How to Recognize a Palma School Graduate

HE IS SPIRITUAL AND MORAL…
…lives with a strong foundation in Christian values and beliefs.

HE IS INTELLECTUAL…
…demonstrates an appreciation for learning in a changing world by thinking and acting critically, independently, creatively and collaboratively.

HE IS PHYSICAL…
…has the knowledge to make healthful choices that will maximize his skills for lifelong enjoyment of physical activity and has mastered sportsmanship.

HE IS SOCIAL…
…interacts with others effectively and in a manner that reflects the Christian values of respect, compassion and service.

HE IS A CHIEFTAIN FOR LIFE
## MISSION STATEMENT

Palma is dedicated to providing young men an excellent college-preparatory education in a Roman Catholic environment that embraces the Essential Elements of an Edmund Rice Christian Brother Education and challenges each individual to develop spiritually, intellectually, morally, physically and socially.

## PHILOSOPHY

Palma is a private college-preparatory school, sponsored by the Christian Brothers Institute of California, Inc., whose purpose is to educate boys in grades seven through twelve. Palma seeks to give a quality Catholic education to the young men of the area by offering them the opportunity to prepare themselves to enter institutions of higher learning. As an extension of the family, Palma promotes the educational mission of the Roman Catholic Church through the formation and harmonious development of the whole person by challenging the young man to grow spiritually, intellectually, physically, socially, and morally in light of Luke 2:52, “Jesus, for his part, progressed steadily in wisdom and age and grace before God and men.” The Christian Brothers, along with their lay colleagues, endeavor to influence the young men placed in their care by parents; the faculty and staff undertake this effort with the same vision Brother Edmund Rice had when he began his outreach to the poor in Ireland more than two hundred years ago. Palma, as a Catholic school directed by the Christian Brothers, is missioned to evangelize and to catechize by fulfilling the four apostolic goals: spreading the Gospel message, building a faith community, celebrating the faith, and performing service to those in need.

## CONTENTS

<table>
<thead>
<tr>
<th>Academic Calendar 2019-20</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Requirements: Junior High School</td>
<td>3</td>
</tr>
<tr>
<td>Graduation Requirements: High School</td>
<td>4</td>
</tr>
<tr>
<td>High School Offerings and Course Load Minimums</td>
<td>4</td>
</tr>
<tr>
<td>Sequence of Math Courses</td>
<td>5</td>
</tr>
<tr>
<td>Planning for College</td>
<td>6</td>
</tr>
<tr>
<td>Scholar Programs</td>
<td>7</td>
</tr>
</tbody>
</table>

### Departments

- English ............................................... 9
- Fine Arts ............................................. 12
- Foreign Language .................................... 15
- Mathematics ......................................... 20
- Physical Education .................................... 23
- Science .............................................. 25
- Social Studies ........................................ 28
- Theology ............................................. 30
- Other Courses ....................................... 33

*The Essential Elements of an Edmund Rice Christian Brother Education* .......................... 36

All elective courses are offered pending sufficient levels of requests.

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**PALMA SCHOOL**

**KNOWLEDGE • SERVICE • LEADERSHIP**

919 Iverson Street, Salinas, CA 93901
831.422.6391  |  palmaschool.org
## 2019-2020 Academic Calendar

<table>
<thead>
<tr>
<th>August 2019</th>
<th>Attendance Mandatory</th>
<th>All-Student Orientation Day School Pictures, Class Sched., Locker, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Aug. 8</td>
<td>Attendance Mandatory</td>
</tr>
<tr>
<td>Friday</td>
<td>Aug. 9</td>
<td>8:10 am*</td>
</tr>
<tr>
<td>Thursday</td>
<td>Aug. 15</td>
<td>Periods 1-3</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Aug. 28</td>
<td>6:00 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Sep. 2</td>
<td>SCHOOL CLOSED</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td></td>
<td>Sep. 23</td>
<td>NO CLASSES</td>
<td>Faculty In-Service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Oct. 14</td>
<td>NO CLASSES</td>
<td>Quarter Break</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Nov. 1</td>
<td>Periods 1-3</td>
<td>Mass: All Saints Day</td>
</tr>
<tr>
<td>Sunday</td>
<td>Nov. 3</td>
<td>12:00-2:00 pm</td>
<td>Open House</td>
</tr>
<tr>
<td>Monday</td>
<td>Nov. 11</td>
<td>NO CLASSES</td>
<td>Veteran's Day</td>
</tr>
</tbody>
</table>

| Mon-Fri     | Nov. 25-29           | NO CLASSES            | Thanksgiving Week Vacation  |
| Thu-Fri     | Nov. 28-29           | SCHOOL CLOSED         | Thanksgiving Holiday     |

