

2022-2023
CURRICULUM

guide



Santa Catalina School



OUR ACADEMIC PROGRAM

is designed to expand your mind and inspire your curiosity and desire for lifelong learning.

Philosophy

Grounded in the Catholic faith, Santa Catalina is enriched by the diversity of socioeconomic, religious, geographic, and cultural backgrounds represented by our students and faculty. Our course of studies is college preparatory and established in the classical tradition of the arts and sciences, enhanced by vigorous programs in the fine and performing arts, athletics, and extracurricular activities.

Our curriculum is designed and implemented with the belief that students learn best when they are provided with a multi-faceted learning environment that engages them both inside and outside of the classroom, promotes relationships with peers and teachers, develops self-advocacy skills, and includes a balance of independent, experiential, and collaborative assignments. Whether discussing the life of a biological cell or American foreign trade, our faculty encourage students to think for themselves, to ask questions, and to find answers. The classroom has no confines. Learning happens at the beach, on the sprawling front lawn, in the science lab, in the dining room, on the playing field, and in the dorms. This environment ultimately leads to graduates who are able to act and lead confidently with grace, courage, and compassion.

The All-Girls Difference

In the classrooms, on the athletic field, and in Study Hall, the all-girls community brings out the best in each Santa Catalina student. Every student feels comfortable and confident sharing her ideas and contributing to the community, and what she accomplishes and how she lives out her beliefs matter more than what she wears to school. Here, school is about achievement and learning, helping girls to build confidence in their own abilities while establishing relationships with peers and mentors that are built on mutual respect. At Santa Catalina, all the doers and leaders are girls. Seeing fellow women in positions of responsibility inspires confidence and shows our students that they can step up and lead in every capacity. It is for these reasons that the all-girls environment at Santa Catalina is ideal for young women to build confidence, leadership skills, and strong, healthy relationships with other girls.

Special Programs

ADVANCED TOPICS (AT) COURSES

Whether it be in the sciences or the humanities, Santa Catalina students are constantly going well beyond the standards of typical high school courses to follow their passions. It was in an effort to recognize and support these students that Santa Catalina's Advanced Topics (AT) courses were first created. Similar to Advanced Placement (AP) courses, AT courses are UC Honors certified and come with a grade adjustment that recognizes the high level of the course work being completed. However, unlike AP courses, AT courses are not required to follow a standardized curriculum approved by the College Board. They are instead inspired by the passions of Santa Catalina students and are designed and implemented based on the ever-expanding capacities, and critical pedagogical judgment of our expert faculty. As AT courses are unique to Santa Catalina and do not follow a national curriculum, they allow faculty to create courses that nurture student interests, and they provide students with the opportunity to delve into an academic field in a manner that most do not experience until college. By recognizing and encouraging the passions of students in this way, AT courses allow for a more meaningful and impactful learning experience.

Similar to our Honors and AP classes, entry into an AT course is not automatic. Previous grades, test scores, and teacher recommendations are all taken into consideration. All requests for Honors, AP, and AT courses are reviewed by the respective department chair first, and then by the Interim Head of Upper School.

VISUAL & PERFORMING ARTS CERTIFICATE PROGRAMS

Santa Catalina is deeply committed to the arts, and our programs and offerings are meant to inspire students to explore their passions, develop their strengths, and to share their talents with their classmates, teammates, and the greater community. With this in mind, our certificate programs in the visual and performing arts guide students through a comprehensive, multi-year course of study that expands as well as refines each student's artistic repertoire. Not only does each student develop a portfolio of work that can be used for college admissions and future interviews, but both

certificate programs also culminate with a senior showcase consisting of either a live performance or gallery exhibition. These performances and events not only provide students with rewarding opportunities to showcase their work; they also richly enhance the overall community life at Santa Catalina. Individual visual and performing arts courses can be viewed in the Art Department and the Theatre Department sections.

CERTIFICATE IN GLOBAL LEADERSHIP

The Certificate in Global Leadership provides students learning opportunities beyond Santa Catalina's graduation requirements to develop deeper global competence and international leadership skills. The program, which begins in the sophomore year, takes an interdisciplinary approach and includes required academic coursework, travel abroad with an experiential education component, service, and reflection. The purpose of the program is to develop students' knowledge, skills, and empathic orientation so they can be diplomatic leaders and ethical, globally minded change-makers. Students in the program pursue academic coursework beyond the requirements for graduation, including completing a level 4 or Advanced Placement (AP) world language and culture course, a statistics or advanced mathematics course, a world religions course, a world history course, an Advanced Topics (AT) history seminar, and multiple global leadership micro-courses focusing on global citizenship, intercultural competence, democracy, and diplomacy.

JOURNEY

Journey, Santa Catalina's co-curricular, advising program, encompasses a weekly advising session as well as triannual Journey Days, which offer deeper "dives" into topics of community interest through presentations by visiting speakers, films, and discussion groups. Journey ensures a smooth transition into Santa Catalina for new students, teaches students essential life skills, promotes their growth as leaders, and helps them to seek the best possible fit in the college application process. Please see the Journey Program section for more information about this unique program.

MARINE ECOLOGY RESEARCH PROGRAM

Our three-year Marine Ecology Research Program (MERP) provides an intensive focus on marine science for a select group of students beginning in their sophomore year. Students study in and around the ocean, doing research, learning by observation, testing hypotheses, and experimenting in the bay itself. Each student develops and pursues a research project, working with instructors and local marine agencies such as Stanford's Hopkins Marine Station, and the program culminates with each student presenting her research findings at a public, scientific forum: The Western Society of Naturalists Annual Meeting. Please see the Science Department section for more information about the individual courses that make-up this program.

Health and Wellness Initiative

The vision for Santa Catalina's Health and Wellness Initiative is to foster a culture of self-care and balance so that all will aspire to well-being in its fullest. This vision is lived out through awareness of one's physical, mental, and spiritual life and is cultivated through curiosity and self-discovery, curricular and extra-curricular opportunities, relational community, and personal responsibility.

BEING PRESENT

The practice of being present supports our well-being and prepares us to reflect on our physical, mental, social, and spiritual lives. Learning practices and habits that help students enter the sacredness of each moment provides awareness of oneself, others, and God. Being PRESENT is the foundation of the Santa Catalina Wheel of Well-Being.

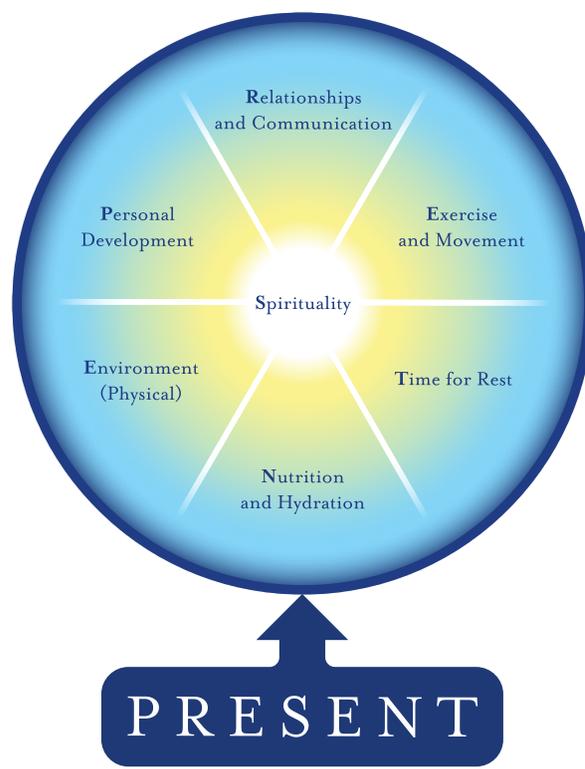
Through the framework of PRESENT, students are led through curriculum and application of the seven dimensions of health:

- P**ersonal Development
- R**elationships and Communication
- E**xercise and Movement
- S**pirituality
- E**nvironment (Physical)
- N**utrition and Hydration
- T**ime for Rest

STUDENT HEALTH AND WELLNESS COMMITTEE

The student committee, selected through an application process, is made up of senior, junior, and sophomore day and boarding students. The committee represents the student body, giving their classmates a voice in the implementation of various programs.

Santa Catalina Wheel of Well-Being



Art

Our Visual Arts program offers experiences that inform and inspire a new language of communication with innovative approaches to problem solving, opportunities for in-depth exploration and collaboration, access to multimedia studios, and a solid foundation in the formal aspects of design.

ART 1: FOUNDATIONS 2-D

The goal of this foundational course is to introduce students to the elements of art and the principles of design through experience in drawing, painting, printmaking, and designing. Students improve their proficiency in utilizing art making tools, which will ultimately help them communicate their ideas more effectively in their artwork. Through brief introductions to the history of drawing and painting, each student also begins to develop a sense of her own unique visual language as it relates to art history and culture. Throughout the course, creativity and imagination are strongly nurtured as important experience-based tools that are necessary for successful problem solving of all kinds. The reinforcement of drawing is threaded throughout all of the projects and is echoed in semester length sketchbook assignments. Finally, students learn to communicate using the language of art through group critiques and written assessments of artwork. Art 1 is a prerequisite for Art 2 and Digital Media.

ART 2: INTERMEDIATE 2-D

The goal of this intermediate course is to nurture and develop the two basic art making skills introduced in Art 1: Foundations 2D. Students focus on the exploration of more advanced uses of the elements of art and the principles of design, and projects will take on a greater degree of complexity and will incorporate a wider variety of media. An introduction to the contributions made by women to art throughout the ages, contemporary art, and conceptual art contribute to each student developing a better understanding of the aesthetic experience and her own rightful place in the history of art. Group critiques and written assessments of artwork help students gain a better understanding of and ability to communicate the language of art. Focus is placed on the art of portraiture and the underlying structures of the face, the fundamental anatomical elements of facial expressions, and the intersections between human anatomy and art. The idea of non-objective art is also presented and students have the opportunity to create their own work in this style. Art 2 is a prerequisite for Art 3, Photography, and 3D Media.

ART 3: ADVANCED 2-D

This is an advanced course that concentrates on preparing students for the demanding challenge of creating a cohesive body of work. Students review advanced concepts in the formal aspects of art making, conceptual ideas of the 20th century, and the use of a wide variety of media. The focus of this course is to develop an understanding of the student's own visual language and to encourage and challenge the growth of her understanding of the visual arts.

3-D MEDIA

Three Dimensional Media (3-D) is a course introducing a variety of materials, tools, techniques and concepts, including, but not limited to: architectural models, packaging design, 3-D printing, balsa wood carving, sculptural relief and mass production of tiles through mold making, ceramics (both wheel and hand-building), wire sculpture, paper machè, fashion construction, and stone carving. Emphasis is on basic design elements, concept ideation, function, aesthetics, creativity and craftsmanship using essential vocabulary and exploring art history from various perspectives. Current trends in three-dimensional art along with the role of technology in the production of art is explored. Potential health hazards in the visual arts are also covered in regard to proper handling of art materials. Individual and group experiences promote problem-solving, creative thinking, and formal expression.

