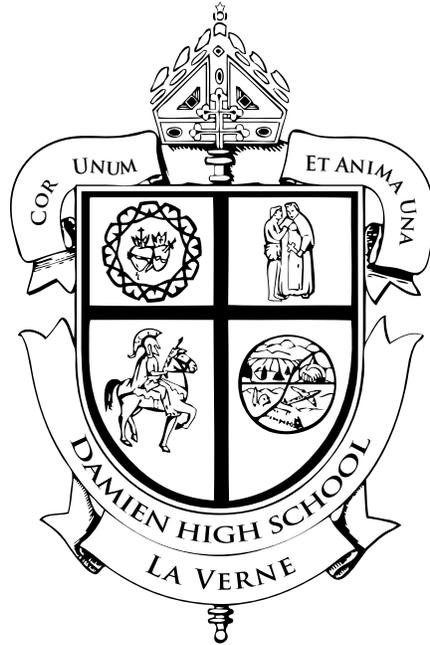


# DAMIEN HIGH SCHOOL

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## PROGRAM OF STUDIES 2018-2019



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**DAMIEN HIGH SCHOOL**  
**PROGRAM OF STUDIES 2018-2019**

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**INTEGRAL STUDENT OUTCOMES:**

*By graduation, a Damien Spartan should:*

**BE KNOWLEDGEABLE OF THE SPIRITUAL RICHNESS OF THE CATHOLIC FAITH BY...**

- studying the life and teachings of Jesus Christ.
- engaging in Christian Service opportunities in the spirit of St. Damien.
- participating in liturgical celebrations and retreats.

**BE ACADEMICALLY PREPARED FOR HIGHER EDUCATION BY...**

- completing a college preparatory curriculum.
- using analysis, research, synthesis, evaluation, and interpretation to work with information.
- utilizing technology as a tool for learning.
- employing individual and collaborative problem solving strategies.

**EXHIBIT COMMUNITY AND GLOBAL AWARENESS BY...**

- exploring the cultural contributions of diverse societies.
- recognizing the various social, political, and economic forces that shape our world.
- understanding our responsibility as stewards of the natural environment and its resources.

**BE A WELL-ROUNDED INDIVIDUAL BY...**

- developing a healthy lifestyle.
- practicing self-discipline.
- understanding various models of leadership
- being open to opportunities for leadership.

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**GRADUATION REQUIREMENTS FOR DAMIEN HIGH SCHOOL**

After four years, a student must possess:

- A record of good character and citizenship.
- Passing grades for each semester.
- One hundred (100) hours of service to the community (Classes of 2019 & 2020)
- Completion of required annual service project (Classes of 2021 & 2022)
- Enrollment in the appropriate units of credit during the school year, according to the following chart:

<b>CLASS OF 2019</b>		<b>CLASSES OF 2020, 2021, 2022</b>	
<b>SUBJECT</b>	<b>UNITS</b>	<b>SUBJECT</b>	<b>UNITS</b>
Theology	40	Theology	40
English	40	English	40
Social Sciences	40	Social Sciences	35
Mathematics	40	Mathematics	40
Science	30	Science	30
World Languages	20	World Languages	20
Physical Education/Athletics	10	Physical Education/Athletics	10
Visual/Performing Arts	10	Visual/Performing Arts	10
Health	5	Health	5
Electives	25	Electives	30
	<b>260</b>		<b>260</b>

# CURRICULUM INFORMATION AND GRADING SYSTEM

## SCHEDULING PROCEDURES

1. There are seven (7) class periods every day at Damien High School.
2. Juniors and Seniors have the choice of enrolling in six (6) or seven (7) classes each day.
3. Seniors are not guaranteed to have 7th period free if they select only 6 classes.
4. Freshmen and Sophomores are required to take seven (7) classes each day.
5. No student may take a class for credit in Summer School as a means of exempting himself from regular annual academic requirements, except in the following situations:
  - a. To accelerate to an advanced course in an academic sequence in the next academic year as approved by the department.
  - b. To make up for a class failed at Damien during the regular school year.
  - c. An inability to schedule a class due to a course conflict during the regular school year.
  - d. To meet the graduation requirements in Physical Education and/or Electives.
  - e. To make up a CSU/UC course deficiency caused by a “D” or “F” grade.
6. In the third quarter of each school year, a program of classes for the following school year is formulated by the Curriculum Committee. Subsequently, a published Program of Studies listing all courses and prerequisites is distributed to all students. Students work with the Counselor and parents to formulate an appropriate schedule of classes.
7. All classes are subject to a minimum enrollment requirement in order to be offered.

**Any changes to a student’s schedule after the end of the current school year will incur a \$250 fee.** The lone exception to this charge will be for students who successfully complete Summer School course work or those who fail to meet course prerequisites as a result of second semester grades. Refer to the parent/student handbook for more detailed information regarding scheduling changes.

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## CALIFORNIA STATE UNIVERSITY/UNIVERSITY OF CALIFORNIA “A-G” COURSE LIST: REQUIRED “A-G” COURSES

### **History/social science (“a”) – 2 YEARS REQUIRED**

Two years of history/social science, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

### **English (“b”) – 4 YEARS REQUIRED**

Four years of college preparatory English that includes frequent and regular writing, reading of classic and modern literature. No more than one year of ESL-type coursework can be used to meet this requirement.

### **Mathematics (“c”) – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED**

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two-and three-dimensional geometry. Approved integrated math courses may be used to fulfill part of this entire requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

### **Laboratory science (“d”) – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED**

Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the foundational subjects.

### **Language other than English (“e”) – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED**

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in language other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

### **Visual and performing arts (“f”) – 1 YEAR REQUIRED**

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

### **College-preparatory elective (“g”) – 1 YEAR REQUIRED**

One year (two semesters), in addition to those required in the “a-f” above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the “e” requirement or two years of another language).

## ENGLISH DEPARTMENT CHAIRPERSON: DR. MICHAEL WILLIAMS

### English Language & Literature I

*This course is required of all freshmen not enrolled in Honors English I.*

(9) Students study rules of grammar and use these skills in writing short expository paragraphs and essays. Students also study vocabulary and spelling. Units on literature will focus on developing an appreciation of the author's craft and will help teach the student the literary terminology which will enable him to speak and write about literature.

**(Meets CSU/UC "b" requirement; NCAA Approved)**

### Honors English Language & Literature I

*Prerequisite: 75th percentile or higher on both the Verbal and Reading sections of the Placement Examination (HSPT) or a combined score of 150 or above on the Verbal and Reading sections of the HSPT and a passing score on the Paragraph Response section of the placement exam.*

(9) This course is designed for students who show a high level of proficiency in English. Students will spend less time on grammatical review and more time in reading and studying literature which will include additional units in drama, poetry and the novel. Special emphasis will be placed on the development of narrative, descriptive and expository writing skills.

**(Meets CSU/UC "b" requirement; NCAA Approved)**

### English Language & Literature II

*Prerequisite: None – This course is required for all sophomores not enrolled in Honors English II.*

(10) Students will study grammar and composition, focusing on descriptive, expository, and analytical essays. The course also includes a literature component which will introduce students to various literary genres (i.e. poetry, the short story and the novel).

**(Meets CSU/UC "b" requirement; NCAA Approved)**

### Honors English Language & Literature II

*Prerequisite: "B" or better in Honors English I, "A" in English I, OR permission of the Department Chair.*

(10) Students will continue to develop their narrative, descriptive and expository writing skills. A minimum of time will be spent on grammatical review. This study will include written analysis of the literature studied. This course will explore the evolution of the Western Literary Tradition through the study of essays, novels, plays, poems, and short stories within that tradition. In addition, a handful of works from the Non-Western Literary Tradition will be examined in order to compare and contrast different literary traditions.

**(Meets CSU/UC "b" requirement; NCAA Approved)**

### American Literature

*Prerequisite: None - This course is required for all juniors not enrolled in the two-year AP or two-year IB course sequences.*

(11) Students will review grammatical principles and will write longer, more analytical essays and papers. Vocabulary and test taking skills will also be studied. This course provides the student with an overview of the American literary tradition. Periods of American Literature are surveyed in several genres. The course is designed for junior level students, who will be simultaneously enrolled in United States History.

**(Meets CSU/UC "b" requirement; NCAA Approved)**

### Advanced Placement English Language & Composition

*Prerequisite: "B" or better in Honors English II, "A" in English II, OR "A" in American Literature, OR permission of the Department Chair.*

(11) According to the College Board, this course is designed to prepare students to "write effectively and confidently in their college courses." To that end, the objectives of this course are to facilitate the development of students as skilled readers of different types of non-fiction prose and as skilled writers themselves. In addition, students will explore the evolution of the American Literary Tradition through the study of a limited number of literary works (novels, plays, poems, and short stories). The student may receive college credit for his course work if he performs well on the Advanced Placement English Exam administered by the College Board. Note that this is the first course of a two-course sequence (AP Language in 11th grade and AP Literature in 12th grade).