<table>
<thead>
<tr>
<th>December</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Dec. 2</td>
<td>8:10 am*</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Mon-Thu</td>
<td>Dec. 16-19</td>
<td>Exams Schedule</td>
<td>Fall 2019 Semester Final Exams</td>
</tr>
<tr>
<td>Friday</td>
<td>Dec. 20</td>
<td>NO CLASSES</td>
<td>End of Fall 2019 Semester / Exam Correction Day</td>
</tr>
<tr>
<td>Mon-Tue</td>
<td>Dec. 23-Jan. 6</td>
<td>NO CLASSES</td>
<td>Christmas Vacation</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Dec. 25</td>
<td>SCHOOL CLOSED</td>
<td>Christmas Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January 2020</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Jan. 1</td>
<td>SCHOOL CLOSED</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Jan. 7</td>
<td>8:10 am*</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Monday</td>
<td>Jan. 20</td>
<td>SCHOOL CLOSED</td>
<td>Dr. Martin Luther King, Jr. Day Holiday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu-Mon</td>
<td>Feb. 13-17</td>
<td>NO CLASSES</td>
<td>Palma Winter 2020 Break</td>
</tr>
<tr>
<td>Thu</td>
<td>Feb. 13</td>
<td>NO CLASSES</td>
<td>Faculty In-Service / Winter Break Begins</td>
</tr>
<tr>
<td>Monday</td>
<td>Feb. 17</td>
<td>SCHOOL CLOSED</td>
<td>Presidents’ Day Holiday</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Feb. 18</td>
<td>8:10 am*</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Feb. 26</td>
<td>Periods 1-3</td>
<td>Mass: Ash Wednesday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Mar. 11</td>
<td>NO CLASSES</td>
<td>51st Annual St. Patrick's Luncheon in the Gym</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Apr. 10</td>
<td>SCHOOL CLOSED</td>
<td>Good Friday</td>
</tr>
<tr>
<td>Fri-Fri</td>
<td>Apr. 10-17</td>
<td>NO CLASSES</td>
<td>Easter Vacation</td>
</tr>
<tr>
<td>Monday</td>
<td>Apr. 20</td>
<td>8:10 am*</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Thursday</td>
<td>Apr. 30</td>
<td>Periods 1-3</td>
<td>Mass: Founder’s Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>May 1</td>
<td>NO CLASSES</td>
<td>Founder’s Day Celebrated</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>May 4-15</td>
<td>Various</td>
<td>AP Exams</td>
</tr>
<tr>
<td>Mon-Thu</td>
<td>May 18-21</td>
<td>Exams Schedule</td>
<td>Spring 2020 Semester Final Exams</td>
</tr>
<tr>
<td>Thursday</td>
<td>May 21</td>
<td>5:00 pm</td>
<td>8th Grade Graduation Mass at Blessed Edmund Rice Chapel</td>
</tr>
<tr>
<td>Friday</td>
<td>May 22</td>
<td>NO CLASSES</td>
<td>End of Spring 2020 Semester / Exam Correction Day</td>
</tr>
<tr>
<td>Friday</td>
<td>May 22</td>
<td>9:00 am</td>
<td>Senior Graduation Mass at Madonna del Sasso Church</td>
</tr>
<tr>
<td>Friday</td>
<td>May 22</td>
<td>5:00 pm</td>
<td>8th Grade Graduation at Clayton Memorial Gym</td>
</tr>
<tr>
<td>Sunday</td>
<td>May 24</td>
<td>11:00 am</td>
<td>Senior Graduation at Sherwood Hall, Salinas</td>
</tr>
<tr>
<td>Monday</td>
<td>May 25</td>
<td>SCHOOL CLOSED</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>Tuesday</td>
<td>May 26</td>
<td>9:00-10:00 am</td>
<td>Viewing of Corrected Semester Exams</td>
</tr>
</tbody>
</table>
Graduation Requirements — Junior High School

120 Junior High School Credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
</tr>
<tr>
<td>English / Language Arts</td>
<td>20</td>
</tr>
<tr>
<td>Literature</td>
<td>10</td>
</tr>
<tr>
<td>Theology</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education*</td>
<td>20</td>
</tr>
</tbody>
</table>

*Enrollment in a Foreign Language class in 8th Grade or Resource Program-Study Skills in 7th and/or 8th Grade can be substituted for Physical Education. Qualified students in 7th Grade may also be approved for enrollment in Spanish I.