DIGITAL MEDIA

Digital Media is a course introducing the use of the computer as a tool for creative expression. Focusing on innovation, the importance of process, and communication, students become familiar with the concepts and complexity of design. Coursework focuses on computer artwork that includes portraiture, landscapes, and collage as well as exploring contemporary digital design for art, product and web end use. Technical as well as artistic skills are developed using the Adobe Creative Suite. Students are introduced to contemporary digital media artists and discover the symbiosis of experimental product design and science. Students also learn and gain an understanding of historical art periods and how those influence design. Group critiques at the end of class

projects help students gain a better understanding of and ability to communicate in the language of art. Digital Media fulfills the Art 2 prerequisite for Art 3, Photography, and 3-D Media.

PHOTOGRAPHY

The purpose of this course is to introduce the students to black & white, 35mm film photography with an emphasis on camera operation, exposure, film developing, darkroom enlarging, portfolio development, and composition. In this course, students develop an understanding of photography as both a medium of art and as a vehicle for social change. Photography is an ideal medium for students to express their creativity, discover problem-solving techniques, gain technical expertise, and, most importantly, acquire the ability to observe.

STUDIO ART SEMINAR

Studio Art is a highly advanced course that concentrates on helping students create college level entrance portfolios. Students review advanced concepts in the formal aspects of art making, conceptual ideas of the 20th century, and the use of a wide variety of media. The focus of this course is to develop an understanding of the student's own visual language and to encourage and challenge her growth in the visual arts. The program emphasizes the development of a sustained artistic practice through exploration, experimentation, and intensive studio work and study. Opportunities to investigate areas beyond one's concentration are also made available. Encompassing both studio practice and theory, a primary concern of this class is that every

student artist be challenged to develop a critical self-awareness about their work and to better understand the aesthetic, social and intellectual contexts that inform their art-making. Students learn to translate ideas into visual expression by putting into practice their gained skills in a variety of media ranging from painting to the digital arts. Student work is critiqued on issues of presentation and the development of a coherent critical language. Professional practices include preparation of artwork, documentation, exhibition and presentation. A wide breadth of aesthetic experiences help implement the creation of an organized portfolio of artworks that may be used to submit an Advanced Placement Studio Art portfolio.

Dance

Santa Catalina offers beginning/intermediate and intermediate/advanced dance classes in the Mary Johnson Dance Studio. Our dance program allows students to develop a strong foundation of technique in several styles, learn creative processes, create a choreographic voice, refine performance quality, and to advance their critical thinking skills.

DANCE I: TECHNIQUE & PERFORMANCE

The Dance elective course emphasizes the physical practice of dance technique across different styles, how they have evolved, and how they are used in the world today through concert dance, popular culture, and ultimately on film/video. Throughout the course, students will gain a basic knowledge of the history of the dance, as well as important figures in the field. Along with learning the language and vocabulary of dance, the purpose of the course is to develop a strong foundation of technique in several styles, learn how to generate movement ideas, and how to develop performance quality. The class will begin with taught patterns and phrases that progress to improvisation, and will work toward a final creative performance project.

DANCE II: CHOREOGRAPHY & PERFORMANCE

The second level of the Dance elective course continues an emphasis on the physical practice of dance technique across different styles, and furthers student understanding of the creation and manipulation of movement in choreography, ultimately moving towards creative projects of the students' own choreographic style, in person and on film. Throughout the course, students will improve their technical abilities, learn creative processes, strengthen their critical thinking skills to evaluate choreography, and develop their own choreographic style by researching important figures, analyzing their works, and becoming more comfortable creating movement. Along with developing more advanced dance technique and body awareness, the purpose of the course is to help students learn how to more deeply discuss dance analytically, begin to create a choreographic voice, and continue to develop performance quality by performing themselves, as well as how to generate it while working with others. The class will begin with physical practice, followed by research and analysis, and will work toward a final creative performance project.

DANCE III: IMPROVISATION & PERFORMANCE

The Dance III course maintains an emphasis on the continued physical practice of dance technique across different styles, and allows students to further study the creation and manipulation of movement in choreography, ultimately moving towards the performance of learned choreography, as well as the use of fellow classmates as dancers for their creative choreographic assessments. Throughout the course, students will improve their technical abilities, learn creative processes including more improvisation, further refine their critical thinking skills to evaluate choreography, and develop their own choreographic voice by researching and analyzing important works. One of the goals is to become more comfortable creating movement, finding a more free and risk-taking approach to improvised movement and working with peers. Along with developing more advanced dance technique and body awareness, the purpose of the course is to help students learn how to more deeply understand and recognize choreographic devices, to develop their choreographic voice, and to reach a more highly developed performance quality by performing learned choreography and new works from each other. The format of the class will begin with physical practice, followed by research and analysis, and will work toward a final creative performance project.

English

The English curriculum is structured to encourage learning about language as a tool for expression and understanding. Our aim is to foster our students as independent thinkers and to provide an environment that promotes both analytical and creative-thinking skills. Throughout the curriculum, our approach is both challenging and encouraging. A strong emphasis on writing skills reinforces the students' exploration of ideas and the ability to draw logical conclusions. Reading lists are diverse and provide a strong foundation of knowledge based on the classics in the English language and in world literature.

ENGLISH 1: JOURNEYS & TRANSFORMATIONS

Our standard freshman course places heavy emphasis on the mechanics of writing, with a concentration on developing a strong thesis. A distinction is made between summary and analysis so our students can write papers that are more thoughtful while honing their grammar skills and gaining better control of language. Literary genres are introduced—primarily verse, prose fiction, and drama. The reading list includes *The Odyssey* by Homer, Shakespeare's *Romeo and Juliet*, and Charlotte Brontë's *Jane Eyre*.

ENGLISH GRAMMAR AND COMPOSITION

Freshmen who need extra help in developing their writing skills take this additional English course, which concentrates on the basics of writing and grammar. Sentence construction, paragraph format, and essay writing are emphasized more thoroughly than in English 1. Students in this course are given extra help in completing their English 1 assignments. This course helps students with lower English proficiency succeed in all of their classes at Santa Catalina.

ENGLISH 2: THE SELF & THE OTHER

English 2 provides a survey of some of the most important and engaging works of English literature, including a diverse array of fiction, drama, autobiography, and poetry. The class introduces students to specific authors, their texts, and the historical and cultural contexts in which the texts were produced. The course seeks to develop skills in reading, performance, critical thinking, composition, and written and oral interpretation of literature. All sophomores participate in the annual Shakespeare Festival, in which they perform a substantial section of a Shakespeare play for the entire Upper School.

ENGLISH 2 HONORS: THE SELF & THE OTHER

The English 2 Honors course provides a survey of some of the most important and engaging works in the tradition of English Literature. Including works of

fiction, drama, autobiography, and poetry, the course introduces students to specific authors and their texts—and also to the historical and cultural contexts in which these texts were produced. The course seeks to develop students' skills in reading, performance, critical thinking, composition, and both written and oral interpretation of literature—as well as, via its “seminar” format, to provide leadership opportunities in these areas. Attention is devoted, also, to building students' vocabularies and to the further development of written “voice” in creative, analytical, and expository writing.

ENGLISH 3: DREAMS & ASPIRATIONS

This survey course introduces students to the voices, values, themes, and styles of American literature. The format focuses on historic criticism and so demands that students deliberately create ongoing links between American history and literature, between historic events and literary content. Students read and think critically and make connections between a writer's values, themes, and style and the era in which he or she lives or lived. Classic and contemporary American essays, novels, plays, and poems introduce students to a range of literary styles. Texts are analyzed for their structure and style, including tone, voice, and emphasis.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

In this course, students read works of American literature such as Nathaniel Hawthorne's *The Scarlet Letter*, Edith Wharton's *Age of Innocence*, and Arthur Miller's *Death of a Salesman*. Students are further trained in skills necessary for the AP exam: multiple-choice questions about given passages, style analysis of prose, and explication of poetry. AP students are trained to write essays and answer questions about passages they might be seeing for the first time, and to develop complex, evidence-based interpretations of texts.

Senior English Electives

Senior elective courses in English are designed as opportunities for students to pursue studies in specific content areas in depth, allowing our upper-level students to choose areas of interest in which to devote their time and effort. We offer an array of courses, some on a rotating schedule, to satisfy the needs of our student body. The aim of the English elective program is: to promote personal growth and confidence in students as they develop an increasing awareness of the complex interaction between text, self, and world; to foster a sense of growing independence as students hone critical thinking, writing, listening, and speaking skills in preparation for university-level study; to challenge students to develop sophisticated, individualized approaches to texts and to articulate those ideas in clear and effective ways; to support an increasingly broad and informed view of the world around them through exposure to diverse texts and ideas; to provide instruction and opportunities for significant, sustained, in-depth analysis through exploration of works of literary merit in such a way as to spark innovative, inspiring responses and student pride in their accomplishments; to promote evidence-based reasoning, writing, critical thinking, and argumentation; to highlight the importance of dialogue and debate as a method for forming and refining views and as a forum for collaboration and collegial exchange of ideas; to affirm courtesy and respect as cornerstones of scholarly debate; to allow students opportunities to create meaningful final projects as expressions of their individualism, interests, and interpretation of content; and finally, to build a love of learning and to foster curiosity as students move forward in their academic careers and in life. The following English electives are being offered during the 2022-23 school year:

THE ART OF RHETORIC

The primary purpose of this course is to introduce students to rhetoric and the art of persuasion through expository, analytical, and argumentative writing. Students draw on a variety of print, graphic, and visual sources throughout the semester as they develop their rhetorical skills. The course requires students to read primary and secondary sources, synthesize material, and understand the documentation of research, as well as focus on a variety of writing tasks and forms, including the synthesis essay, the rhetorical analysis essay, and the position paper.

ADVANCED TOPICS: TALES OF HORROR, GUILT, WISDOM, AND WOE - SHORT STORIES & FICTION

Tricksters, madmen, and unreliable narrators? Narrative sleights of hand? This course examines the evolution of the short story, beginning with Poe, Hawthorne, and Irving and moving through writers from the American South to classic English and European writers and finally to modern voices. Students study the condensed form of the short story, including allegory and satire, as well as its historical development and representative types and styles. Students move towards a greater understanding

of—and appreciation for—the cleverness, complexity, and nuanced meaning implicit in short stories as they examine the intersection of text, self, and the imagination, and explore the role storytelling plays in diverse time periods and cultures.

ADVANCED TOPICS: THE ART OF RHETORIC

The Advanced Topics: Art of Rhetoric course introduces students to the study of rhetoric and delves deeply into authors' aesthetics and techniques while requiring students to synthesize information and to construct and analyze rhetorical devices in their own writing. Students study diverse print, graphic, and visual sources as they hone their rhetorical skills and examine primary and secondary sources to enhance their close reading strategies and their understanding of rhetorical appeals. The course also lays a foundation for understanding the diversity of human experience in the modern world, the complexity of modern-day issues, and the importance of generating informed scholarly debate and dialogue.