**(Meets CSU/UC "b" requirement; NCAA Approved)**

### Composition and Rhetoric

*Prerequisite: None – This course is required of all seniors not enrolled in the two-year AP or two-year IB course sequences.*

(12) The purpose of this course is to prepare students for a successful transition to college level writing. To this end, this course will introduce students to a wide-range of rhetorical strategies used by non-fiction writers to address a variety of topics. The essays read will allow students to develop critical reading skills while simultaneously serving as models for student writing efforts. After exposure to a particular rhetorical strategy, students will engage in a number of composition activities that ask them to incorporate that strategy into their own writing. Apart from their composition and rhetoric studies, students will examine a wide range of works in World Literature as they read one novella, one play, a handful of poems, and a few short stories each semester.

**(Meets CSU/UC "b" requirement; NCAA Approved)**

## Advanced Placement English Literature & Composition

*Prerequisite: AP English Language – this is the 2nd course of a two-course sequence (AP Language in 11th grade and AP Literature in 12th grade).*

**(12)** Students in this course will be engaged in a close examination of major works of imaginative literature written over the course of the past five centuries. This close examination will require that students read carefully and analyze thoughtfully as they explore a variety of literary genres (drama, fiction, and poetry). As part of this process, students will reflect upon how a given author utilized various literary elements to construct meaning as he or she explored an element of the human experience. Lastly, as part of this process of interpretation, students will hone their writing skills through a series of analytical, argumentative, and expository essays concerning the literature under review.

**(Meets CSU/UC “b” requirement; NCAA Approved)**

## IB Language and Literature (HL)

*Year 1 Prerequisite: “B” or better in English 10 or “C” or better in Honors English 10*

*Year 2 Prerequisite: “C” or better in IB English*

**(11-12)** The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

*Note: A facilitated self-study option is available in Chinese Literature for our Mandarin-speaking students. Those taking Area 1 courses in both English and Chinese are not required to take a course in Area 2: Language acquisition.*

**(Meets CSU/UC “b” requirement; NCAA Approved)**

## ENGLISH ELECTIVES

### The Art of Storytelling: Literature and Film (semester option available)

*Prerequisite: None*

**(10-12)** This English elective course requires students to read texts from various genres and view the film version of that same text in order to analyze and understand the implications, elements, and underlying questions of both mediums. It is intended to provide students an opportunity to read and write outside the context of a traditional literature / English class and investigate the relationship between the two mediums and how they present various narrative elements, as well as cultural elements.

**(CSU/UC and NCAA approval pending)**

### Creative Writing (semester option available)

*Prerequisite: Cumulative GPA of 2.8 or higher*

**(10-12)** Students will explore the art of writing plays, poems, short stories, and television scripts. Students will be strongly encouraged to submit work for publication.

**(Meets CSU/UC “g” requirement; NCAA Approved)**

### Graphic Novels as Literature (semester option available)

*Prerequisite: None*

**(10-12)** This English elective course offers students an alternative approach to texts via comics and graphic novels. Graphic novels unite the expressive power of prose and the immediacy of images to allow the author to explore themes in a way that is more accessible to readers than a traditional prose-only text. The ease of accessibility and speed at which graphic novels can be read allows students to cover a wide range of literary genres such as: autobiography, biography, hero’s journey, journalism, coming of age narratives, war, travelogues, and histories. Students will also contrast major works of literature with their graphic novel counterparts.

**(CSU/UC and NCAA approval pending)**

### The Hero’s Journey: From Sirens to Skywalker (semester option available)

*Prerequisite: None*

**(10-12)** Students will explore the role of the hero’s journey in mythology and how the hero’s journey in contemporary works (including film) of fantasy and science fiction have drawn upon and deviated from the hero’s journey found in mythology. Students will also explore the relationship between fantasy and science fiction. Lastly, students will read a number of different texts’ that the nature and meaning of the hero’s journey for different societies.

**(Meets CSU/UC “g” requirement; NCAA approval pending)**

### Literature for Teens (semester option available)

*Prerequisite: None*

**(10-12)** This English elective course is an exploration of literature written specifically for teenagers. We will read a wide range of young adult fiction from a variety genres, including sci-fi and fantasy. Each novel will be discussed from the perspectives of storytelling, theme, style, and representations of adolescence and adulthood. Students will be encouraged to examine their own experiences and culture in relation to these novels.

**(CSU/UC and NCAA approval pending)**

## Journalism

*Prerequisite: Approval of Laconian advisor (Sem / Year option)*

**(10-12)** This is a course in practical journalism. The major project of the students in this class will be the production of the Damien High School newspaper, the Laconian. The newspaper advisor must approve all students electing to take this course.

**(Meets CSU/UC "g" requirement)**

## Advanced Journalism

*Prerequisite: Approval of Laconian advisor*

**(11-12)** The students in this class will have the responsibility of being section editors of the school newspaper, the Laconian, and will be actively involved in all aspects of the monthly production of the Laconian for the tri-school community. They shall be knowledgeable in various techniques of writing style. They shall be able to effectively use photography, graphics and charts, to apply computer skills in operating desk-top publishing and in scanning both photos and text. They shall be able to print, wax, paste-up, and thus provide the news printer with camera ready copy.

**(Meets CSU/UC "g" requirement)**

## Yearbook

*Prerequisite: Permission of Spartiate advisor (1st Sem / Year option)*

**(10-12)** The primary purpose of the yearbook class is the production of Damien's yearbook, the Spartiate. The student will be expected to learn the basics of photography, lay-out, and copy write up. This course requires some after school work.

## Advanced Yearbook

*Prerequisite: Approval of Spartiate advisor*

**(11-12)** The primary purpose of the yearbook class is the production of Damien's yearbook, the Spartiate. The student will be expected to learn the basics of photography, lay-out, and copy write up. Students shall be able to print, wax, paste-up, and thus provide the news printer with camera ready copy.

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## MATHEMATICS DEPARTMENT CHAIRPERSON: MRS. XIOMARA VELASQUEZ

### Algebra 1A

*Prerequisite: This course is required for all freshmen not enrolled in Algebra 1 or a higher math course.*

**(9)** This course is equivalent to the 1st semester of Algebra 1. A student enrolled in Algebra 1A must take Algebra 1B in 10th grade. Students must complete Algebra 1B to earn the Algebra credit for the CSU and UC systems.

**(Meets CSU/UC "c" requirement; NCAA Approved)**

### Algebra 1B

*Prerequisite: Passing grade in Algebra 1A. A student receiving an A in Algebra 1A may take this course in Summer School.*

**(10)** This course is equivalent to the 2nd semester of Algebra 1. A student enrolled in Algebra 1A must take Algebra 1B in 10th grade. Students must complete Algebra 1B to earn the Algebra credit for the CSU and UC systems.

**(Meets CSU/UC "c" requirement; NCAA Approved)**

### Algebra 1

*Prerequisite: Average of 60th percentile or higher on the Quantitative and Mathematics sections on the Placement Examination OR a minimum grade of 50 on both parts of Damien's Algebra I Challenge Exam OR satisfactory completion of the Advanced Math Review course during summer school with a recommendation for placement in Algebra 1 (based on outcome of summer school benchmark assessments).*

**(9)** A comprehensive course in the fundamentals of Algebra. Topics include equations, factoring, fractions, word problems, square roots, and quadratic equations.

**(Meets CSU/UC "c" requirement; NCAA Approved)**

### Honors Geometry

*Prerequisite: Minimum grade of 70 on Parts I and II on Damien's Algebra I Challenge Exam, a minimum grade of "B" in Algebra 1 taken during Damien's Summer School, or an "A" in both semesters of Algebra 1. Those who earn a "C" in Summer School may retake the Algebra 1 Placement Exam and earn at least a 70 on both parts in order to qualify for Honors Geometry.*

**(9)** This course requires students to master a number of proofs as well as the concepts listed in the Geometry course description. This course requires a scientific calculator.

**(Meets CSU/UC "c" requirement; NCAA Approved)**

## Geometry

*Prerequisite: "C" OR higher in Algebra 1 or "C" or higher in Algebra 1B.*

**(10-11)** This course entails a consideration of angles, triangles, quadrilaterals, and other polygons, and circles, parallel lines in both planes and in space, areas and volumes. This course requires a scientific calculator.

**(Meets CSU/UC "c" requirement; NCAA Approved)**

## Algebra 2A

*Prerequisite: "C" or higher in Geometry. Recommended of sophomore or junior students who had a "C" in Algebra I.*

**(10-11)** This course is equivalent to the 1st semester of Algebra 2. A student enrolled in Algebra 2A must take Algebra 2B in the 12th grade to earn credit for the CSU and UC Systems.