NOTE: Junior High students can also elect to participate in Junior High Studio Art, Junior High Band or Junior High Yearbook as enrichment classes.

Two-Year Projection of Course Offerings

<table>
<thead>
<tr>
<th></th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology</td>
<td>Theology</td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>English 8</td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td>Literature 8</td>
<td></td>
</tr>
<tr>
<td>Physical Education*</td>
<td>Physical Education*</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

*Enrollment in a Foreign Language class or Resource Program-Study Skills can be substituted for Physical Education.
Graduation Requirements — High School

240 High School Credits Required for Graduation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Regular / Honors / AP of each of the following classes must be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>30</td>
<td>World History / U.S. History Government (1 semester) / Economics (1 semester)</td>
</tr>
<tr>
<td>Science</td>
<td>30</td>
<td>Biology / Chemistry / plus one other high school science course</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
<td>Three years minimum in high school — All students must complete Algebra I, Geometry and Algebra II</td>
</tr>
<tr>
<td>English</td>
<td>40</td>
<td>English I / English II / English III or AP English Language &amp; Composition English IV or AP World Literature</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>10</td>
<td>All department courses meet graduation requirements</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>20</td>
<td>A minimum of two years of the same foreign language in high school</td>
</tr>
<tr>
<td>Theology</td>
<td>40</td>
<td>All department courses meet graduation requirements</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>All department courses meet graduation requirements. All students must complete a health course. Resource Program-Study Skills enrollment can be substituted for one year of Physical Education.</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
<td>Twenty (20) additional credits are needed to earn the minimum 240 high school credit requirement</td>
</tr>
</tbody>
</table>

Additional Requirements
- Standardized Testing Required Exam — ACT (American College Testing). At a minimum, this test must be taken in the spring of a student’s Junior year or the fall of a student’s Senior year.
- Community Service — A minimum of 60 hours of approved community service must be completed by May 1 of a student’s Senior year.

Projection of Course Offerings

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology 9</td>
<td>Theology 10</td>
<td>Theology 11</td>
<td>World Religions / Theology 12</td>
</tr>
<tr>
<td>English I</td>
<td>English II</td>
<td>English III or AP English Language</td>
<td>English IV or AP English Literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics or Elective**</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science or Elective**</td>
</tr>
<tr>
<td>Foreign Language or Elective**</td>
<td>Foreign Language</td>
<td>Foreign Language or Elective**</td>
<td>Foreign Language or Elective**</td>
</tr>
<tr>
<td>*AP World History (Optional if enrolled in English I H)</td>
<td>*World History or *AP World History or Elective</td>
<td>U.S. History</td>
<td>Economics / U.S. Government</td>
</tr>
<tr>
<td>Physical Education 9</td>
<td>Physical Education 10 / Driver’s Ed / Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students are required to take World History or AP World History during their Sophomore year unless they completed AP World History during their Freshman year.
**Students must take a minimum of one full year of a course for a grade in Fine Arts.
NOTE: Enrollment for a full year in Palma’s Resource Program can be substituted for one year of Physical Education.

High School Course Load Minimums

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Credits (or 70 if the student did not take AP World History as a Freshman)</td>
<td>60 Credits</td>
<td>60 Credits</td>
<td>50 Credits</td>
</tr>
</tbody>
</table>
Sequence of Math Courses

First course depends on:
• Entrance Test scores
• Previous school math teacher recommendation
• Letter grades / title of previous math course
• Approval of admissions committee
• Generally, enrollment in Algebra I Honors as a 7th Grader is considered if a student has a minimum score of 97th percentile on the Entrance Test and scores exceptionally well on a specially scheduled Algebra I Honors readiness test.