ADVANCED TOPICS: DRAMATIC LITERATURE

Theater is the birthplace of revolution and change. From medieval cycle plays to AIDS drama at

the turn of the last century, drama on stage has commented upon drama in our lives, but it has also been used to educate, empower, and explode our notions of power and identity. This class studies plays by the recognized masters of the form such as Shakespeare, Jonson, and Molière, as well as more recent playwrights such as Wilde, Synge, and Williams. We explore the social impact of theater and the cooperative nature of theatrical production, with an emphasis on cultural and historical context. Students write formal essays, in-class essays, and a review of a production at school or in the community. Given that drama is intended to be performed, students will often be called upon to read aloud and to even take-on roles so that scenes can be fully portrayed in class.

ADVANCED TOPICS: SHAKESPEARE

This course focuses on William Shakespeare: his life, his culture, his influence, and of course, his works. Students read selections from his sonnets, *Julius Caesar*, *As You Like It*, *King Lear*, and *The Winter's Tale*. While *Julius Caesar* is taught with an eye toward understanding the concepts and vocabulary of rhetoric, the other plays are interpreted using the cultural and historical information available in David Scott Kastan's *A Companion to Shakespeare* and other sources. Students write formal analytical and rhetorical essays and complete a research project. Given that drama is intended to be performed, students are also called upon to read aloud and to even take-on roles so that scenes can be fully portrayed in class.

ADVANCED TOPICS: THE ART OF MEMOIR

Why read and write memoir? Reading memoirs invites us to picture vividly what it was like to be a particular individual within a culture mildly or wildly different from our own, to walk a short mile or run a long marathon in someone else's shoes. Writing our own memoirs gives us the opportunity to make sense of our own random impressions and encounters, to construct coherent meaning from the sometimes chaotic details of our lives. In this course, students read and discuss 20th and 21st century memoirs written by individuals whose memories have been deeply influenced by their cultural and religious identities: a teenage Jewish boy who survived the Holocaust; an Iranian English professor who taught forbidden Western literature to her female students; a young black lawyer who fought for a man wrongly convicted of murder; a former Westboro Baptist Church member who left her family and her community to advocate for religious tolerance. At the conclusion of the course, students have the opportunity to compose their own short memoirs, using the narratives we have read as models for their own autobiographies.

Health & Wellness

Our health and wellness programming is designed to address the “whole person” and to explore the physical, mental, emotional, and spiritual aspects of health. Through classes, seminars, and workshops, students develop awareness and skills to support a life of well-being and meaning. Our program provides a setting for self-discovery with opportunities to cultivate self-care, balance, personal agency, and purpose.

INTRODUCTION TO HEALTH AND WELLNESS

This freshman-level course is designed as an overview of the many dimensions of health and well-being. It is offered as a weekly course during the spring semester. The objective is to build awareness of health and well-being by cultivating meaningful personal connections to the course content. Course topics include physical fitness, nutrition, spirituality, relationships and communication, and stress management. Through hands-on experiences, students engage in a self-discovery process that promotes personal growth and wellness.

CONCEPTS OF WELL-BEING

This sophomore-level course builds upon the foundation created in Introduction to Health and Wellness. This course meets weekly during the fall semester and provides a more in-depth look into the concept of whole-person health with attention to personal development and community. Students learn valuable life skills that allow them to understand and embrace the relationship between mind, body and spirit. The objective is for students to build awareness of personal health while strengthening their sense of community and purpose.

History

The history curriculum traces and explores the events that have produced today's world. It helps students understand more clearly the attitudes, interests, and societies of others. Students learn about contemporary culture through the broad-based study of its evolution. They also learn about other peoples and nations whose values differ from their own, promoting a greater appreciation and respect. By learning how people, from the earliest of times, have dealt with politics, economics, societal relations, and culture, history gives our students knowledge of events and circumstances they cannot experience for themselves. Such knowledge is significant if our graduates are to make informed decisions and judgments about situations affecting their own lives and the lives of others. A firm foundation of history and a sense of direction are valuable in establishing Santa Catalina graduates as leaders in their communities, the nation, and the world.

WORLD HISTORY TO 1500: THE ORIGINS AND DEVELOPMENT OF WORLD CULTURES

This freshman course has two specific goals. The first is to establish the study skills necessary for a serious study of history. These skills include reading carefully in context, outlining, taking notes from the assigned readings and lectures, assimilating reference materials from traditional sources and the Internet (with special emphasis on proper use of Internet materials), organizing time and materials to meet deadlines, writing essays and creative papers, and understanding and using proper historical documentation. The second goal is to provide an orderly, chronological framework for studying and comprehending the civilizations that have influenced our world. This World History course begins with a study of the Neolithic Revolution and the earliest great river civilizations of Mesopotamia, India, China, and Egypt. Following a study of Classical Greece and Rome, students seek to understand the foundations of world history from 500 to 1500 C.E., which gives them the basis for a deeper study of modern history, beginning with the humanism of the Renaissance and the conflicting forces of the Reformation. Equal emphasis is placed upon political, economic, social, religious, and cultural development.

WORLD HISTORY SINCE 1500: THE MAKING OF THE MODERN WORLD

This sophomore course offers a broad sweep of world history since 1500 and traces the major ideas and events that have shaped

the modern world. The course goes through significant developments in Western Civilization, the Islamic World, and in African and Asian civilizations. It is designed to provide students with appropriate tools for historical study, including advanced understanding of the role of geography in shaping history, use of Internet sources, research skills for historical study and writing, and analysis of primary sources. Beginning with the fragmentation of Christendom during the Reformation, students analyze political, social, religious, economic, and cultural themes as they progress toward the modern world. Essential to this understanding is the grasp of linkages between past and present, conducive to the realization of how our time is the product of history, as well as how we continue to make history today.

UNITED STATES HISTORY

Because knowledge and understanding of United States history is vital in today's world, this required junior-level course imparts not only factual material but also an appreciation of our heritage and an understanding of the American character. The course presents a balanced portrait of the American past through political, social, intellectual, economic, military, diplomatic, and cultural history. From pre-Columbian times to the present day, concentration is on the development of continuing themes such as the shaping of the national character, the origins and ongoing process of perfecting American democracy under the Constitution, nationalism versus sectionalism, expansionism, and social and economic evolution and reform.

The course seeks not only to establish historical appreciation of the American past but also to lay the foundation for constructive and active citizenship. The course also sharpens and refines students' historical sophistication and methodological skills. Students analyze, synthesize, and articulate factual and interpretational material in oral and written media.

ADVANCED PLACEMENT UNITED STATES HISTORY

This course offers qualified juniors a challenging college-level program while in high school and prepares them to take the AP examination in United States History. The course presents a balanced portrait of American history from pre-Columbian times to the present day and covers diverse aspects of U.S. history, including political, economic, social, cultural, military, diplomatic, and intellectual facets. The curriculum is organized not only chronologically but also thematically around issues such as the ongoing process of perfecting American democracy, the balances of a federal form of government,

social and economic evolution and reform, and expansionism. In addition to establishing this wide base of historical knowledge, comprehension of the American character, and constructive citizenship, there is also a heavy emphasis on the use of primary sources and historiography, learning about the divergencies of historical thought, and how to deal with these divergencies. Students learn to develop a historical thesis, articulate a well-supported analysis in the historical essay format, and gain a fundamental understanding of the economic system and its philosophies and principles.

GLOBAL ISSUES IN HISTORICAL CONTEXT

Global Issues in Historical Context is designed to give students the opportunity to examine the issues, ideas, policies, and challenges the world faces today by tracing their history. Students look at how social, political, economic and environmental factors have shaped the emergence and response to these events and, when appropriate, how these factors can be harnessed to effect change.

Advanced Topics: Senior History Research Seminars

The Advanced Topics: Senior History Research Seminar is designed to be the culmination of Santa Catalina students' development of history skills including critical reading skills, persuasive writing techniques and formal essay development, critical thinking skills, and research methodologies. The Advanced Topics: Senior History Research Seminar is not a survey course designed to provide a specific body of content. Rather, the course is designed as a college-style seminar that requires and relies on independent research and learning. Each student will pursue a topic of individual interest to her while exploring the research process in collaboration with her fellow students and under the guidance of her teacher. The intent is for each student to leave Santa Catalina School fully versed in modern academic processes and procedures. The following seminars are being offered during the 2022-23 school year:

ART HISTORY

What is the purpose of art? Is it the personal expression of an individual artist, or is its job to change the world? How does art respond to the world of its artist? Why does some art move viewers to tears, while other art repels them? Does it matter how art is presented to the public? How do approaches to understanding art

change when looking at non-Western art? In this course, students will consider how scholars have answered these questions, and then they will use their understanding to explore the works of art that move them deeply.

WOMEN IN AMERICA

What were women doing in America throughout our history? We all know they were there, but precious few are noted in the history textbooks. This course is an opportunity to find out what you always wanted to know. What was the typical woman doing during different eras? What were the extraordinary women doing? Why did some women champion gender equality while others forcefully resisted it? Where are we today? Clearly America has many accomplished and impressive women, but to what extent have they changed the lives of American women as a whole? With all of American history as our resource, we can attempt to assess how women have done in the land where all men are created equal.

IMMIGRATION IN AMERICA

As we all know, the United States is largely a nation of immigrants. The inscription on the Statue of Liberty reads:

*Give me your tired, your poor,
Your huddled masses yearning
to breathe free,
The wretched refuse of
your teeming shore.
Send these, the homeless,
tempest-tossed to me.*

Americans have seen this sentiment as both a source of pride and a source of strength. And yet, immigration simultaneously has been a source of frustration and anger as the nation continuously attempts to answer the question, "Who is an American?" In this class we examine the many facets of immigration in America, including the uplifting and heartbreaking stories of the immigrants themselves, the national attempts to regulate immigration, and the efforts to eradicate immigration as a danger to the well-being of the nation. It is hoped this seminar is a personal exploration as well as an academic one.

INTRODUCTION TO INTERNATIONAL RELATIONS

How does the world work? While we may not be able to answer this question in its entirety, we can begin to understand how state and non-state actors relate to one another on the world stage. For example, how does a country promote its national interests by using hard and soft power? What happens when two or more states have competing or mutually exclusive interests? We examine selected theories of international relations, applying them to examples from history and current world events.

DICTATORSHIPS: THE ACQUISITION, MAINTENANCE, & LOSS OF POWER

How does one become a dictator exactly, and how does one manage to stay in power once there? In this course, we study historical examples of dictatorship from around the world, develop a framework that allows us to identify authoritarian regimes, and we analyze how dictators come to power and the methods by which they maintain their grip on their countries. We also examine how these regimes end and the factors that lead to their dissolution.