**(CSU/UC Approval Pending)**

## Algebra 2B

*Prerequisite: Passing grade in Algebra 2A. A student receiving an "A" in Algebra 2A may take this course during summer school.*

**(11-12)** This course is equivalent to the 2nd semester of Algebra 2. A student enrolled in Algebra 2A must take Algebra 2B in the 12th grade or complete summer school to earn credit for the CSU and UC Systems.

**(CSU/UC Approval Pending)**

## Algebra 2

*Prerequisite: "C" or higher in 2nd semester of Geometry and "B" or higher in either semester of Algebra 1, with neither semester grade being a "D" or "F."*

**(9-12)** This course is to build upon the mathematical foundation established during first year Algebra and Geometry. Topics will include: a comprehensive knowledge of problem solving, relations and functions, irrational numbers, quadratic relations and systems of equations. This course requires a scientific calculator.

**(Meets CSU/UC "c" requirement; NCAA Approved)**

## Intermediate Algebra

*Prerequisite: "C" or higher in Geometry. Required of seniors who do not qualify for Algebra 2 or 2B.*

**(12)** Intermediate Algebra is a college prep course designed to increase the Algebra I skills for students. Additionally, we will take the Algebra I skills and build upon Algebra II skill and content. Students will have enough knowledge to continue on in higher level mathematics as well as do well on college entrance exams. Concepts that receive focus are: linear equations and inequalities, graphs of lines, absolute values, radicals, parabolas, systems; polynomials and factoring, radicals, rational expressions and quadratics.

**(Meets CSU/UC "c" requirement)**

## Honors Algebra 2 w/Trigonometry

*Prerequisite: Minimum score of 70 on Parts I and II on Damien's Algebra I Challenge Exam and Damien's Geometry Challenge Exam OR "B" or better in Honors Geometry OR an "A" in both Algebra 1 & Geometry.*

**(9-11)** A rigorous combination of intermediate algebra and trigonometry topics which include equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations, trigonometric functions and their applications, and sequences and series. This course requires a programmable graphing calculator.

**(Meets CSU/UC "c" requirement; NCAA Approved)**

## Precalculus

*Prerequisite: "B" or higher in both semesters of Algebra 2 or a "C" in Honors Algebra 2.*

**(10-12)** This class will expand on the topics covered in Algebra 2 with the addition of exponential functions, logarithms, trigonometric functions. This course requires a programmable graphing calculator.

**(Meets CSU/UC "c" requirement; NCAA Approved)**

## Honors Pre-Calculus

*Prerequisite: Math Teacher Recommendation and either "C" or higher in Honors Algebra 2 or "A" or higher in both semesters of Algebra 2.*

**(11-12)** This course represents year 1 of the IB Mathematics SL or HL sequence. The course covers all non-calculus contents of the IB mathematics curriculum including: algebra of real and complex number systems, sequences and series, properties and applications of polynomial, exponential, logarithmic, and trigonometric functions, vectors in two- and three- dimensions, statistics and probability. Juniors who successfully complete this course can complete year 2 of their IB math sequence through AP Calculus AB (for Mathematics SL) or AP Calculus ABC (for Mathematics HL).

**(Meets CSU/UC "c" requirement)**

# MATHEMATICS

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## Introduction to College Mathematics

*Prerequisite: Completion of math sequence through Algebra 2.*

**(12)** This class will review and reinforce topics from Algebra I, Geometry, Algebra II, and Statistics that are essential for success in future mathematics study, including general education college mathematics courses, college mathematics placement examinations, and standardized college admissions tests. This course requires a programmable graphing calculator.

**(Meets CSU/UC “c” requirement; NCAA Approved)**

## Advanced Placement Calculus AB

*Prerequisite: “B” or better in Honors Pre-Calculus, OR a “B” or better in both semesters of Pre-Calculus, OR an “A” in both semesters of Honors Algebra 2.*

**(10-12)** This course covers the AB syllabus as prescribed by the College Board. Topics will include limits, derivatives and their rules, applications of differentiation, integrals and their applications, differential equations.

**(Meets CSU/UC “c” requirement; NCAA Approved)**

## Advanced Placement Calculus BC

*Prerequisite: “B” or better in Calculus AB OR a score of “3” or higher on the Advanced Placement Calculus AB exam.*

**(11-12)** This course covers BC syllabus as prescribed by the College Board. Topics will include limits, derivatives and their rules, applications of differentiation, integrals and their applications, differential equations, parametric equations and polar coordinates, infinite series, vector applications.

**(Meets CSU/UC “c” requirement; NCAA Approved)**

## Calculus ABC

*Prerequisite: An “A” or better in both semesters of Honors Pre-Calculus with teacher recommendation.*

**(12)** This course covers the Advanced Placement Calculus AB & BC curriculum as prescribed by the College Board as well as the IB HL calculus content prescribed by the International Baccalaureate. Topics covered will include limits, derivatives and their rules, applications of differentiation, integrals and their applications, differential equations, parametric equations and polar coordinates, infinite series, and vector applications. The Calculus ABC curriculum is intended to prepare students for the AP Calculus BC exam and/or the IB Higher Level Math assessments.

**(CSU/UC Approval Pending)**

## Advanced Placement Statistics

*Prerequisite: “C” or higher in Pre-Calculus or Honors Algebra 2 with Trigonometry. 11th Grade students must be concurrently enrolled in AP Calculus.*

**(11-12)** This is an introductory course on the modern methods of analyzing numerical data as dictated by the Advanced Placement syllabus. Topics include frequency distribution, measures of central tendency, measures of dispersion, probability theory, binomial and normal distribution, hypothesis testing, and linear regression.

**(Meets CSU/UC “c” requirement; NCAA Approved)**

## Differential Equations

*Prerequisite: An “A” in Advanced Placement Calculus BC and a score of “4” or higher on the Advanced Placement Calculus BC exam.*

**(12)** Differential Equations as mathematical models, analytical, qualitative, and numerical approaches to differential equations & Laplace transform techniques.

**(Meets CSU/UC “c” requirement; NCAA Approved)**

## IB Mathematics (HL)

*This course is roughly equivalent to AP Calculus AB and AP Calculus BC with additional topics in statistics, probability and discrete mathematics. Will be combined with Honors Precalc, AP Calculus ABC, AP Statistics and self study topics depending on student.*

*Prerequisite: B or better in Pre-Calculus or A or better in Honors Algebra 2*

**(11-12)** The IB DP higher level mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

**(Meets CSU/UC “c” requirement; NCAA Approved)**

## IB Mathematics (SL)

*This course is roughly equivalent to courses in Pre-calculus and AP Calculus AB, with additional topics in statistics and probability. Will be combined with Honors Precalc, AP Calculus AB, and self study topics depending on the student.*

*Prerequisite: B in Algebra 2 OR C in Honors Algebra 2*

**(11-12)** The IB DP mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

**(Meets CSU/UC “c” requirement; NCAA Approved)**

## IB Mathematical Studies (SL)

*This course is roughly equivalent to a combination of Algebra 2 and Pre-calculus classes, with additional topics in probability and statistics. Will be combined with Algebra 2 and PreCalc classes.*

*Prerequisite: B or better in Geometry OR C or better in Honors Geometry*

**(11-12)** The IB DP mathematical studies standard level (SL) course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

**(Meets CSU/UC “c” requirement; NCAA Approved)**

## SCIENCE DEPARTEMENT CHAIRPERSON: MS. ANGELA CURRY

### Biology

*Prerequisite: 9th graders—Composite score of 40 or above on the Placement Test / 10th graders – This course is required of all 10th graders who did not take Biology or Honors Biology in 9th grade and who are not taking A.P. Biology or Honors Biology in 10th grade.*

**(9-10)** A course designed to provide students with a background in scientific processes and the nature of living systems. It involves the study of biochemistry, molecular and cellular biology, genetics, the classification of organisms, ecology and an overview of human body systems.

**(Meets CSU/UC “d” requirement; NCAA Approved)**

### Honors Biology

*Prerequisite: 9th graders—Composite score of 70th percentile or higher on the Placement Exam; 10th graders—“C” or better in Honors Chemistry OR Department approval.*

**(9-10)** This course is a more intensive survey of the material covered in the college prep Biology course.

**(Meets CSU/UC “d” requirement; NCAA Approved)**

### Advanced Placement Biology

*Prerequisite: Cumulative GPA of 3.5 or higher and a “B” or better in Chemistry or Honors Chemistry or a passing score on a biology skills test and approval from the Science Department.*

**(10-12)** A course comparable to a first-year college course, designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Additional lectures, readings and research will be required.

**(Meets CSU/UC “d” requirement; NCAA Approved)**

### Chemistry in the Community

*Prerequisite: Recommended for all students who do not qualify for Chemistry or Honors Chemistry. Additionally, students must have earned a “C” or better in Algebra 1 (2nd Semester) or Algebra 1B (1st & 2nd semesters).*

**(10-11)** This course explores chemistry as it relates to household, local and global environments. It is a lab and project oriented course that explores chemistry concepts such as: atomic structures, states of matter, chemical reactions and energy.