To move into/stay in an Honors level for the following year:
• Generally, students need a minimum grade of A- in a regular level class to move into an Honors level class for the following year.
• Generally, students need a minimum grade of B in an Honors level class to again enroll in an Honors level class for the following year.

Geometry summer school course:
The Geometry summer school course is an intensive 10-credit course open to students with a minimum average grade of B+ in the spring semester of Algebra I. Successful completion with a minimum B average would allow a student to enroll in Algebra II/Trig or Algebra II/Trig Honors in the following year with approval of the instructor.

The full sequence of course offerings:
General Math → PreAlgebra → Algebra I (H) → Geometry (H) → Algebra II/Trig (H) → PreCalculus (H) → AP Calculus AB
Math Fundamentals → or Algebra I or Geometry or Algebra II/Trig or PreCalculus
or Algebra II or Finite Math or AP Statistics
Statistical Reasoning in Sports
AP Calculus BC
Planning for College

California State University (CSU)
Eligibility for admission to the California State University is based on three criteria:
• college prep coursework completed with grades of C or better
• grade point average (GPA)
• college entrance exam scores

Some “impacted” campuses of the California State University system are highly competitive, and meeting minimum eligibility does not ensure admission to these particular campuses. Students meeting minimum eligibility will be admitted to nonimpacted campuses to which they apply.

University of California (UC)
Eligibility for admission to the University of California is based on these criteria:
• a minimum of 15 college prep courses completed with grades of C or better
• grade point average (GPA)
• college entrance exam scores
• overall student achievements: honors, special talents, senior schedule, extracurricular activities

The University of California system is highly competitive, and meeting minimum eligibility does not ensure admission to a particular campus.

CSU-UC Comparison of Minimum Eligibility Requirements for Freshmen

<table>
<thead>
<tr>
<th></th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH SCHOOL GPA</strong></td>
<td>Calculate GPA using only “a-g” approved courses taken after the 9th Grade. All “a-g” courses and grades must be reported</td>
<td></td>
</tr>
<tr>
<td><strong>SUBJECT REQUIREMENTS</strong></td>
<td>Fifteen year-long college preparatory courses from approved “a-g” list are required</td>
<td></td>
</tr>
<tr>
<td><strong>a</strong> History / Social Science</td>
<td>Two years of History/Social Science, including one year of U.S. History OR one semester of U.S. History and one semester of American Government, AND...</td>
<td>One year of World History, Cultures and Geography from the “a” subject area (UC)</td>
</tr>
<tr>
<td></td>
<td>One additional year of History/Social Science from the “a” or “g” subject area (CSU)</td>
<td></td>
</tr>
<tr>
<td><strong>b</strong> English</td>
<td>Four years of English (including no more than one year of ESL/ELD courses)</td>
<td></td>
</tr>
<tr>
<td><strong>c</strong> Mathematics</td>
<td>Three years of Mathematics (Algebra I and II, Geometry); four years recommended</td>
<td></td>
</tr>
<tr>
<td><strong>d</strong> Laboratory Science</td>
<td>Two years of Laboratory Science, including at least two of the three foundational subjects of Biology, Chemistry, and Physics</td>
<td>Both courses must be from the “d” subject area: three years recommended (UC)</td>
</tr>
<tr>
<td></td>
<td>At least one year of Physical Science and one year of Biological Science, one from the “d” subject area: and the other from the “d” or “g” area* (CSU)</td>
<td></td>
</tr>
<tr>
<td><strong>e</strong> Language (other than English)</td>
<td>Two years of Language other than English (must be the same language)</td>
<td>Three years recommended (UC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>f</strong> Visual and Performing Arts</td>
<td>One year-long course in Visual or Performing Arts (selected from Dance, Music, Theatre/Drama and Visual Arts)</td>
<td></td>
</tr>
<tr>
<td><strong>g</strong> College Preparatory Electives</td>
<td>One year of an elective chosen from any area on approved “a-g” course list</td>
<td></td>
</tr>
<tr>
<td><strong>HONORS POINTS</strong></td>
<td>Maximum of eight extra grade points awarded for UC approved Honors, AP, or IB courses and transferable community college courses. No more than two year-long UC approved Honors or AP courses taken in 10th Grade can earn honor points.</td>
<td></td>
</tr>
</tbody>
</table>