Journey

The mission of Journey, our comprehensive advisory program, is to impart Santa Catalina culture to our students, advance their leadership skills, and ensure them the best college placement. This is accomplished through the use of grade-level weekly Journey classes, regular small weekly advisee group meetings, biweekly dorm meetings for boarders, individualized one-on-one monthly advising meetings, and various Journey Days throughout the year focused on topics such as leadership, college counseling, career exploration, service, and philanthropy.

FRESHMAN JOURNEY

During freshman year, the Journey program introduces students to the history and culture of Santa Catalina School and helps them understand our traditions, values and mission, and what is expected of them as students and as members of our community. Activities in Journey classes help girls forge relationships with new classmates and build confidence in themselves and each other. They learn about our values at Santa Catalina, as well as the values of other organizations and institutions, and they create their own personal values statement. They begin to build their POINTS (Personal Objectives in Navigating to Success) Portfolio, writing reflections in it, and recording their activities. Freshmen advance their leadership skills by planning and hosting the annual Halloween Dinner, getting to know their peers better. Sophomores serve as peer mentors to the freshmen through the Journey program.

SOPHOMORE JOURNEY

During sophomore year, our advisory program guides sophomores through a year of self-reflection, with the goal of them coming to a deeper understanding of what their gifts and talents are. They also reflect further on their personal values, create a mission statement, and set long-term goals. They learn what their top five strengths are by taking the StrengthsQuest® assessment and explore ways to further develop their academic and personal strengths. They learn how to form complementary partnerships with classmates, teammates, peers and adults, by seeing the strengths in others, and they learn important life skills, such as how to interview for a job, produce a résumé, and give an inspiring or thought-provoking speech. They further develop their POINTS Portfolios. The Journey program

helps sophomores develop their leadership skills by teaching them how to be mentors, and pairs them with a freshman mentee whom they meet with regularly throughout the school year during Journey class time.

JUNIOR JOURNEY

Junior year is the year in which students focus on strategic planning for college and career. With this in mind, Journey classes offer self-assessment and college planning support so that each student can determine her top priorities for higher education. Students further develop their POINTS Portfolios, refine their personal values and mission statements, and create a personal vision statement. Students work with our college counselors to create a short list of colleges to which they plan to apply in the fall of senior year. They prepare for and take standardized tests in order to produce the strongest college applications possible. A special emphasis is placed on college research and writing in the form of résumés, cover letters, and essays.

SENIOR JOURNEY

Senior year Journey classes explore more than just the college application process; they explore “taking the next step” and learn what it means to make a graceful exit from Santa Catalina School. They put the final touches on their POINTS Portfolios. Students also learn about key topics to ensure them a successful transition to college life. Our advisory program culminates for students in the spring of senior year with the public presentation of senior reflections. The senior class also hosts the College Fair in May, representing the college to which they have matriculated for the following year, acting as admission representatives, or hosting an information table about their gap

year plan. The senior reflection, directly linked to the school's mission and vision, demonstrates the growth and learning throughout a student's Santa Catalina journey. It requires that a student demonstrate that she has mastered the habits of mind that are the hallmark of a Santa Catalina School alumna.

Mathematics

Many of our students are destined to be leaders in fields where analytical and problem-solving skills are invaluable and specific applications of mathematics are often indispensable. In the Mathematics Department, we give each student the necessary tools to understand theories and appreciate applications. True problem-solving strength calls for a wide repertoire of knowledge. Students acquire a strong knowledge of mathematics through the study of algebra, geometry, trigonometry, and calculus. This ability to solve problems is further strengthened by learning to discern relationships between particular skills and concepts and the fundamental principles that unify them. Students learn to formulate key questions, analyze data, and apply learned strategies to new situations. In doing so, students are equipped not only to solve mathematics problems but also to use an analytical, well-thought-out approach in seeking solutions in other areas of life.

ALGEBRA 1

This class introduces the basic principles of future mathematics courses. Students transition from the concrete to the abstract through a wide range of problem-solving situations. The class emphasizes procedural fluency, conceptual understanding, and strategic problem-solving. Topics covered in this class are the real number system, basic probability and statistics, operations with positive and negative numbers, simplifying algebraic expressions, solving and graphing linear equations and inequalities, applying rules of exponents, understanding operations involving polynomials, simplifying rational expressions and square roots, solving systems of linear equations, and solving both rational and quadratic equations. Mastery of these topics are required for success in Algebra 2.

ALGEBRA 2

Algebra 2 aims for students to master their manipulative skills in real-number algebra as well as to further develop their skills in problem-solving and mathematical modeling. Students review and extend their ability to manipulate polynomial and rational expressions and to solve linear, quadratic, fractional, and radical equations and inequalities. The course includes the study of irrational and complex numbers, matrices, conics, linear systems of equations, sequences, series, conditional probability, statistics, right triangle trigonometry, and exponential and logarithmic functions.

ALGEBRA 2 HONORS

This course emphasizes creative problem-solving and mastery of a variety of mathematical functions. The pace is set to challenge students with high mathematical abilities. This advanced algebra class begins with a brief review of important concepts and procedures learned in Algebra 1 and proceeds into greater complexities, with subsequent introduction of the elements of exponents, functions, polynomials of higher degrees, logarithms, sequences, series, systems of linear and nonlinear equations, matrices, probability, statistics, conics, and trigonometry.

GEOMETRY

This course introduces students to concepts in planar and three-dimensional geometry, and teaches students how to write algebraic, two-column, and paragraph proofs. Important algebraic content from Algebra 2 is reinforced throughout this course and Geometer's Sketchpad is used to help students visualize geometric concepts and examine various geometric relationships in a dynamic environment. Topics covered in this course are geometric probability, congruency, similarity, polygons, coordinate geometry, properties of circles, areas of plane figures, surface area and volumes of solids, geometric transformations, constructions, and trigonometry.

GEOMETRY HONORS

Students who have a keen interest and high aptitude in math are best suited for this class. In

the class, students gain a greater appreciation of the nature of a mathematical system through the study of challenging mathematical proofs and constructions. Other topics emphasized are applications of congruence and similarity of triangles, properties of circles, polygons, inductive and deductive reasoning, coordinate geometry, areas of plane figures, surface area and volumes of solids, geometric probability, transformations, and trigonometry. Also, important algebraic content from Algebra 2 Honors is reinforced throughout this course.

THE NATURE OF MATH

This semester course gives students the opportunity to explore the concept of infinity, study mathematical patterns in nature, art, and music, create various geometric solids, and discover how patterns can be used to solve problems involving geometry, numeration systems, networks, topology, fractals, exponential growth and decay, and statistics. As students build skills in problem-solving and estimation, they also gain a better understanding of the historical development of mathematical ideas.

PERSONAL FINANCE

This semester course gives students the opportunity to learn about the essential elements of personal finance that they are likely to encounter as young adults both during and after college. Students learn about interest, the present and future value of money, debt, basic banking, investing, loans, retirement savings, insurance, and taxes. Throughout this course, students explore the nature of growth and decay, and compound interest. Overall, the course focuses on solving real-world problems and providing students with the basic knowledge, mathematical understanding, and tools they will need to apply to their financial life.

PRE-CALCULUS

This course is an introduction to mathematical analysis. Students will continue to study functions and trigonometry, both graphically and analytically, along with topics in discrete mathematics. The intent is for students to utilize all of the mathematical concepts and procedures developed in previous math courses so they

can access and apply this knowledge effectively when solving calculus problems the following year. The course concludes with a study of limits, continuity, the definition of the derivative, and basic differentiation techniques.

PRE-CALCULUS HONORS

This course offers an extensive, yet swift, review of functions both graphically and analytically. Further studies involve analytical trigonometry, applications of trigonometry, and discrete mathematics, as well as a challenging introduction to calculus. Much of the second semester is devoted to learning calculus concepts and procedures related to limits, continuity, differentiation and integration. Students are expected to master the course content and demonstrate an ability to apply mathematical knowledge efficiently and effectively when problem-solving.

ADVANCED PLACEMENT CALCULUS AB

This course offers students the opportunity to take a college-level mathematics course in preparation for more advanced studies of calculus. Course content includes the list of topics set forth for Calculus AB in the College Board's Course Exam and Description (CED) Book and more. Students study differential and integral calculus in a variety of ways so that they are able to approach and solve problems involving calculus numerically, analytically, graphically, and verbally. Throughout the course, students are gradually introduced to AP-type questions and are expected to solve a number of multiple-choice and free-response questions from past exams with and without the use of a graphing calculator. Problem solving in class provides students the opportunity to engage with one another so they can communicate their solutions clearly in both verbal and written forms. AP exam-preparation is emphasized during the final three to four weeks of the course.

ADVANCED PLACEMENT CALCULUS BC

This course offers students the opportunity to take a college-level mathematics course in preparation for more advanced studies of calculus or other advanced mathematics topics. Course content includes the list of topics set

forth for Calculus BC in the College Board's Course Exam and Description (CED) Book and more. The depth and pace of this course is appropriate for talented and curious math students with tremendous self-motivation and discipline. Students study the course content in a variety of ways so that they are able to approach and solve problems involving calculus numerically, analytically, graphically, and verbally. Throughout the course, students are gradually introduced to AP-type questions and are expected to solve a number of multiple-choice and free-response questions from past exams with and without the use of a graphing calculator. Problem-solving in class provides students the opportunity to engage with one another so they can communicate their solutions clearly in both verbal and written forms. AP exam-preparation is emphasized during the final three to four weeks of the course.

ADVANCED TOPICS: STATISTICS

Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students develop statistical strategies from a wide variety of sources including experiments, sample surveys and other observational studies. Students study probability and simulation to aid in their understanding of statistics and to aid in constructing models of chance. Also, students study the properties of sampling distributions in order to construct confidence intervals and to carry out a variety of statistical tests. Throughout the course, students use technological tools such as graphing calculators and spreadsheets to organize, view and analyze data.

ADVANCED TOPICS: MULTI-VARIABLE CALCULUS

This yearlong course explores topics that are studied in a typical third semester college-level calculus course. It begins by reviewing key topics from the AP Calculus BC curriculum, such as parametric equations, the polar coordinate system, and vectors. Students are introduced to vector-valued functions and the geometry of space are taught, as well as partial derivatives and multiple integrals. Vector calculus topics taught include vector fields, line integrals, Green's Theorem, surface integrals, Stokes'

Theorem, and the Divergence Theorem. The course concludes with an introduction to elementary differential equations.

INTRODUCTION TO PROGRAMMING

The purpose of this semester-long class is to introduce students to the concept of programming; no prior experience with computers and computer programming in particular is assumed. Students learn through short lectures, individual and group work during class, and by completing programming assignments and projects of varied complexity. Assignments are tailored to challenge interested, highly motivated students, and yet be accessible and interesting to the students requiring more individual guidance. The course is taught using procedural programming in the Processing language, a Java-derived language. Processing allows students who wish to continue their adventure with programming a relatively simple transfer to Java. At the same time, Processing, which is often referred to as the programming language for artists, makes the first steps in programming particularly rewarding since it allows for the creation of visually appealing graphical projects with very limited programming background needed.