**(Meets CSU/UC “d” requirement; NCAA Approved)**

## Chemistry

*Prerequisite: A cumulative GPA of 3.0 or higher and a "B" or better in Algebra 1 or concurrent enrollment in Algebra 2.*

**(10-11)** This course involves the study of matter and its properties and interactions. Students will learn the fundamentals of problem solving in chemistry. They will study atomic theory, chemical bonding, chemical reactions and energy, the concept of the mole, and stoichiometry.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## Honors Chemistry

*Prerequisite: 9th graders – Composite score of 88th percentile or higher on the Placement Exam and concurrent enrollment in Honors Geometry or higher Math course. 10th graders – an "A" in Honors Biology and an "A" in Algebra 1 both semesters.*

**(9-10)** This course is a more intensive survey of the material covered in the college prep Chemistry course.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## Advanced Placement Chemistry

*Prerequisite: A cumulative GPA of 3.5 or higher, a "B" or higher in Chemistry or Honors Chemistry, completion of a physics course, and completion of or concurrent enrollment in Precalculus.*

**(12)** This course is designed to be the equivalent of a first year college chemistry course. It requires extensive outside reading and preparation. This course offers an in-depth exploration of the fundamentals of chemistry, focusing primarily on competence in dealing with chemical problems and laboratory situations.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## Physics

*Prerequisite: "B" or higher in Algebra 2 or Honors Algebra 2 and a "C" or better in Chemistry or Honors Chemistry.*

**(11-12)** Physics is a quantitative laboratory science that deals with the fundamental concepts concerning matter, energy, space, time and their interrelationships. Specific areas of study will include mechanics, heat, sound, light, electricity, and magnetism, atomic and nuclear energy.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## Advanced Placement Physics 1: Algebra-based

*Prerequisite: A cumulative GPA of 3.5 or higher, completion of a Chemistry course, and "B" or better each semester of Precalculus (OR "A" each semester in Honors Algebra 2).*

**(11-12)** This course is the equivalent of the first semester of an introductory, algebra-based, college level physics course. It will include an exploration of topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific and critical thinking and reasoning skills.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## Advanced Placement Physics 2:Algebra-based

*Prerequisite: A cumulative GPA of 3.5 or higher and a "B" or better in AP Physics 1.*

**(12)** This course is the equivalent of the second semester of an introductory, algebra-based, college level physics course. It will include an exploration of topics such as electricity, magnetism, light and optics, fluids, thermodynamics, and topics in modern physics. Through inquiry-based learning, students will develop scientific and critical thinking and reasoning skills.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## Advanced Placement Physics C: Mechanics

*Prerequisite: Completion of/or concurrent enrollment in AP Calculus BC.*

**(12)** This course is designed to be the equivalent of a first-year, calculus based college physics course in mechanics. Students will acquire an in-depth understanding of the fundamentals of physics and its application to mechanics problems.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## Earth Science

*Prerequisite: Passing grade in Biology.*

**(10-12)** The essential goal of Earth Science is to provide students with the scientific principles, concepts, and methods to understand and interpret basic topics in geology, oceanography, meteorology, astronomy, seismology, and volcanology.

**(Meets CSU/UC "g" requirement; NCAA Approved)**

## Physiology

*Prerequisite: "C" or better in Biology and "C" or better in Chemistry, Chemistry in the Community, or Earth Science or Science department recommendation.*

**(10-12)** This course stresses the structure and functions of the human body. An anatomical overview of 10 body systems including the integumentary, muscular, skeletal, cardiovascular, lymphatic, urinary, respiratory, digestive, nervous and endocrine systems is combined with how those systems perform their required functions. In addition, specific terms will be used to designate location and position of anatomical areas. A general overview of body chemistry and cell physiology will preface an in-depth view of each body system.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## Advanced Placement Environmental Science

*Prerequisite: A cumulative GPA of 3.0 or higher, a "B" or better in Biology, both semesters and completion of a Chemistry course with a "C" or better in both semesters.*

**(11-12)** AP Environmental Science is designed to be the equivalent of a one-semester, introductory college class in environmental science. This class will prepare students to take the AP Environmental Science exam. The goal of the class is to provide students with the scientific principles, concepts and methodologies required to understand the inter-relationships 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 or preventing them.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## Introduction to Sports Medicine

*Prerequisite: Cumulative GPA of 2.5 and completion of an Earth Science or Chemistry course. Prerequisite may also be met by permission of instructor.*

**(11-12)** This course is designed to provide students with scientific and hands-on introduction into the field of Sports Medicine. This course will include topics such as: general health, first aid, CPR, structural and functional anatomy, taping and wrapping techniques and orthopedic assessment and treatment of many athletic injuries. This class will also require hours of outside of the classroom to work in the athletic training room, under the supervision of a Certified Athletic Trainer, to observe athletic injuries and treatment.

**(Meets CSU/UC "d" requirement)**

## Sports Medicine: Athletic Training

*Prerequisite: Intro to Sports Medicine or Anatomy & Physiology completed with a "B" average, or membership in the Sports Medicine Club with Mrs. Truax's signature for approval.*

**(11-12)** This one year course is designed to provide students with a hands-on introduction to the basics of first aid, CPR and orthopedic evaluation of injuries within the athletics population. Human anatomy and physiology or Intro to Sports Medicine must be completed before or simultaneously because this class will use that background knowledge as the basis for this class. This class will introduce the learning of orthopedic assessment of injuries, types of injuries, and what to do as a first responder to a medical emergency using multiple teaching strategies to address all forms of learning, but focusing on the hands on approach through practicum. Multiple laboratory activities are included to further aid in the learning process. Students from this class are encouraged to join the Sports Medicine Club and work as student athletic trainers after school to bring their new learned skills to life.

**(Meets CSU/UC "g" requirement)**

## IB Biology (SL/HL)

*Prerequisite: "B" or better in Chemistry and Biology OR C or better in Honors Biology and Honors Chemistry*

**(11-12)** Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## IB Physics (HL)

*Prerequisite: "B" or better in Honors Biology/Honors Chemistry, "A" or better in Biology/Chemistry, and concurrent enrollment in Precalculus or higher.*

**(11-12)** Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

**(Meets CSU/UC "d" requirement; NCAA Approved)**

## IB Environmental Systems & Societies (SL)

*Prerequisite: "C" or better in Biology/Honors Biology and "C" or better in Chemistry/Honors Chemistry*

**(11-12)** Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the IB individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

**(Meets CSU/UC "d" requirement)**

## PHYSICAL EDUCATION:

### Physical Education

*Pre-requisite: None*

**(9-12)** A course in which the student participates in various sport, physical and modified activities to provide positive social interaction along with physical fitness.

### Health (semester course)

*Prerequisite: None – required of all 9th graders*

**(9)** This course focuses on physical, social, emotional, and mental aspects of health. Students will explore the impact of physical activity and nutrition on one's health; mental health; the impact of various legal and illegal drugs and medications, tobacco, and alcohol on the body; infectious and noninfectious diseases.

### Introduction to Fitness Training

*Pre-requisite: None*

**(10-12)** This course is designed to give students the opportunity to learn weight training concepts and techniques to achieve high levels of fitness. Students will benefit from exposure to comprehensive weight training, cross training, technology in fitness, proper supplementation, and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and resources used to maintain quality fitness levels. The course will include lecture, activity sessions, assessments to ensure safety, and fitness program development.

**Additional ways of fulfilling the 10 unit Physical Education graduation requirement:**

- **5 units:** Completion of a season of competition on a Damien interscholastic sports team.
- **2 units:** Participation for a semester in the Damien Bowling Club.
- **5 units:** 8th period Marching Band course.

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## ENGINEERING & COMPUTER SCIENCE DEPARTMENT CHAIRPERSON: MRS. CHARITY MARICIC

### Introduction to Design (Project Lead the Way)

*Prerequisite: Completion of or concurrent enrollment in Geometry or Honors Geometry. \$25 Course Fee Required; No textbook is required; Notebook is included in the fee.*

**(9-12)** The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning.

**(Meets CSU/UC "f" requirement)**

### Principles of Engineering (Project Lead the Way)

*Prerequisite: Completion of a C or better in IED (Introduction to Engineering Design). \$25 Course Fee Required; No textbook is required; Notebook is included in the fee.*

**(10-12)** This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. The problems presented are seeking to engage and challenge while students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**(Meets CSU/UC "g" requirement)**

## Digital Electronics (Project Lead the Way)

*Prerequisite: A cumulative GPA of 3.5 or higher and "B" or better each semester in Pre-calculus (OR "A" each semester in Honors Algebra 2). Prerequisite may also be met by with a "C" or better in each semester of POE (Principles of Engineering). \$25 Course Fee Required; No textbook is required; Notebook is included in the fee.*

**(11-12)** This course of engineering provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

**(Meets CSU/UC "g" requirement)**

## Engineering Design and Development (Project Lead the Way Capstone Course)

*Prerequisite: : "B" or better in one of the following courses: Digital Electronics, AP Computer Science A, or AP Computer Science Principles. Prerequisite may also be met by permission of instructor. \$100 Course Fee Required; No textbook is required; notebook is included in the fee*

**(12)** Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process, ultimately presenting their solution to an outside panel of engineers. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science and technology. The EDD course provides an opportunity for students to apply all the skills and knowledge learned in previous Project Lead The Way courses including the use of 3D design software to develop and document design solutions to the problem their team has chosen. This course also engages students in time management, presentation and teamwork skills.