Dual Enrollment Courses
Since 2016 Palma School has offered two dual enrollment courses with Hartnell College (Digital Art [Art 72] and Introduction to Engineering [EGN-1]). Upon successful completion of a dual enrollment course, students receive full Palma School credits applicable toward their graduation and also receive college units through Hartnell College, which are transferable to CUs, CSUs and most universities. Dual enrollment courses will incur an additional fee and are contingent upon the availability of qualified instructors.
Scholar Programs

Three Scholar Programs allow a qualifying candidate additional ways to showcase his mastery of a rigorous curriculum. They are distinctions beyond the already high achievement that embodies a Palma High School diploma. Once a student expresses interest in a program, his participation and progress will be monitored by the Palma Guidance Department with oversight by the Academic Vice Principal.

In the fall of the student’s senior year a transcript that reflects this additional evidence of academic achievement will be sent to colleges to indicate the student will receive a Scholar diploma upon the successful completion of his coursework, or having earned passing grades on qualifying examinations.

The Scholar will receive a seal on his diploma that distinguishes him as a program Scholar and will be recognized as such during the graduation ceremony.

STEM Scholar

The STEM (Science, Technology, Engineering, Mathematics) Scholar program is designed for students whose academic proficiencies in these disciplines warrant extraordinary recognition. To be awarded a STEM Scholar diploma, a student must complete either of the following:

1. Earn letter grades B or higher for both semesters in AP Statistics and/or AP Calculus
2. Earn letter grades B or higher for both semesters in Java Programming Honors, CAD: Computer-Assisted Design, Introduction to Engineering, or AP Computer Science Principles
3. Earn letter grades B or higher for both semesters in each of at least two (2) of the following: AP Biology, AP Chemistry, AP Environmental Science, AP Physics I and/or AP Physics II
4. Earn a minimum cumulative GPA of 4.0

OR

1. Pass three (3) AP Exams in the AP courses listed above, with at least one being a math course and another a science course, with a score of three (3) or higher by the spring of his junior year
2. Earn letter grades A- or higher for both semesters in Java Programming Honors, CAD: Computer-Assisted Design, Introduction to Engineering, or AP Computer Science Principles

The student must submit a STEM Scholar application by a designated date during the first quarter of his senior year to be considered for the distinction.
Excellence in the Humanities Scholar

The Excellence in the Humanities Scholar program is designed to recognize students with exceptional proficiency in the liberal arts. To be awarded an Excellence in the Humanities diploma, a student must complete either of the following:

1. Letter grades of A- or higher for both semesters in at least one (1) of the following: AP European History, AP Psychology, AP Studio Art 2-D Design, Jazz Ensemble, Advanced Senior Theology, Speech/Creative Writing, or other approved humanities elective course.

2. Letter grades of A- or higher for both semesters of all of the following: AP World History, AP US History, Economics Honors/AP US Government, AP English Language, AP English Literature.

OR

1. Pass four (4) AP Exams in the courses listed above with a score of three (3) or higher by the spring of his junior year.

The student must submit an Excellence in the Humanities Scholar application by a designated date during the first quarter of his senior year to be considered for the diploma.

Certified Bilingual Scholar

The Certified Bilingual Scholar program recognizes extraordinary proficiency in speaking, reading and understanding a foreign language. To be awarded a Certified Bilingual Scholar diploma, a student will have successfully met the following criteria:

1. Pass the AP Exam for the desired Foreign Language with a score of 3 or higher in the spring of his Sophomore or Junior year or achieve a score of 650 or higher on the SAT subject exam for that language.

OR

Earn a letter grade B or higher in each of six (6) semesters of the same Foreign Language and be enrolled in the AP or level IV Honors course for that language as a Senior.