ADVANCED TOPICS: COMPUTER SCIENCE & TECHNOLOGY

This yearlong course covers a broad range of topics including object-oriented programming, algorithm development, physical computing, networks, and virtual reality 3-dimensional design. The course also seeks to provide students with a foundation in computing principles so that they are adequately prepared with knowledge and skills to meaningfully participate in our increasingly digital society, economy and culture. There are no prerequisites for this course. However, the majority of students will have completed the Introduction to Programming course at Santa Catalina. Thus, this class will continue to build on the programming skills using the Processing language as well as other languages including Arduino, HTML and JavaScript. Students will demonstrate their skills and understanding through regular nightly homework, presentations, long-term projects, quizzes and exams.

Music

Essential to creative, social, spiritual, and intellectual development, the study of music also improves academic performance by developing strong conceptual, mathematical, and linguistic skills. In addition to the courses we offer, students may participate in smaller music groups outside of the school day. School concerts, recitals, and other performing opportunities are considered part of the curriculum.

CHAMBER CHOIR

Our award-winning concert choir performs music from the Renaissance to modern-day popular culture at campus and community events, liturgies, and concerts culminating at the end of each term with a performance of its repertoire. The choir performs both *a cappella* and accompanied, and incorporates student and professional instrumentalists on a regular basis. European and world music are enjoyed in their intended languages. Careful attention is given to proper pronunciation, articulation, vast choral objectives, and vocal technique.

CHAMBER ENSEMBLE

Our instrumental Chamber Ensemble is featured at various events, recitals, and concerts throughout the academic year. Woodwind and string players gather three times weekly to rehearse varied music from the baroque, classical, and romantic periods and the 20th century. Select musicians perform as soloists in recitals and concerts. Members are divided into smaller ensembles to encourage greater technique, intonation, precision, and balance. Students are encouraged to audition for two musical theatre-pit orchestras yearly.

ADVANCED PLACEMENT MUSIC THEORY

AP Music Theory introduces advanced concepts of music theory to students. The aim of this course is to prepare students for the Music Theory Advanced Placement exam and to help students improve performance, aural, and compositional skills. Texture, rhythm, form, musical analysis, and style are all aspects of the course. Musicianship skills such as dictation and listening skills, sight singing, and keyboard melody and harmony are an important part of the theory course as well.

PRIVATE MUSIC LESSONS PROGRAM

An integral part of our music department is the private music lesson offerings, in which all students are eligible to study on campus during the school week with outstanding musician/teachers from the Central Coast area. Lessons are currently offered in piano, flute, guitar, violin, viola, cello, harp, saxophone, clarinet, percussion, and voice. The school has six practice studios equipped with Steinway pianos. Music students have an opportunity to participate in regional and state honor orchestras and in certification programs such as the Associated Board of the Royal School of Music and the Certificate of Merit.

Physical Education and Athletics

The Physical Education and Athletics Department reflects the school's spirit of academic challenge and is an integral part of our mission. Students participate regularly in athletics and value physical activity as part of a healthy lifestyle. The program provides a setting in which students can develop themselves both as team players and as individuals. In our view, a complete educational experience includes the pursuit of excellence both on the playing field and in the classroom. We work to maximize opportunities for participation and aspire to maintain high levels of athleticism within a moral and ethical framework. Most importantly, we strive to make each student's athletic experience a positive, healthy, and enjoyable part of her school years.

PHYSICAL EDUCATION

Instruction in physical education takes place in the Bedford Family Gymnasium, in the Aquatic Center, on the tennis courts, on the athletic field, and in the fitness room. Classes are held four days a week for an hour a day, right after the academic school day.

Classes

- Cardio/Strength Training
- Lap Swim
- Fitness/Aerobics
- Lifeguard Training (students receive Red Cross certification)
- Yoga

Dance technique classes are also offered once a week, and chosen classes are a semester-long commitment. Dancers must attend a minimum of three classes each week to fulfill their co-curricular requirement. All classes are held at the end of the academic school day.

INTERSCHOLASTIC ATHLETICS

Interscholastic sports are the centerpiece of the athletic program. Our students learn the values and principles of goal setting, teamwork, and sportsmanship. Interscholastic team practices take place every weekday for about two hours. Days of competition can require additional travel time and may include weekends.

Fall Sports

Cross Country
Golf
Field Hockey
Tennis
Volleyball
Water Polo

Winter Sports

Basketball
Soccer

Spring Sports

Lacrosse
Softball
Swimming and Diving
Track and Field

Religious Studies

In the Religious Studies Department, students are expected to grow in familiarity with their own tradition, to understand other religious traditions, and to appreciate the discipline of Religious Studies in general through the conducting and the directing of the inquiry regarding the subject of religion. Informed by the understanding that religion is coterminous with human life, students are ultimately encouraged to appropriate the questions raised in their search for meaning. The Religious Studies Department seeks to develop in students an ability to reflect ethically, to exercise leadership in action, and to foster a curiosity about the more significant questions of human life beyond the classroom.

WORLD RELIGIONS

This course is an introduction to Buddhism, Christianity, Hinduism, Islam, and Judaism. It considers each with respect to individual tenets, traditions, and practices and in relation to one another by elucidating common elements of the doctrine of God (Ultimate Reality) and common conceptions of the human person. The course focuses on the religious understandings of conversion, enlightenment, salvation, and transformation in the personal and social dimensions of those concepts.

PEACE AND JUSTICE

This course is a reading seminar that draws themes from different religious traditions to interpret and discuss the lives of extraordinary people and movements. Dorothy Day, Mahatma Gandhi, and the Rev. Dr. Martin Luther King, Jr. are among those whose teachings have inspired many people to work for a more peaceful world where freedom and equality are available to all. The class emphasizes the importance of moral decision-making and individual responsibility to help break the cycle of poverty, discrimination, environmental destruction, and violence in our world.

SCRIPTURE

This course is an examination of the sacred texts of the Judeo-Christian heritage. Students become familiar with the foundational story of salvation history as it has been mediated through the community of faith in the major covenants of the Judeo-Christian tradition.

RELIGION, FILM, AND LITERATURE

This course examines issues of faith, religious beliefs, and human moral development through the careful interpretation of film and literature. Through selected films, literature, intercultural myths, and spiritual teachings from Hebrew, Christian, Hindu, and Buddhist narratives, the course will explore stages of life, rites of passage, and coming of age stories. The course materials will reveal common threads of experience and explain how humans are united by a common yearning to experience meaning, purpose, and dignity. In addition, drawing on methods of literary criticism, archetypal psychology, and the wisdom traditions of various religious faiths, the course will encourage students to utilize their capacity of reason and faith to question cultural conditioning, think critically, pursue their potential, and derive meaning and moral purpose in life.

PHILOSOPHY

This course examines the relationship between faith and reason. It demonstrates the inadequacies of rationalist and empiricist approaches (both theistic and atheistic) to answering ultimate human questions, thereby disclosing the limits of reason alone and showing the authentic faith response as transrational. Some of the texts examined in the course are by Plato, Aristotle, St. Augustine, St. Anselm, Freud, Camus, and Kierkegaard.

Science

The Science Department aims to graduate students who are knowledgeable in the areas of physics, chemistry, and biology. Our teachers emphasize an active form of inquiry because we believe our students are best served in and through an experiential manner of learning. The curriculum employs the use of demonstrations, labs, projects, and exercises designed to generate discussion, discovery, and cooperative problem-solving skills. The department helps to form analytical, creative, and critical thinkers who are prepared not just for college but also for life.

CONCEPTUAL PHYSICS

This freshman-level course is intended to introduce students to the principles of physics and to foster enthusiasm and confidence in science. Much of the material forms an important base of knowledge for further study of topics in modern chemistry and biology. The course emphasizes problem solving, critical thinking, and the application of theories to varied real world situations. Topics include the full range of those found in a more traditional physics course, but they are treated conceptually, in plain English, rather than in mathematical language. The emphasis is on comprehension rather than computation, and equations are given as guides to thinking rather than as recipes for computing. Hands-on laboratory activities and engineering projects allow students to solidify their understanding of theories and laws and to develop skills in data collection, interpretation, and experimental design. Students use computer simulations to reinforce their understanding and to investigate more complex situations.

CHEMISTRY

This course introduces students to the properties and behavior of matter. It is designed to reinforce the concepts mastered in Conceptual Physics and to prepare students for the molecular foundations of biology. The class takes a broad, conceptual approach and introduces students to the material world through an extensive array of lecture-based discussions, demonstrations, projects, and laboratory explorations. In order to achieve a more complete presentation of the theoretical side of chemistry, this course de-emphasizes the mathematical aspects of chemistry. It is a laboratory-based science class, so students learn

to work safely and confidently in a lab setting by completing weekly lab assignments.

CHEMISTRY HONORS

Students taking this course have demonstrated an aptitude for science and mathematics during their freshman-level courses. In comparison to standard chemistry, Chemistry Honors features a faster pace, covers more material, and takes a more quantitative approach. The goal of the course is to develop a strong foundation in chemistry so students can successfully undertake advanced studies in chemistry, biology, and physics.

ADVANCED PLACEMENT CHEMISTRY

The goal of this course is to prepare students for the rigors of the Advanced Placement examination while further exposing them to the field of chemistry. AP Chemistry covers all major areas of chemistry, including structure of matter, states of matter, chemical reactions, descriptive chemistry, and laboratory chemistry. This course builds on the knowledge and understanding a student acquires in first-year chemistry while exploring topics in greater descriptive, theoretical, and quantitative depth. Because chemistry is primarily a laboratory science, this class places special emphasis on lab work.

BIOLOGY

Emphasis in this course is on the process of science rather than its product. Many different approaches to the material support students in this process of inquiry and discovery. Students learn science by being scientists. They are asked to search for applications and to bring the science they encounter outside of school into the

classroom. Biology is correlated with history, the arts, literature, and other sciences in a holistic approach, and contemporary social issues are addressed. Biology centers on the major unifying themes: evolution, genetic continuity, structure and function, diversity and unity, and regulation. During the first semester, the students study molecular biology. Topics include organic molecules, cells, energy in living systems, and genetics. Evolution bridges the gap to a more organismic approach in the second semester. Major phyla are covered, but the emphasis is on higher plants and animals. The students study human biology in depth and end the year with a look at ecology.

BIOLOGY HONORS

Students taking Biology Honors have demonstrated an aptitude for science during their first two years at Santa Catalina. In comparison to standard biology, Biology Honors features a faster pace, covers more material, and explores biology in greater depth. The goal of the course is for the students to develop a strong foundation in biology so they can successfully undertake more advanced studies in this subject.