**(Meets CSU/UC "g" requirement)**

## COMPUTER SCIENCE:

### Introduction to Computer Science

*Prerequisite: "C" or better in Algebra 1 or Algebra 1B*

**(10-12)** This is an introductory class to computers and computer programming. Designed to be the student's first in-depth contact with computers. This class teaches programming and problem solving in the C++ language.

**Meets CSU/UC "g" requirement)**

### Computer Game Development

*Prerequisite: "C" or better in Algebra 1 or Algebra 1B*

2nd semester of the Intro to Computer Science/Computer Game Development sequence.

**(10-12)** This course is an introduction to the principles of interactive two-dimensional computer game development. Topics covered include, concepts in computer graphics, algorithms, software engineering, collision detection, random number generation and use input form the foundation from which student's complete projects.

**(Meets CSU/UC "g" requirement)**

### Advanced Placement Computer Science Principles (PLTW)

*Prerequisite: "B" or higher in both semesters of Geometry.*

**(10-12)** The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinkings skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. This course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and world.

**(Meets CSU/UC "g" requirement)**

### Advanced Placement Computer Science A

*Prerequisite: Cumulative GPA of 3.4 or higher and a "B" or better in Algebra 2 or a "C" or better in Honors Algebra 2.*

**(10-12)** This course offers an in-depth look at the design and implementation of software engineering within the Java programming language. An emphasis is placed on structured programming and object orientation.

**(Meets CSU/UC "g" requirements)**

### Advanced Computer Systems

*Prerequisite: Completion of Introduction to Computer Science or AP Computer Science A and approval of Mr. Maricic*

**(11-12)** Students in this course work on the design and maintenance of computer network systems, both from a hardware and software perspective. Additionally, students will be given the opportunity to work with Damien's IT department in order to see the practical application of the theories learned.

# SOCIAL SCIENCE

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## SOCIAL SCIENCE DEPARTMENT CHAIRPERSON: DR. MICHAEL WILLIAMS

### Speech

*Pre-requisite: None – Required of all freshmen not enrolled in Honors Introduction to Debate.*

(9) This course is a semester course, paired with the semester Health course. Emphasis will be placed on the importance of public speaking in the classroom, inter-personal occasions, professional settings and social advocacy. Class instruction will focus on preparing the student for high school and college academic presentations. This will include: the role of communication in daily life, communication models, speech structures and delivery styles. After the completion of this course, the student should be able to research, organize, write and deliver several different types of speeches. Finally, this introductory high school course is designed to give students the opportunities to gain poise, develop personal interests, and share responsibilities for group projects.

### Honors Introduction to Debate

*Pre-requisite: A composite score of 70 or higher on the Placement Exam.*

(9) This class is an Honors level course which will provide students with numerous opportunities to practice basic research skills, engage in critical reading exercises, interpret data and maps, frame questions about the material under review, debate the merits of various viewpoints, and communicate one's thoughts in the form of affirming or negating a proposed policy resolution. Additionally, the course will address a variety of study skills. This course is required for any student who wishes to participate in the Damien Debate program.

### Modern World History

*Pre-requisite: None – Required of all sophomores not enrolled in Advanced Placement European History.*

(10) A survey of World History from 1300 to the present. Students will compare and contrast the major cultural, economic, political, and social developments within and between various regions of the world. Particular attention will be paid to the transformative nature of European Imperialism on both the West and other world cultures.  
**(Meets CSU/UC "a" requirement; NCAA Approved)**

### Advanced Placement European History

*Prerequisite: Cumulative GPA of 3.6 or higher or permission of department chair.*

(10) A study of Western Civilization from 1450 to the present. Through lectures, discussions and readings, the student will develop critical analytical skills necessary for college level work. Success in the course depends on student interest and ability to keep pace with the required reading.  
**(Meets CSU/UC "a" requirement; NCAA Approved)**

### United States History

*Pre-requisite: None – Required of all juniors not enrolled in Advanced Placement United States History or IB History of the Americas (HL Year-1)*

(11) A survey of American history from the Colonial Era to the present, with added emphasis, during the second semester, placed on the events of the twentieth century.  
**(Meets CSU/UC "a" requirement; NCAA Approved)**

### Advanced Placement United States History

*Prerequisite: "A" or "B" in AP European History or an "A" in Modern World History or permission of department chair.*

(11) A year long course of in-depth study into economic, cultural, political a social influences which have shaped the United States. The course is designed to provide students with the appropriate interest and ability, the opportunity to undertake an intense and critical investigation of American institutions from the Colonial Era to the present.  
**(Meets CSU/UC "a" requirement; NCAA Approved)**

### United States Government & Economics

*Pre-requisite: None – Required of all seniors not enrolled in AP Government/AP Economics or enrolled in the IB Diploma Program.*

(12) The 1st semester of this year-long course is a survey of the political institutions and processes of American Government. The 2nd semester of this year-long course is a survey of microeconomics, macroeconomics, and international economics. Both courses will introduce students debates over public policy in the economic and political realms.  
**(Government meets the CSU/UC "a" requirement while Economics satisfies the CSU/UC "g" requirement; NCAA Approved)**

### Advanced Placement Government & Politics: U.S. / AP Macroeconomics

*Prerequisite: Cumulative GPA of 3.4 or higher.*

(12) This is a year-long courses that utilizes tandem scheduling to cover the American system of governance in addition to providing an introductory survey of the basic concepts of macro-economics. Both topics are designed to be equivalent to most college level introductory courses in scope, methodology and rigor.  
**(Government meets the CSU/UC "a" requirement while Economics satisfies the CSU/UC "g" requirement; NCAA Approved)**

## IB History Route 2: History of the Americas (HL Year 1)

*Prerequisite: B or better in World History or C or better in AP European History*

**(11-12)** The IB Diploma Programme higher level history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures. **\*\*\*Required for Full Diploma Candidates**

**(Meets CSU/UC "a" requirement)**

*Note: SL recommended for international students. HL recommended for all others.*

## IB History SL / IB History of the Americas (HL Year 2)

*Prerequisite - "B" or better in US History, "C" or better in AP US History, OR "C" or better in IB History of the Americas (IB History HL1).*

**(11-12)** The IB Diploma Program standard level history course focuses on 20th century world history with the in-depth study of three historical case-studies. Through the analysis of these 20th century topics, this course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

**Required of Full Diploma candidates and students completing the HL history curriculum.**

**(Meets CSU/UC "a" requirement; Only HL Year 2 is NCAA Approved)**

## SOCIAL SCIENCE ELECTIVES

### Debate

*Prerequisites: "A" in Honors Freshman Seminar & permission of Debate Coach*

**(10)** A course in developing forensic skills is provided at each grade level. Debate and individual events will be studied. It is assumed that all students will be participating in interscholastic forensic activities as part of their course involvement. A considerable commitment of time after school is required.

### Advanced Debate

*Prerequisites: Permission of Debate Coach.*

**(11-12)** A course in developing forensic skills is provided at each grade level. Debate and individual events will be studied. It is assumed that all students will be participating in interscholastic forensic activities as part of their course involvement. A considerable commitment of time to after school is required.

**(Meets CSU/UC "g" requirement)**

### Advanced Placement Human Geography

*Prerequisite: Cumulative GPA of 3.2 or higher.*

**(10-12)** This course is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alterations of the Earth's surface. The course is structured to address human geography's seven core topics: the nature of geography, population, cultural patterns and processes, the political organization of space, agriculture and rural land use, industrial and economic development, and cities and urban land use.

**(Meets CSU/UC "a" requirement; NCAA Approved)**

### Advanced Placement Psychology

*Prerequisite: Cumulative GPA of 3.4 or higher for 10th graders, 3.2 or higher for 11th & 12th graders.*

**(10-12)** A systematic introduction to the study of the behavioral and mental processes of both human beings and of other animals. Students are exposed to the psychological principles and phenomenon associated with the major subfields within the discipline. Students will study the methods used in professional research and practice.