2. Earn a minimum cumulative GPA of 4.0 over the course of eight (8) semesters of high school.

The student must submit a Certified Bilingual Scholar application by a designated date during the first quarter of his senior year to be considered for the distinction.
The English Department of Palma School offers an articulated program through which students come to understand that all areas of English language study are interrelated and become aware of the necessity of communication and thinking skills in all aspects of their lives. The course of studies in English is designed to foster a sequential development in reading, writing, speaking, listening and thinking skills. The course of studies emphasizes the language skills necessary for success in a global technological world. All courses seek to encourage skills as they help to promote the development of the whole Christian man as detailed in the *Essential Elements of an Edmund Rice Christian Brother Education.*

**Language Arts 7A**

**Junior High**

Credits: 10  
Prerequisite: 7th Grade standing

This course focuses on four areas of study: grammar and usage, vocabulary, writing and literature. Literary genres studied include novels, short stories, nonfiction, drama and poetry. The goal by the end of the course is for students to incorporate course material and critical thinking skills into well-structured, well-reasoned and coherent paragraphs. During the summer, students are required to read one or more assigned books and are assessed on the material at the beginning of the school year.

**Language Arts 7B**

**Junior High**

Credits: 10  
Prerequisite: 7th Grade standing

This course focuses on four areas of study: grammar and usage, vocabulary, writing, and literature. The goal by the end of the course is for students to incorporate course material and critical thinking skills into well-structured, well-reasoned, and coherent 11-sentence paragraphs. Language Arts 7B is similar in scope and sequence to Language Arts 7A but is designed for students who would benefit from a pace that allows for more individualized instruction. Certain reading and writing concepts are covered in more depth. During the summer, students are required to read one or more assigned books and are assessed on the material at the beginning of the school year.

**English 8**

**Junior High**

Credits: 10  
Prerequisite: 8th Grade standing

This course continues the student's study, begun in Language Arts 7, of the basic elements of grammar and composition. The course also includes instruction on conducting research and formatting research papers. Paragraph-construction skills and creative writing are reinforced.

**Literature 8**

**Junior High**

Credits: 10  
Prerequisite: 8th Grade standing

Building on Language Arts 7, this course continues to help students become active readers who think critically. Many types of writing are studied, including novels, short stories, nonfiction, drama and poetry. The course also includes a vocabulary-building program that emphasizes pronunciation, spelling and analytical skills. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

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*“Education is the most powerful weapon which you can use to change the world.”*  
— Nelson Mandela
**English IA**  
**UC/CSU:** B  
Credits: 10  
Prerequisite: Results of Palma’s placement exam and/or recommendation of previous English teacher  
This course focuses on four areas of study: grammar and usage, vocabulary, writing and literature. Literary genres studied include novels, short stories, nonfiction, drama and poetry. The goal by the end of the course is for students to incorporate course material and critical thinking skills into well-structured, well-reasoned, and coherent five-paragraph essays. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

**English IB**  
**UC/CSU:** B  
Credits: 10  
Prerequisite: Results of Palma’s placement exam and/or recommendation of previous English teacher  
Designed for students who are new to Palma. This course is a study of written communication including prose, drama and short stories. The course develops the student’s skills in reading comprehension, vocabulary, grammar and composition with special emphasis on writing paragraphs. Students are required to read assigned books during the summer. There is a test on these books at the beginning of the school year.

**English I Honors**  
**UC/CSU:** B  
Credits: 10  
Prerequisite: Results of Palma’s placement exam and/or recommendation of previous English teacher  
Along with a thorough study and mastery of the subject areas covered in English IA, additional work is included according to the ability of the student. Prose fiction and nonfiction, drama and poetry are studied in more depth. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

**English II**  
**UC/CSU:** B  
Credits: 10  
Prerequisite: English IA or IB  
This course concentrates on four specific areas: composition, the research paper, vocabulary and literature. In the area of composition, the course includes in-depth work on writing multi-paragraph essays and research papers. In the area of reading, considerable time is spent on the short story, drama, poetry and the novel. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

**English II Honors**  
**UC/CSU:** B  
Credits: 10  
Prerequisite: “B” grade or better in English I Honors or “A” grade in English I, and permission from the English instructor  
This course concentrates on four specific areas: composition, the research paper, vocabulary and literature. In the area of composition, the course includes in-depth work on writing multi-paragraph essays and research papers. In the area of reading, considerable time is spent on the short story, drama, poetry and the novel. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

**English III**  
**UC/CSU:** B  
Credits: 10  
Prerequisite: English II  
This course is a survey of American literature corresponding to U.S. History. Readings in prose, poetry, drama and nonfiction broaden and deepen themes prevalent in our nation’s past. Writing emphasizes analysis and critical thinking, thesis development, claims and counter claims, and fluency in style with added variety in syntax. Vocabulary building is assigned regularly. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