ADVANCED PLACEMENT BIOLOGY

Throughout this course, students discover that science is as much a way of thinking and viewing the world as it is a body of knowledge. In laboratory sessions, they are encouraged to develop their own lines of inquiry and to design experiments. Students learn new laboratory skills and master some that have already been introduced. They are made aware of the investigative applications that they carry out. This course centers on the major unifying themes of biology: evolution, genetic continuity, structure and function, diversity and unity, and regulation. Building on the ideas introduced in previous science courses, the class makes connections between the natural world and the laws of the physical world. During the first semester, the emphasis is on molecular biology: biological molecules, energy production and use, the life processes of the cell, and genetics as well as an in-depth study of evolution and the mathematical laws that govern it. The second semester surveys the diversity of life forms, with

particular attention on the human body systems, and explores how organisms interact with each other and with their environment.

BIODIVERSITY, ECOSYSTEMS, AND CONSERVATION

In this semester-long course, students participate in extensive readings, discussions, qualitative and quantitative laboratory experiments, field trips, and environmental monitoring. The course focuses on the interactions between people and the biologic systems that they depend on. The course covers topics that include ecology, forestry, agriculture and aquaculture, ranching, fishing, and conservation. The course culminates with an independent project where students highlight creative solutions to key issues facing biodiversity today.

NATURAL RESOURCES AND GLOBAL CHANGE

This semester-long course includes extensive readings, discussions, qualitative and quantitative laboratory experiments, field trips, environmental monitoring, and numerical simulations. Emphasis is placed on understanding the science behind the complex interactions among people and the natural resources they depend on as well as the factors driving global change. The course covers topics such as environmental economics, population studies, energy and water resources, pollution, and climate change. We explore case studies that examine both the effects of natural resource extraction on human and ecological systems as well as sustainable solutions to some of these issues.

OCEANOGRAPHY

This course is a survey of oceanographic topics using case studies from Monterey Bay and across the globe. Topics covered include a historic perspective of oceanographic exploration, navigation principles, marine geology, the chemistry and physical properties of water, waves and tides, atmospheric and oceanic circulation, and the role of the ocean in global climate. Students learn about and use data from current technologies to examine class questions about oceanographic properties.

Students also participate in readings and discussions, field trips, laboratory work, and science communication on a topic of their choice.

MARINE BIOLOGY

Our marine biology course emphasizes the ecology and diversity of life throughout the world's oceans. By studying a variety of marine ecosystems, students learn about ocean biodiversity including marine algae, plankton, invertebrates, fishes, reptiles and birds, and mammals. Additionally, the class explores the interactions between the living and nonliving parts of the ocean expanding our understanding of its role in climate regulation, biochemical recycling, and human extraction of food. Frequent field trips to local near-shore habitats, along with research projects and demonstrations are integral parts of the course. Some of the goals are to instill a sense of wonder and curiosity about the ocean and to understand our role in its health.

MARINE ECOLOGY RESEARCH 1

This course is part of a three-year series for students interested in undertaking independent research. The first year of the Marine Ecology Research Program is designed to give motivated students a personal experience of the scientific process through the exploration of dynamic marine environments. The goal is to give students the conceptual and technical skills needed to undertake independent research in marine science-related fields in the following year. The course begins with a focus on the practice and fundamentals of science including observational methods, qualitative and quantitative data collection, hypothesis generation, data synthesis and evaluation, descriptive and inferential statistics, and scientific communication and critique. Specific concepts of marine ecology are discussed, including interactions between organisms and the physical environment, focused on the intertidal community. Students learn biological concepts, including food webs, phylogeny, niche space, biodiversity and energetics, and work with the essential environmental parameters that influence the biology, such as temperature, salinity, solar inputs, and wave force. In doing this, they learn basic techniques of the field,

including field sampling using transects and quadrats, digital data acquisition, and the use of remote sensing databases, and participate in a long-term baseline study of the changing coastline of central California. The course concludes with the design, execution, and presentation of a project to investigate an interaction between the physical and biological world along the Monterey shoreline. Upon completion of this course, the student will have experienced a broad overview of the major principles of ecology, and may transition to more advanced science courses and independent research.

MARINE ECOLOGY RESEARCH 2 HONORS

The Marine Ecology Research 2 Honors course is the second year of the Marine Ecology Research Program. It is part of a three-year series for students interested in undertaking independent research. The class is designed to give motivated students a personal experience of the scientific process through the pursuit of a guided independent research project. The goal is to give students a first experience of independent research in marine science-related fields, beginning with the development of a scientific question embodied in a research proposal. Research builds on the practice and fundamentals of science, including observational methods, qualitative and quantitative data collection, hypothesis generation, data synthesis and evaluation, descriptive and inferential statistics, and scientific communication and critique. Special attention is paid to literature review and background work, both to support and frame the student's project, and to increase familiarity with norms of technical communication. Students are encouraged, but not required, to seek collaborations with local research institutions, and pursue their work in an internship setting. This course requires students to be highly self-motivated and professional in setting goals and honoring time commitments, as most of the research itself will likely be executed outside of class hours. Upon completion of this course, the student will have executed a piece of research that will be the focus of independent work done during the senior year.

ADVANCED TOPICS: MARINE ECOLOGY RESEARCH 3

The third year of the Marine Ecology Research Program is designed to give students who have completed a significant research project in the junior year a chance to synthesize and communicate the results of that work. The goal is to give students the experience of communicating technical information in a professional setting. The course begins with the analysis of results generated during the junior year research, with implementation of appropriate statistical tests. Students then determine an appropriate format to communicate their work and are encouraged to present their work in a professional forum where they can both see how other researchers approach disseminating their work, and receive feedback and critique from active workers in the field. This course requires students to be highly self-motivated and professional in setting goals and time commitments, as most of the analysis, writing, and layout will likely be executed outside of class hours. Upon completion of this course, the student will have presented their research formally and informally, and discussed the requirements and merits of several scientific communication outlets.

ADVANCED TOPICS: PHYSICS WITH TRIGONOMETRY

Physics with Trigonometry is structured around the “big ideas” of physics, which encompass core scientific principles, theories, and processes of the discipline. The course framework allows students to make connections across domains through a broader way of thinking about the physical world, cutting across the traditional physics principles, supported by enduring understandings and core concepts. Students develop scientific critical thinking and reasoning skills through inquiry-based learning and explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

ADVANCED TOPICS: PHYSICS WITH CALCULUS

This course is designed for students who plan to major in the physical sciences or engineering in college. Students in the course have successfully completed a calculus class because calculus methods are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems. The course focuses equally on mechanics, electricity, and magnetism.

Theatre

Theatre classes offer the extensive study of theatre and its literature including acting, observation, and presentation. Our curriculum consists of monologues, scene work, and the design and direction of sound, sets, and lighting. Students build confidence as they transform observation, sensitivity, and imagination into believable stage characters. Two musicals and one dramatic play are staged each year in the 500-seat Performing Arts Center. Students operate the state-of-the-art sound system, computerized lighting, and full-fly scenery equipment in all three full-scale productions.

BEGINNING DRAMA

This course is an introductory theatre workshop for students with or without previous experience in the performing arts. It covers an introduction to theatre, inner resources for the performer, movement for the stage, improvisation, theatre games to enhance acting technique, script reading, theatre history, performing scenes, and a monologue. Class exercises are designed to open the imagination, expand physical awareness, and spark interest in human behavior. Improvisation exercises are used to build confidence that translates into believable actions onstage. One era of early Western theatre history is explored with an examination of how drama reflects the style, taste, and social attitudes of that historical time period. Students are encouraged to see several theatre productions each semester and report on their observations.

INTERMEDIATE DRAMA

This course is a theatre workshop for students with some experience in the performing arts. It covers work on vocal production, storytelling, characterization, play analysis, improvisation, theatre games to enhance acting technique, script reading, theatre history, scene performances, and a monologue. Intermediate Drama allows further development of the basic lessons learned during the first year. Vocal and movement work become more advanced, and acting assignments require more creativity. Students are challenged with dramatic material most likely foreign to their own experience. Theatre vocabulary terms, such as action, objective, motivation, and choice, are defined and used in role development. Students see at least four theatre productions and report on their experiences. An additional theatre history unit

on Asian and Medieval theatre is introduced, and students perform several scenes and a monologue throughout this course.

ADVANCED DRAMA

This is a theatre workshop course for students with previous experience in the performing arts. Building upon earlier classes, students continue to explore various aspects of the performer's art. Topics include units on several aspects of play production, including design projects in costume, make-up, scenery, stage lighting, and sound for the theatre. Working in proscenium and arena stage forms, the students practice creating stage movement and pictures that are meaningful and adapted to the playing space. Other units involve writing a short dramatic dialogue, improvisation, theatre games to enhance acting technique, script reading, a Renaissance theatre history project, and performing scenes and a monologue.

REHEARSAL AND PERFORMANCE

This class is a performance-based theatre workshop for students with previous experience in the performing arts. Building upon earlier classes, students continue to explore and refine various aspects of the performer's art. Lessons at this level come primarily through the experience of performance and acting exercises. Topics include units on acting, directing, producing, technical theatre, improvisation, theatre games to enhance acting technique, script reading, and performing scenes and a monologue. A unit on important aspects of 19th- and 20th-century theatre completes a four-year cycle of theatre history. Students see at least four theatre productions and report on their experiences.

World Languages

The mission of our World Languages Department is to provide excellence in French, Chinese, and Spanish language instruction so our students are proficient in at least one language other than English. Our courses take a multidisciplinary approach to the study of language so that students make important connections among a variety of subjects. Our curriculum fosters a sense of humanity by promoting an understanding and appreciation of different customs, thought patterns, cultural values, and histories. Through their world language studies, our students also develop the skills necessary for them to be successful in the 21st century: leadership, collaboration, communication, technological fluency, creativity, and problem solving.

FRENCH 1

Students learn the essentials of French for common situations such as school, family, daily activities, vacations, and holidays. They learn to ask and answer questions, exchange opinions, express likes and dislikes, and talk about people, places, activities, plans, obligations, needs, and personal preferences. Students learn functional activities such as telling time, counting, exchanging telephone numbers, and talking about the weather. Additionally, French and francophone culture is introduced, with an emphasis on the comparison and contrast of current cultural realities in the U.S. versus those in French-speaking countries.

FRENCH 2

Students build on essential communication skills and move beyond formulaic expression by experimenting intuitively and taking risks with language through such strategies as circumlocution, cognates, and word-formation. Students begin to narrate in a more complex manner and expand their understanding and command of written and spoken French. They learn the art of persuasion in French and expand their knowledge of French history, culture, and customs.

FRENCH 3

At the French 3 level, students become proficient in French. They read and discuss journalistic and cultural articles as well as some literary works. Key grammatical topics are reviewed and expanded. Mastery of advanced grammar allows students to express themselves with greater sophistication. Composition topics are oriented

toward personal experiences, opinions, and issues of contemporary life. Discussions often center on cultural issues and current events in French-speaking countries.