**(Meets CSU/UC "g" requirement; NCAA Approved)**

### Advanced Placement Government: Comparative

*Prerequisite: Cumulative GPA of 3.2 or higher.*

**(11-12)** This is a year-long course that explores the differences and similarities between various types of political systems from an array of perspectives. We will explore the types of executives, legislatures, and judiciary systems found in a variety of authoritarian and democratic regimes from antiquity to the present. The impact of the citizen, either individually or as part of a collective group (electoral systems, interest groups, mobs, political parties, etc...) play in authoritarian and democratic regimes will be addressed as well. The nature of public policy within different systems of governance will be examined in light of the formal and informal structures of power, political culture, and economic development. Particular attention will be paid to the systems of governance found in China, Great Britain, Iran, Mexico, Nigeria, and Russia as well as the German and Indian systems.

**(U.S. meets the CSU/UC "a" requirement while Comparative satisfies the CSU/UC "g" requirement; NCAA Approved)**

## Advanced Placement Economics: Microeconomics

*Prerequisite: Cumulative GPA of 3.2 or higher and concurrent enrollment in Alg 2 or higher.*

**(12)** A year-long survey of the core concepts of microeconomics. This course will integrate a number of case studies from the business world to illustrate how microeconomic concepts can be found in the business world on a daily basis at level of an individual firm or at the level of an industry. This course is designed to be the equivalent of a college-level Microeconomics course in scope, methodology, and rigor.

**(Meets CSU/UC "g" requirement; NCAA Approved)**

## IB Psychology (SL)

*Prerequisite: B or better in World History OR C or better in AP European History*

**(11-12)** The IB Diploma Program standard level psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

**(Meets CSU/UC "g" requirement; NCAA Approved)**

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## THEOLOGY DEPARTMENT CHAIRPERSON: MR. GARY SULLIVAN

### Theology I

*Prerequisite: None – required of all 9th graders*

**(9)** 1st Semester: This is the 1st course of the Religious Curriculum Framework designed by the United States Conference of Catholic Bishops. The purpose of this course is to introduce students to the Biblical Sources of Christianity and to explore the revelation of Jesus Christ in Scripture.

**(9)** 2nd Semester: This is the 2nd course of the Religious Curriculum Framework designed by the United States Conference of Catholic Bishops. "Who is Jesus Christ?" is the primary question under review in this course. To answer this question, students will focus on the theme Jesus of History / Christ of Faith.

### Theology II

*Prerequisite: None – required of all 10th graders*

**(10)** 1st Semester: This is the 3rd course of the Religious Curriculum Framework designed by the United States Conference of Catholic Bishops. This course focuses on the theme of the mission of Jesus Christ. Particular attention will be paid to the concepts of sacrifice, atonement, and redemption in Catholic Theology as expressed in "The Paschal Mystery".

**(10)** 2nd Semester: This is the 4th course of the Religious Curriculum Framework designed by the United States Conference of Catholic Bishops. This course focuses on how Christ's mission is continued through the Church, Students will address the concept of Ecclesiology as they examine the role of the Church as both a faith community and social institution.

### Theology III

*Prerequisite: None – required of all 11th graders*

**(11)** 1st Semester: This is the 5th course of the Religious Curriculum Framework designed by the United States Conference of Catholic Bishops The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

**(11)** 2nd Semester: Moral Theology - This is the 6th course of the Religious Curriculum Framework designed by the United States Conference of Catholic Bishops. This course focuses on the development of virtue and character. The course enables the student to see moral questions as limitless opportunities for personal growth. The course proposes the question, "What kind of person am I becoming and what kind of person do I want to become?" It answers by offering a Christian vision centered on Jesus as the model of full humanness.

### Theology IV – 1st Semester: Vocations & Christian Lifestyles

*Prerequisite: None – Required of all 12th graders not enrolled in Christian Leadership*

**(12)** This course will help students to understand the vocations of life: how Christ calls us to live. In this course, students should learn how all vocations are similar and how they differ. The course should be structured around married life, single life, priestly life, and consecrated life. Students should learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

## Theology IV – 2nd Semester Electives: Comparative Religions

*Prerequisite: None*

**(12)** This course will help the students understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God’s Revelation, the course is intended to help students to recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions.

**(Meets CSU/UC “g” requirements; NCAA Approved)**

## Social Justice

*Prerequisite: None*

**(12)** The purpose of this course is to introduce students to the Church’s social teaching. In this course, students are to learn how Christ’s concern for others, especially the poor and needy, is present today in the Church’s social teaching and mission.

**(Meets CSU/UC “g” requirements)**

## History of the Catholic Church

*Prerequisite: None*

**(12)** This course will supply the students with a general knowledge of the Church’s history from apostolic times to the present. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him throughout history through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today and, as such, has both divine and human elements. In this course, students will learn about the Church’s 2,000 years of history and about how the Church is led and governed by the successors of the Apostles.

## Christian Leadership

*Prerequisite: Application process / Permission of Campus Minister*

**(12)** This senior leadership class is intended to help students prepare for their future roles as leaders in the community, representing the best of Damien High School. The class is also intended to assist the student in living out the Gospel challenge of being “men for others” in the spirit of St. Damien of Molokai. Working in conjunction with Campus Ministry, this class is responsible for preparing all school retreats, liturgies, and para-liturgies. The class also works in close collaboration with the Christian Service program in implementing service opportunities for the Damien community and the Counseling program in running the Big Brother-Little Brother mentoring program. To be considered for the class, participants must submit their application to the Campus Minister and be interviewed prior to their acceptance.

## IB World Religions (SL)

*Prerequisite: B or better in World History or C or better in AP European History*

**(11-12)** The IB DP world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

**(Meets CSU/UC “g” requirement; NCAA Approved)**

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## VISUAL & PERFORMING ARTS DEPARTEMENT CHAIRPERSON: MR. RON CASTILLO

### VISUAL ARTS OFFERINGS

#### Visual Art and Design

*Prerequisite: None* **\$40 Course Fee Required**

**(9-12)** An introductory course designed to fully engage students in the study and participation of multiple branches of the Visual Arts. Students will also be introduced to Art history, formal art analysis, and art criticism. During this course, students will study and apply the principles and elements of design in order to become educated observers and successful visual communicators. Using various mediums and methods students will use the creative process to complete assigned projects engineered to encourage self-discipline, innovation, problem solving, creative thinking, and cultural appreciation.

**(Meets CSU/UC “f” requirement)**

#### Advanced Art and Design

*Prerequisite: “C” or better in Visual Art and Design or Photography.* **\$40 Course Fee Required**

**(10-12)** Students will develop techniques and skills related to the practice of drawing and painting. Course activities will place an emphasis on contemporary art through the use various advanced mediums including oil and acrylic paint, charcoal, and ink. Course activities will focus on technical aspects of drawing: line, value and form, in addition to those of painting; preparation of canvas, mixing of colors, texture, layering and impasto. Completion of this course will serve as a prerequisite for all advanced visual art courses including AP Studio Art and IB Art.

**(Meets CSU/UC “f” requirement)**

# VISUAL ARTS / MUSIC

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## Photography

*Prerequisite:* None. **\$40 Course Fee Required. DSLR or point & shoot camera required. (Digital cellular phone cameras are not acceptable.)**

**(9-12)** This is an introductory course in the study and utilization of digital photography as a medium of creative expression and visual communication. Students will develop a technical understanding of using a digital camera and apply this knowledge to create specific image results. Using digital image manipulation software, students will learn to design images to evoke specific messages, moods, or results. Students will study the history of photography, photographic artists, principles of design, color theory, and composition to create powerful and significant images. Students will use the knowledge of using a digital camera, digital image manipulation software, and the creative process to complete assigned projects engineered to encourage self-discipline, innovation, problem solving, creative thinking, and cultural appreciation.

**(Meets CSU/UC "f" requirement)**

## Advanced Placement Art History

*Prerequisite:* Cumulative GPA of 3.5 or higher.

**(10-12)** This course is designed to introduce students to the understanding and enjoyment of works of art. Students are introduced with Western Art, beginning with prehistoric art and ending with art of the twentieth century. Non-Western art will be presented to provide a cultural diverse aesthetic appreciation. This course requires a high degree of commitment to academic work.

**(Meets CSU/UC "f" requirement)**

## Advanced Placement Studio Art (Drawing)

*Prerequisite:* "B" or better in Advanced Art or permission of instructor. **\$40 Course Fee Required**

**(11-12)** This course is designed to prepare students for the College Board A.P. Evaluation. Studio Art emphasizes a specialization in drawing, design, and three-dimensional art. Portfolio required.

**(Meets CSU/UC "f" requirement)**

## Advanced Placement Studio Art: 2D

*Prerequisite:* "B" or higher in Advanced Art or permission of instructor. **\$40 Course Fee Required**

**(11-12)** This course is designed to prepare students for the College Board A.P. Evaluation. Studio Art 2-D Drawing emphasizes a specialization in drawing, design, and two-dimensional art. Portfolio required.

**(Meets CSU/UC "f" requirement)**

## Advanced Placement Studio Art: 3D

*Prerequisite:* "B" or higher in Advanced Art or permission of instructor. **\$40 Course Fee Required**

**(11-12)** This course is designed to prepare students for the College Board A.P. Evaluation. Studio Art emphasizes a specialization in drawing, design, and three-dimensional art. Portfolio required.

**(Meets CSU/UC "f" requirement)**

## IB Visual Arts (SL/HL)

*Prerequisite:* "B" or better in Visual Art & Design or other beginning level design course. Second year IB Visual Arts courses require a "C" or better in IB Visual Arts

*Year 1.* **\$40 Course Fee Required**

**(11-12)** The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

**(Meets CSU/UC "f" requirement)**

## MUSIC OFFERINGS

### Beginning Band

*Prerequisite:* None. May require an instrument monthly rental cost if instrument desired is not available to borrow.

**(9-12)** This course is designed to develop musical performance skills for the novice musician. First semester focuses on rhythm development by means of performance on a variety of percussion instruments. Second semester focuses on tone production and pitch by means of performance on a variety of wind instruments.

**(Meets CSU/UC "f" requirement)**

### Jazz Band

*Prerequisite:* Students wanting to join the Jazz program should contact instructor as early as possible, Matt Ray (ray@damien-hs.edu). **\$40 Course Fee Required**

**(9-12)** Instrumental performance/lecture course open to all students with prior or no musical experience. The Jazz Band will participate in instrumental performances at various events throughout the school year. Additional rehearsals may be held after school, no more than once a week. Students will perform music from various styles including swing, blues, Latin jazz, rock/ska, funk, and brass band. Students will be selected via audition and/or interview with instructor. Performances include local concerts and festivals. Attendance in after school rehearsals required. May be repeated for credit.

**(Meets CSU/UC "f" requirement)**

## Spartan Regiment (Marching Band: 1st Sem. course – after school; Drumline & Color Guard: 2nd Sem. course – after school)

*Prerequisite:* Students must be a member of the Damien Spartan Regiment. **\$550 Course Fee Required per semester**

Spartan Regiment members are required to attend instrumental performances at various events throughout the year. Rehearsals are held after school and weekends (8 hours per week). Activities include home football games, tournaments, parades, and other trips. Open to all students upon teacher approval. Sports conflicts will be resolved with the teacher. Students will receive (5) Physical Education credits for participation in Marching Band or Drum Line (maximum of 5 units per year)

## Percussion Ensemble

*Prerequisite:* Audition. **No class fees. 2nd semester fee of \$250 if continued as after school program.**

**(9-12)** Students wanting to join the music program should contact Mr. Curci as early as possible (curci@damien-hs.edu ). All students must enroll in the 1st Semester Marching Band course (see Marching Band course description for more details) and participate in the 2nd Semester Indoor Drumline. May be repeated for credit.

Instrumental performance/lecture course open to all students with prior or no musical experience. Percussion instruction will include: marching percussion, concert percussion, drum set, bass guitar, rhythm guitar, and auxiliary percussion. After school rehearsals, performances and other trips are required.

**(Meets CSU/UC “f” requirement)**

## Music Theory

*Prerequisite:* None

**(9-12)** Music Theory takes a practical approach to the fundamental elements of music. Students will learn to enjoy music more fully by gaining an understanding of how music is constructed (rhythms, pitch, scales, chords, keys, ect.). Having gained this knowledge, the students will be prepared to compose music through melody, harmony, and chord progressions.

**(Meets CSU/UC “f” requirement)**

## Music Appreciation

*Prerequisite:* None

**(9-12)** Lecture course designed to introduce students to the elements and history of music. Exploring the music of the past, present and future, students will relate commercial music to classical music and appreciate the musical culture of different places and times. Videos, audio and live concert performances will enhance the musical experience.

**(Meets CSU/UC “f” requirement)**

## CINEMATIC ARTS AND THEATRE ARTS OFFERINGS

### Cinematic Arts I

*Prerequisite:* None **\$40 Course Fee Required**

**(9-12)** Students will learn the basics of the Cinematic Arts process and the role of the Cinematic Arts as a visual medium of communication. To this end, students will learn the technical side of Cinematic Arts (video camera and how to frame shots for desired effects, sound equipment and the role of audio production in the creation of cinematic works, the use of Final Cut Pro to implement basic editing principles) as well as the communications / message element in terms of dealing with storyboards and written scripts. The course will conclude with students actively engage in filming pre-existing written scripts and/or storyboards.

**(Meets CSU/UC “f” requirement)**

### Cinematic Arts II

*Prerequisite:* Semester grades of A or B in Cinematic Arts I, permission of the instructor. **\$40 Course Fee Required**

**(10-12)** A continuation of Cinematic Arts I; students will continue to work on developing more sophisticated techniques and producing more advanced projects.

**(CSU/UC approval pending)**

### Theatre Arts I

*Prerequisite:* None

**(9-12)** This course exposes students to the various elements of Theatre. Students will be introduced to the craft of acting through the performance of improvisation, pantomime and mime, monologues, scenes, and ensemble projects. The fundamental elements of staging a play (set design, lighting and sound, costuming, makeup, and the role of the director/producer) will be addressed. Lastly, students will gain an understanding of the history of theatre as well as the varieties of drama.

**(Meets CSU/UC “f” requirement)**

### Theatre Arts II

*Prerequisite:* “B” or better in Theatre Arts 1

**(10-12)** This course is recommended for students interested in improving their acting skills. Students develop their acting and character development techniques through scene, monologue and ensemble work. Students also explore classical styles and work together on either an original or published one act play.

**(CSU/UC approval pending)**

# WORLD LANGUAGES

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## WORLD LANGUAGES DEPARTMENT CHAIRPERSON: MR. JIM O'BRIEN

### Chinese 1

*Prerequisite: None*

**(9-12)** Major emphasis is placed on developing the student's ability to understand the spoken Mandarin Chinese language. Students are exposed to some of the culture, geography and history of the Chinese people.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

### Chinese 2

*Prerequisite: Minimum grade of "C" Chinese 1.*

**(10-12)** This course is designed to assist students in their continuing introduction to the Chinese language and culture. Emphasis placed on character reading and writing by use of independent self study with guidance.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

### Chinese 3

*Prerequisite: Minimum grade of "C" or better in Chinese 2.*

**(11-12)** Major emphasis is placed on the student's ability to express himself in oral and written forms on a limited number of literary works suited to his skill. Stress is also placed on the student's ability to read and understand such literary works.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

### French 1

*Prerequisite: None*

**(9-12)** Major emphasis is placed on developing the student's ability to understand spoken French. Great stress is placed on correct pronunciation. The students are provided with limited facility in each of the four skills of language learning: listening, reading, speaking and writing.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

### French 2

*Prerequisite: Minimum grade of "C" in French 1.*

**(10-12)** In French 2, students emphasize the oral approach. In addition, the concepts of grammar studied on the first level are reviewed, reinforced and expanded. Conversations, dialogues and drills are more expanded. We continue to deepen our study of French culture, geography and history.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

### French 3

*Prerequisite: Minimum grade of "C" in French 2.*

**(11-12)** Students study a number of literary works which represent the French-speaking world as well as various regions of France. The course is designed to integrate the maturing language skills of the students with a growing understanding of the French speaking world. The course also presents a systematic review of the basic grammar of French together with intensive language practice to increase the student's ability to handle everyday situations in French.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

### Advanced Placement French Language & Culture

*Prerequisites: "B" or better in French 3 or permission of instructor*

**(11-12)** This course is designed for serious students who wish to continue their study of French on the college level. The advanced curriculum will entail more detailed analysis of French structures and grammatical elements. Conversation skills, vocabulary development and more varied French idioms will be emphasized. Students will be required to do additional literary readings and analysis of these works.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

### German 1

*Prerequisite: None*

**(9-12)** An introductory course which emphasizes the audio-lingual approach in language learning in connection with basic concepts of grammar and sentence structure. We also expose the students to some of the culture, geography and history of German-speaking countries.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

## German 2

*Prerequisite: Minimum grade of "C" in German 1.*

**(10-12)** In German 2, we again emphasize the oral approach. In addition, the concepts of grammar studied in the first level are reviewed, reinforced and expanded. Conversations, dialogues, and drills are more advanced. We continue to deepen our study of German culture, geography and history.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

## German 3

*Prerequisite: Minimum grade of "C" in German 2.*

**(11-12)** Students study a number of literary works which represent the German speaking world as well as various regions of Germany. The course is designed to integrate the maturing language skills of the students with a growing understanding of the German language.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

## Advanced Placement German Language & Culture

*Prerequisites: "B" or higher in German 3.*

**(11-12)** This course is designed for serious students who wish to continue their study of German on the college level. The advanced curriculum will entail more detailed analysis of German structures and grammatical elements. Conversation skills, vocabulary development and more varied German idioms will be emphasized. Students will be required to do additional literary readings and analysis of these works.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