FRENCH 3 HONORS

The French 3 Honors curriculum is a fast-paced, challenging course with emphasis on rapid expansion of vocabulary and grammar. Excellence in listening and writing is stressed. Students conduct research projects and offer class presentations on relevant, contemporary topics. They also learn about the European Union and women and leadership in a French context.

FRENCH 4

This course is designed specifically for students who wish to pursue their study of French more in depth. While students concentrate on further developing their speaking, listening, reading, and writing proficiency, emphasis is placed on speaking and listening comprehension.

Course materials include contemporary newspaper articles, short literary works, films, DVDs, and online French realia.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Students who take the Advanced Placement French Language course are expected to develop listening, speaking, reading, and writing fluency. The AP French sequence is structured to advance the appropriate level of proficiency in all four skill areas. The materials used to achieve this objective are challenging and varied: a grammar review/exercise book;

newspaper articles; works of literature such as short stories, poems, and plays; essays; assigned in- and out-of-class writing; group writing; radio and television programs; interactive multimedia programs; and student presentations.

MANDARIN 1

This beginning course teaches students the essentials of Mandarin Chinese and develops basic speaking, listening, reading, and writing (both pinyin and characters) proficiency. Students learn to ask and answer questions, exchange opinions, express likes and dislikes, and talk about people, places, activities, plans, obligations, needs, and personal preferences. Students learn functional activities such as telling time, counting, exchanging telephone numbers, and talking about the weather. Chinese history and culture are also introduced, with an emphasis on the comparison and contrast of current cultural realities in the U.S. versus those in China.

MANDARIN 2

Mandarin 2 students build on essential communication skills by moving beyond formulaic expression through intuitive experimentation and taking risks with language through strategies such as circumlocution and word-formation. Students begin to narrate in a more complex manner and expand their understanding and command of written and spoken Mandarin. Students continue to build their breadth of vocabulary and characters. Chinese culture and history are also essential elements of the course.

MANDARIN 3

In Mandarin 3, students strengthen their proficiency through a review of key grammar points and characters. They develop more complex vocabulary and sentence structure through readings of authentic language materials. Composition topics focus on personal experiences, expression of opinions, and contemporary life. Class discussions, individual projects, and group work often center on historical and cultural issues as well as current events in China.

MANDARIN 3 HONORS

The Mandarin 3 Honors curriculum is fast-paced and challenging with the aim to boost fluency by expanding a student's vocabulary and grammar. Students study Chinese culture and history through a variety of authentic language materials and present their findings in class presentations.

MANDARIN 4

This course is designed for advanced Chinese language learners and focuses on cultivating fluency. To achieve this, students engage in functional and communicative activities such as dialogues, role playing, and presentations to develop their skills in the four major areas of language acquisition: speaking, listening, reading, and writing. Authentic language materials (online tools, videos, advertisements, books, poetry, newspapers, magazines, etc.) are used to expand vocabulary, polish grammar, and build on character writing and recognition skills. Lessons and readings on Chinese culture and history are an essential element of the course.

ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE

This advanced Chinese course provides students with a deeper understanding of the Chinese language and culture. A holistic approach is taken to language acquisition of interpersonal, interpretive, and presentational communicative skills specified in the National Standards for Foreign Languages. The course aims to intertwine meaningful real-life language tasks that enhance vocabulary usage, communicative strategies, reading comprehension, linguistic accuracy, and cultural awareness and appreciation.

ADVANCED TOPICS: MANDARIN CHINESE

This course is designed for students who have already completed the AP Chinese course. It provides students with a deeper understanding of the Chinese language and culture and puts an emphasis on public speaking. The goal is for students to employ their language abilities beyond the classroom walls and to engage with the people, culture, and realities of life in China today. Utilizing the Performance/Task-Based Language Instruction Approach, students develop their interpersonal communication skills,

their abilities to present and interpret language in spoken and written forms, and their functional familiarity with Chinese culture. The course aims to intertwine meaningful real-life language tasks with vocabulary usage, communicative strategies, reading comprehension, linguistic accuracy, and cultural appreciation.

SPANISH 1

Students learn the essentials of Spanish in order to communicate in common situations involving school, family, daily activities, vacations, and holidays. Students learn to ask and answer questions, exchange opinions, express likes and dislikes, and talk about people, places, activities, plans, obligations, needs, and personal preferences. Students learn functional activities such as telling time, counting, exchanging telephone numbers, and talking about the weather. Hispanic history and culture are also introduced.

SPANISH 2

Students continue to acquire proficiency in Spanish 2 by moving beyond formulaic expression. Emphasis is placed on risk-taking and intuitive experimentation with the Spanish language through strategies such as circumlocution, cognates, and word-formation. Students begin to narrate more complex stories; to express opinions, beliefs, hopes, and desires in a more sophisticated manner; and to learn the art of persuasion in Spanish. Culture continues to be presented as an essential element to language learning. Students write compositions, produce individual projects, give oral presentations, and do group work to build fluency.

SPANISH 3

Communicative activities continue to be emphasized in this intermediate-level Spanish course. Students read and discuss journalistic and cultural articles as well as some literary works. Advanced grammar is reviewed and refined in depth, adding more complex elements of style to students' expressive abilities. Composition topics are oriented toward personal experiences, opinions, and issues of contemporary life. Discussions often

center on cultural issues and current events in Spanish-speaking countries. Students learn to comprehend longer spoken passages through Spanish television, film segments, and short lectures or speeches.

SPANISH 3 HONORS

The Spanish 3 Honors curriculum is fast-paced and challenging; its goal is to expand the student's vocabulary and grammar so as to boost fluency. Excellence in listening and writing is stressed. Students conduct research projects and offer class presentations on relevant, contemporary topics. Students study Hispanic history and culture and use a variety of authentic language materials from the Internet. This course prepares students for the Advanced Placement Spanish Language and Culture course.

SPANISH 4

This course is designed specifically for students who wish to further pursue their study of Spanish. Students concentrate on developing their speaking, listening, reading, and writing proficiency, but building strong speaking skills is the emphasis. The course includes the use of a wide variety of authentic language materials such as newspaper articles, short literary works, films, and advertisements.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

This course provides students the training necessary to develop fluency in Spanish and to pass the AP Spanish Language examination. Students are expected to develop their listening, speaking, reading, and writing skills. The materials are challenging and varied: a grammar review/exercise book, newspaper articles, complete works of literature such as short stories and poems, essays, journal writing, assigned and in-class writing, group writing, radio and television programs, interactive multimedia programs, and student presentations. Students build upon their knowledge of Peninsular and Latin American history and culture.

ADVANCED TOPICS: SPANISH LITERATURE AND CULTURE

The AT Spanish Literature course introduces students to a representative body of literary texts produced by Spanish and Latin American authors. The readings expose students to a variety of literary genres, tracing the history of Spanish prose from the Middle Ages to the present. Through the texts studied, students develop a deeper understanding of Hispanic history and culture. The skills of reading, writing, speaking, and understanding are integrated through regular exercise of the three communication modes: interpersonal, interpretive, and presentational.

Curriculum Map 2022-2023

	9	10	11	12
English	English 1: Journeys & Transformations English Grammar & Composition	English 2: The Self & the Other English 2 Honors: The Self & the Other	English 3: Dreams & Aspirations AP English Literature	Senior English Electives♦Ⓞ
History	World History to 1500: The Origins & Development of World Cultures	World History 1500 to Present: The Making of the Modern World	U.S. History AP U.S. History	Global Issues in Historical Context Senior Research Seminars♦Ⓞ
Mathematics	Algebra 1 Algebra 2 Algebra 2 Honors	Algebra 2 Algebra 2 Honors Geometry Geometry Honors Introduction to Programming✦	Geometry Pre-Calculus Pre-Calculus Honors	The Nature of Math✦ Personal Finance✦ AP Calculus AB AP Calculus BC AT: Statistics AT: Multivariable CalculusⓄ AT: Computer Science & Technology
Science	Conceptual Physics	Chemistry Chemistry Honors Marine Ecology Research 1	Biology Biology Honors AP Chemistry Marine Ecology Research 2 Honors	Marine Biology✦ Oceanography✦ Natural Resources & Change✦ Biodiversity, Ecosystems, & Conservation✦ AP Biology AT: Physics w/TrigonometryⓄ AT: Physics w/CalculusⓄ AT: Marine Ecology Research 3 Independent StudyⓄ
Religious Studies	World Religions	Scripture✦	Peace & Justice✦ Religion, Film & Literature✦	Philosophy✦
World Languages	French: Level 1 through AP & AT • Mandarin: Level 1 through AP & ATⓄ • Spanish: Level 1 through AP & AT Honors classes begin at Level 3			
Advising / Health & Wellness	Freshman Journey Introduction to Health & Wellness✦	Sophomore Journey Concepts of Well-being✦	Junior Journey	Senior Journey
Electives (Music, Dance, Theatre Arts, Visual Arts)	Art 1: Foundations 2-D	Art 2: Intermediate 2-D Digital Media	Art 3: Advanced 2-D 3-D Media Photography	Studio Art Seminar
	Beginning Drama	Intermediate Drama	Advanced Drama	Rehearsal & Performance
	Dance 1: Technique & Performance	Dance 2: Choreography & Performance	Dance 3: Improvisation & Performance	
	Chamber Choir Chamber Ensemble	Chamber Choir Chamber Ensemble	Chamber Choir Chamber Ensemble	AP Music Theory Chamber Choir Chamber Ensemble

♦ For senior English electives and history research seminar details, see next page.

✦ One semester course.

❖ Marine Ecology Research students do not take history their sophomore year, or a religious studies course their junior year. These requirements are made up during the student's senior year.

Ⓞ Intensive Advanced Topics (AT) courses are offered in a number of disciplines. AT courses are highly demanding and are intended to be the most academically challenging offerings in these departments, with syllabi and requirements equivalent to college coursework in the subject areas.

SENIOR ENGLISH ELECTIVES

Semester 1

The Art of Rhetoric
 AT: Shakespeare
 AT: The Art of Rhetoric

Semester 2

AT: Tales of Guile, Wisdom, and Woe: Short Stories and Fiction
 AT: Dramatic Literature
 AT: The Art of Memoir

SENIOR HISTORY RESEARCH SEMINARS

Semester 1

AT: Art History
 AT: Women in America
 AT: Dictatorships: Acquisition, Maintenance, and Loss of Power

Semester 2

AT: Art History
 AT: Immigration in America
 AT: Introduction to International Relations

DIPLOMA REQUIREMENTS • ACADEMICS

English - four years

History - three years

Language - three years

Mathematics - three years

Science - three years

Arts - three years

Religious Studies - two years and one semester

Computer Science - one semester

* Seniors are required to take 5 solid academic classes.

AFTER-SCHOOL ACTIVITIES

	Fall	Winter		Spring
Interscholastic Sports	Cross-Country Field Hockey Golf Tennis Volleyball Water Polo	Basketball Soccer		Lacrosse Softball Swimming/Diving Track & Field
Theatre (Performance and Tech)	Fall Musical	Winter Drama		Spring Musical
P.E.	Strength Training	Winter A Lap Swim Robotics Mock Trial	Winter B Lifeguard Training Robotics Mock Trial	Aerobic Boxing
Dance	The dance program offers various classes each season that include, but are not limited to ballet, contemporary, jazz, lyrical, hip-hop, musical theatre, tap, and strength and flexibility.			

DIPLOMA REQUIREMENTS • AFTER-SCHOOL ACTIVITIES

- Co-curricular attendance is required each season, every year. Students who participate in P.E. over the winter season are required to participate in an activity during both Winter A and Winter B.
- New students are required to participate in one physical activity and one team activity during their first year of enrollment. A physical activity includes athletic teams, theatre cast, P.E., and dance. A team activity includes athletic teams, theatre cast and/or crew, robotics, mock trial, and a yearlong commitment to dance.

Academic Departments

ART

Claire Lerner

Department Chair
B.F.A., State University of New York
M.F.A., State University of New York

Jamie Ball

B.F.A., Virginia Commonwealth University
K-12 Certificate, University of Virginia
Resident Faculty

ATHLETICS

Kendra Klein

Director of Athletics
B.A., California State University, Northridge
M.A., University of the Pacific

ENGLISH

Sarah Paff

Department Chair
B.A., Stanford University
M.A., Stanford University

Nancy Hunt, Ph.D.

B.A., University of California, Santa Barbara
M.A., University of California, Santa Barbara
Ph.D., University of California, Santa Barbara

Beth Jones

B.A., Biola University
M.A., Claremont Graduate University
M.Div., Fuller Theological Seminary
Th.M., Fuller Theological Seminary
Resident Faculty

Raegan Russell, Ph.D.

B.A., University of Chicago
M.A., Cornell University
Ph.D., Cornell University
Resident Faculty

HISTORY

Daniel Place

Department Chair
B.A., Occidental College
M.A., California State University, Long Beach

Peter Podris

B.A., San Jose State University

Raegan Russell, Ph.D.

B.A., University of Chicago
M.A., Cornell University
Ph.D., Cornell University
Resident Faculty

Larisa Young

B.A., University of Virginia
Resident Faculty

MATHEMATICS

Jon Christensen

Department Chair
B.S., U.S. Military Academy
M.S., Naval Postgraduate School
M.A., Naval War College

Amy Azevedo Mulgrew '02

B.A., University of California, Berkeley
M.A., California State University, Long Beach
Resident Faculty

Steve Nixon

B.S., California State University, Sacramento
K-12 Certificate, California State University,
Sacramento

Noova Ongley

B.A., Humboldt State University
M.S., Montana State University, Bozeman

Randall Whitchurch

B.A., Stanford University
Teacher Education Program,
Notre Dame de Namur University

PERFORMING ARTS

Lara Wheeler Devlin '02

Department Chair
Performing Arts, Theatre
B.F.A., The New School
M.S., Pratt Institute

Mark Purcell

Performing Arts, Choral Music
B.A., San Jose State University
M.A., San Jose State University

Nicole Cofresi

Performing Arts, Dance
B.S., Northwestern University
M.A., London Contemporary Dance School (UK)
Resident Faculty

RELIGIOUS STUDIES

John J. Murphy, Ph.D.

Assistant Head of School for Mission and Identity
Department Chair
B.A., University of Wisconsin-Milwaukee
M.A., King's College London (UK)
Ph.D., Claremont Graduate University
Post-Doctoral Fellow, Harvard University
Resides on campus

Jacqueline Gibbs

B.E., Surrey University (UK)
M.T.S., Surrey University (UK)
M.A., Fordham University
Resident Faculty

Blake Riley

B.A., St. Louis University
Resident Faculty

Student Services

SCIENCE

Lisa Marrack, Ph.D.

Department Chair
B.A., Williams College
M.S., Moss Landing Marine Laboratories
Ph.D., University of California, Berkeley
Resident Faculty

Christian Reilly, Ph.D.

B.S., The Evergreen State College
M.A., Boston University
Ph.D., Stanford University

Paulette Struckman

B.S., Massachusetts Institute of Technology
M.S., University of Washington
M.S., University of Alaska, Fairbanks

Phil Wenzel, Ph.D.

B.S., University of California, San Diego
M.S., Brandeis University
Ph.D., University of California, Santa Cruz

Susan Williams, Ph.D.

B.S., Loyola Marymount University
Ph.D., Montana State University, Bozeman

WORLD LANGUAGES

Melissa Sheets

Department Chair
B.A., Simmons College
Resident Faculty

Kassandra Thompson Brenot '87, Ph.D.

Director of Global Education
B.A., Middlebury Institute of International
Studies at Monterey
M.A., Middlebury Institute of International
Studies at Monterey
D.E.A., Université de Paris,
La Sorbonne (Paris IV)
Ph.D., Université de Paris,
La Sorbonne (Paris IV)

Bo Covington

B.A., Sichuan International Studies University
(China)

Heather Frost, Ph.D.

B.A., University of Notre Dame
M.A., Tulane University
Ph.D., Tulane University
Resident Faculty

Interim Head of Upper School

Peter Myers

Assistant Head of Upper School
B.A., Dartmouth College
M.A., Middlebury College
Resides on campus

Dean of Student Life

Katherine Busch

B.A., Santa Clara University
M.A., Santa Clara University
Resident Faculty

Assistant Dean for Student Involvement

Sarah Kline

B.A., University of Dayton
Resident Faculty

College Counseling

Fred White

Director of College Counseling
B.A., Goucher College
M.A., Middlebury Institute of International
Studies at Monterey

Health & Wellness

Sofia Chandler

Director of Health & Well-being
B.S., California State University, Sacramento
M.S., Point Loma Nazarene University
NSCA Certified Strength
and Conditioning Specialist

Gabrielle Snowden

Counselor
B.S., University of Oregon
M.A., Notre Dame de Namur University

Freshman Class Dean

Amy Azevedo Mulgrew '02

Sophomore Class Dean

Heather Frost

Junior Class Dean

Katherine Busch

Senior Class Dean

Lara Wheeler Devlin '02

Administration

Head of School

Barbara Ostos, Ed.D.

A.B., Harvard University
M.A., University of San Diego
Ed.D., University of California, San Diego
Resides on campus

Assistant Head of School

John Aime

B.A., Bates College
M.A., Fairfield University
M.S., California State University, Monterey Bay

Assistant Head of School for Mission and Identity

John J. Murphy, Ph.D.

B.A., University of Wisconsin-Milwaukee
M.A., King's College London (UK)
Ph.D., Claremont Graduate University
Post-Doctoral Fellow, Harvard University
Resides on campus

Interim Head of Upper School

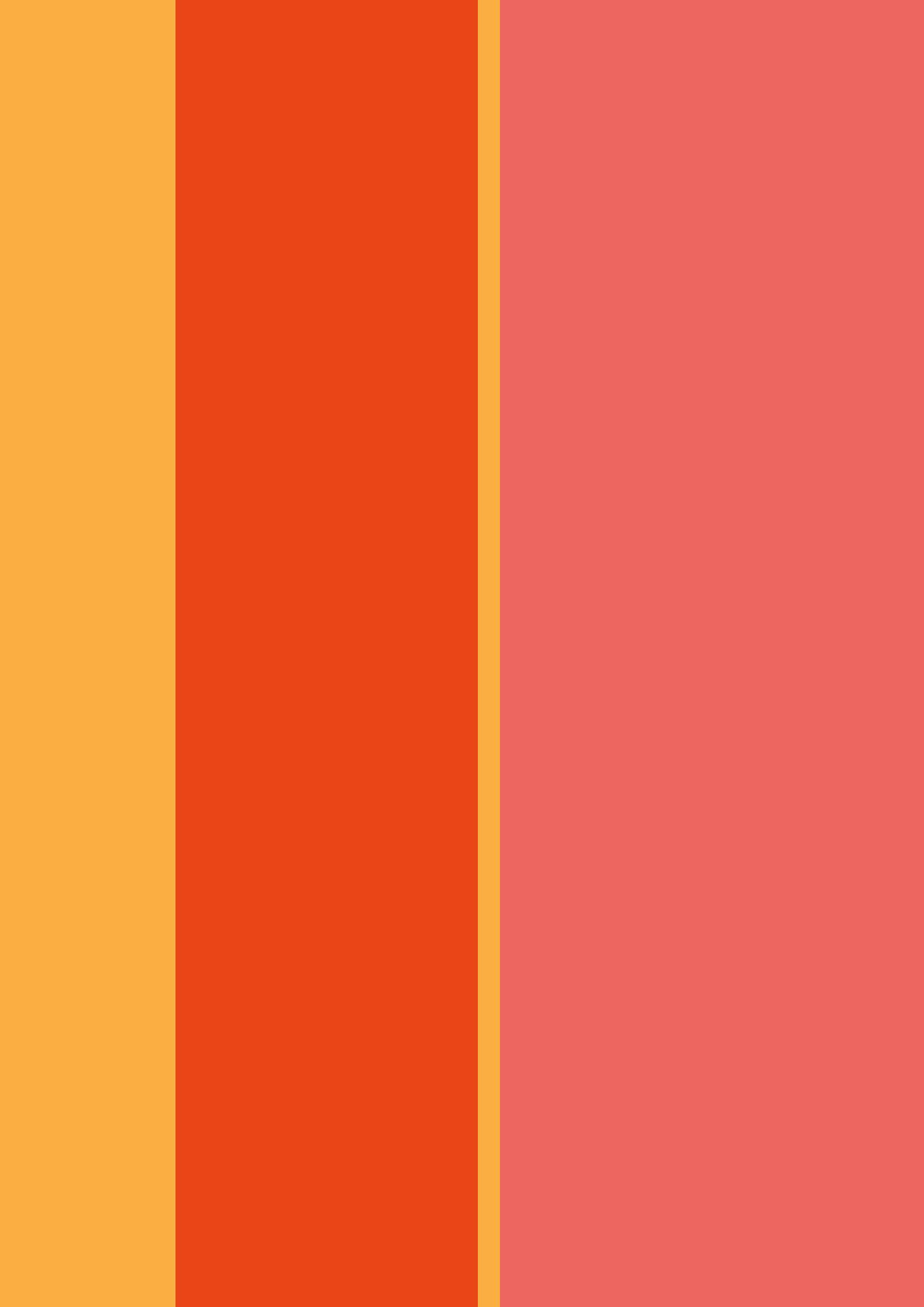
Peter Myers

Assistant Head of Upper School
B.A., Dartmouth College
M.A., Middlebury College
Resides on campus

Director of Upper School Strategic Initiatives

Julie Lenherr Edson '88

B.A., University of Colorado
M.A., University of San Diego
Catholic School Leadership Certificate,
Santa Clara University





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