## Spanish 1A

*Prerequisite: Strongly recommended for students with an HSPT Composite score at the 23rd percentile or below.*

**(9)** This year-long course is equivalent to the 1st semester of Spanish 1.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

## Spanish 1B

*Prerequisite: Completion of Spanish 1A with a passing grade.*

**(10)** This course is equivalent to the 2nd semester of Spanish 1. Colleges will consider Spanish 1A and Spanish 1B as equivalent to Spanish 1.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

## Spanish 1

*Prerequisite: None*

**(9-12)** Major emphasis is placed on developing the student's ability to understand spoken Spanish. Great stress is placed on correct pronunciation. The students are provided with limited facility in each of the four skills of language learning: listening, reading, speaking and writing.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

## Native Speakers Spanish 1

*Prerequisite: None*

**(9-12)** This class is designed for native Spanish speakers, conducted at an accelerated pace, exclusively in Spanish, and is for students who have studied the Spanish language intensively in junior high or know and use Spanish at home and in the community. Students expand and develop vocabulary by conversing, reading short stories, poems, and literary articles, and by writing journals, letters, and essays. Students learn to compare, contrast, explain, and support ideas using the appropriate terminology through presentations, essays and debates. Students who successfully complete Native Speakers 1 and 2 have the opportunity of taking the AP Spanish Language and Culture course and AP Spanish Literature or IB Spanish B (HL) in their junior and senior years.

**(CSU/UC approval pending / NCAA approval pending)**

## Spanish 2

*Prerequisite: Minimum grade of "C" in Spanish 1.*

**(10-12)** Emphasis is placed on developing a keener understanding of structure, grammar and dialogue.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

# WORLD LANGUAGES

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## Native Speakers Spanish 2

*Prerequisite: "C" or better in Native Speakers Spanish I or approval by the Department Chair.*

**(9-12)** This class is designed for native Spanish speakers, conducted at an accelerated pace, exclusively in Spanish, and is for students who have studied the Spanish language intensively in junior high or know and use Spanish at home and in the community. Students expand and develop vocabulary by conversing, reading short stories, poems, and literary articles, and by writing journals, letters, and essays. Students learn to compare, contrast, explain, and support ideas using the appropriate terminology through presentations, essays and debates.

Students who successfully complete Native Speakers 1 and 2 have the opportunity of taking the AP Spanish Language and Culture course and AP Spanish Literature or IB Spanish B (HL) in their junior and senior years.

**(CSU/UC approval pending / NCAA approval pending)**

## Spanish 3

*Prerequisite: Minimum grade of "C" in Spanish 2.*

**(11-12)** Major emphasis is placed on the student's ability to express him in oral and written forms on a limited number of literary works suited to his skill. Stress is also placed on the student's ability to read and understand such literary works.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

## Advanced Placement Spanish Language & Culture

*Prerequisite: "B" or better in Spanish 3.*

**(11-12)** Course material will be presented at the college level. The advanced curriculum will entail a more detailed analysis of Spanish structure and grammatical elements. Conversation skills, vocabulary development and more varied Spanish idioms will be emphasized.

**(Meets CSU/UC "e" requirement; NCAA Approved)**

## Advanced Placement Spanish Literature

*Prerequisite: "C" or better in AP Spanish Language & Culture or permission of the instructor.*

**(12)** The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

**(CSU/UC approval pending / NCAA approval pending)**

## IB Language B (SL): Spanish, French, German, & Mandarin

*Prerequisite: C or better in 2nd year world language course; "C" or better in IB Spanish for students registering for Spanish HL.*

**(11-12)** The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language B that is studied. HL Language B requires textual analysis of two literary works in the target language.

**(Meets CSU/UC "e" requirement)**

## IB Language B (HL): Spanish

*Prerequisite: C or better in 2nd year world language course; "C" or better in IB Spanish for students registering for Spanish HL.*

**(11-12)** The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language B that is studied. HL Language B requires textual analysis of two literary works in the target language.

**(Meets CSU/UC "e" requirement)**

## IB Language ab initio

### **(SL—online option only for Spanish, French, and Mandarin)**

*The online option for Language ab initio is intended for full DP candidates who require greater scheduling flexibility in order to continue participation in Debate, Music, or PLTW programs. Additional fee required to take online class.*

*Prerequisite: must not have prior experience with the language chosen to study ab initio. These are courses that begin a language from the beginning.*

**(11-12)** The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

**(Meets CSU/UC "e" requirement)**

Similar to AP, IB courses are designed to challenge students at the college-level. Taken over two years, IB courses emphasize the development of academic skills and personal qualities (identified below in the IB Learner Profile), along with the content knowledge necessary for success in higher education and life beyond.

## The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## The IB Learner Profile

- **INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **PRINCIPILED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people. Everywhere. We take responsibility for our actions and their consequences.
- **OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **BALANCED:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **REFLECTIVE:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## The Diploma Programme Curriculum

### CERTIFICATE COURSES

Students may take one or more IBDP courses “a la carte,” without pursuing the Full Diploma. These are taken as “certificate” courses and success on global summative assessments may possibly earn college credit or recognition, depending on course, assessment score, and university policy. HL certificate courses earn more university recognition than SL courses, but in addition to the score achieved, much depends on the courses taken and the university students attend (just like AP).

### FULL DIPLOMA CURRICULUM

Students who complete the full diploma program successfully (described below) can earn significant recognition from universities across the globe. This is a two-year, “college level” educational program to be taken over junior and senior years.

The full Diploma Programme curriculum is made up of the DP core and six subject groups.

With three required components, the DP core aims to broaden students’ educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- **Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The **extended essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, activity, service**, in which students complete a project related to those three concepts.

# INTERNATIONAL BACCALAUREATE® (IB) DIPLOMA PROGRAMME

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The six subject groups are:

- **Studies in language and literature**
- **Language acquisition**
- **Individuals and societies**
- **Sciences**
- **Mathematics**
- **The arts**

*Note: Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.*

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects require a minimum of 150 teaching hours while higher level courses require a minimum of 240 teaching hours. While all IB DP SL and HL courses are meant to be two-year learning experiences, the IB allows for no more than two SL courses to be taken over one year. For this to work, a dozen X-Periods will be utilized over each of the two years of the DP to ensure the minimum number of teaching hours will be met for one-year SL courses.

## IB COURSES

### AREA 1: LANGUAGE AND LITERATURE

English Language and Literature (HL)

### AREA 2: LANGUAGE ACQUISITION

Language B (SL): Spanish, French, German, & Mandarin

Language B (HL): Spanish

Language ab initio: (SL—online option only for Spanish, French, and Mandarin)

### AREA 3: INDIVIDUALS AND SOCIETIES

History Route 2: History of the Americas (HL)

IB History SL (HL Year 2)

### AREA 4: SCIENCES

Biology (SL/HL)

IB Physics (HL)

IB Environmental Systems & Societies (SL)

### AREA 5: MATHEMATICS

Mathematics (HL)

Mathematics (SL)

Mathematical Studies (SL)

### AREA 6: ARTS

Visual Arts (SL/HL)

### AREA 3: INDIVIDUALS AND SOCIETIES (ADDITIONAL OPTIONS)

*In lieu of a course in area six, The Arts, students may select from one of the following two options in Area 3: Individuals and Societies. Each of these courses can be taken as a "certificate" class as well.*

Psychology (SL)

World Religions (SL)

## THE CORE

### Theory of Knowledge (TOK)

**\*\*\*Required for all full-diploma candidates**

*Prerequisite: Full-diploma candidates OR students willing to take Government and Economics according to the schedule noted below.*

*This structure will help full DP candidates meet graduation requirements without taking Government and Economics in summer school.*

- Year 1 First Semester: Government
- Year 1 Second Semester: TOK
- Year 2 First Semester: TOK
- Year 2 Second Semester: Economics

The interdisciplinary theory of knowledge course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of what they encounter. Its core content focuses on questions such as the following:

- What counts as knowledge?
- How does it grow?
- What are its limits?
- Who owns knowledge?
- What is the value of knowledge?
- What are the implications of having, or not having, knowledge?

Theory of knowledge activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Program subjects, in creativity, action, service experience or in extended essay research; distinctions between different kinds of knowledge may be clarified.

**(Meets CSU/UC "g" requirement)**

	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Theology (4 Years)</b>				
<b>Mathematics (4 Years)</b>				
<b>English (4 Years)</b>				
<b>Social Science (3.5 Years)</b>				
<b>Science (3 Years)</b>				
<b>World Languages (2 Years) or Elective</b>				
<b>Visual &amp; Performing Arts (3.5 Years) or Elective</b>				
<b>Health (1 sem.) P.E. (1 year) or Elective</b>				



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