“THE NOBLEST PLEASURE IS THE JOY OF UNDERSTANDING.” — Leonardo da Vinci
AP English Language & Composition UC/CSU: B
Credits: 10
Prerequisite: “B” grade or better in English II Honors or “A” grade in English II, and permission from the English instructor

This course is an intensive study of rhetoric and composition. The class delves extensively into works of nonfiction and a few works of fiction. At times the vocabulary and grammatical construction are taxing and the passages demand more of the student’s time and effort to gain comprehension. Students are required to take the AP English Language and Composition exam, which is administered at the end of the Junior year. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

English IV UC/CSU: B
Credits: 10
Prerequisite: English III

This course concentrates on an extensive study of literature along with development of composition and critical thinking skills. The survey of works includes the study of poetry, prose fiction and nonfiction and drama. Students read a number of novels and plays. Composition study stresses the response to the literature and the development of literary analysis. Vocabulary, listening and speaking skills are also developed. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

English IV Honors UC/CSU: B
Credits: 10
Prerequisite: “B” grade or better in English III Honors or “A” grade in English III, and permission from the English instructor

This course concentrates on an extensive study of literature and close reading skills and explication of texts. Writing assignments require the students to approach works from different critical perspectives. The readings include the study of poetry, prose fiction and nonfiction and drama. Students read a number of novels and plays. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

AP English Literature & Composition UC/CSU: B
Credits: 10
Prerequisite: “B” grade or better in AP English Language & Composition and permission from the English instructor

This course concentrates on an in-depth analysis of works by a variety of authors from around the world and includes the study of representative pieces drawn from diverse literary forms: poetry, short stories, novels and drama. The class also emphasizes the continued development of writing and analytical skills. Students are required to take the AP English Language and Composition exam at the end of their Senior year. During the summer, students are required to read assigned books and are assessed on these books at the beginning of the school year.

Creative Writing UC/CSU: G
Credits: 5
Prerequisite: A minimum “C” grade in High School English

This semester-long course develops the student’s imagination and writing ability with a range of creative writing topics drawn from the four basic types of writing: descriptive, narrative, expository and persuasive. Emphasis is placed on developing strategies to write expressive, imaginative, and personally significant works. Students are assigned a range of topics from a number of genres; assignments may include free verse, metered verse, a short story, autobiographical incidents, a one-act play or a television commercial and miscellaneous prose exercises.

Speech UC/CSU: G
Credits: 5
Prerequisite: A minimum “C” grade in High School English

This semester-long course is designed to familiarize the student with the methods and techniques of oral communication; it consists of speaking to inform, to convince, and to entertain. This course also teaches students to speak impromptu on given subject and to orally interpret literature and poetry. Basic elements of debate are introduced, including speech writing, organization, outlining and the use of prompt notes.
Departments

Fine Arts

The Art Department accepts as its mission the responsibility to provide students the skills, knowledge, and understanding necessary as positive learning experiences in the visual and performing arts. Students will be taught and evaluated on eight essential learning outcomes for each arts class. Creativity, intellectual curiosity, and creative thinking are encouraged. Students will be motivated to take an active interest in developing and maintaining an appreciation of all art forms.

Visual Arts

Junior High Studio Art  
Credits: 10  
Prerequisite: 7th or 8th Grade standing

In this enrichment course students will explore the basic fundamentals of visual art and design. Line, color, value, shape, space, form and texture will be taught in a sequential manner as well as drawing techniques, color theory, composition and 3-D sculpture. This course does not meet the High School art requirement. Class meets during 8th period.

Advanced Art & Design  
Credits: 10  
Prerequisite: Approval of art instructor

Students in this course have demonstrated proficiency in the use of several media and desire a more challenging environment in which to grow creatively. Students compose works in series, interpret thematic content presented by the instructor and apply their understanding of design principles. Projects in this course are more complex and long-term than in the Studio Art course as the student formulates a personalized visual language with which to communicate artistically. Portfolio review and approval of the instructor are necessary before enrollment.

AP Studio Art 2-D Design  
Credits: 10  
Prerequisite: Studio Art or approval of art instructor

The AP Studio Art 2-D Design course was created for students who are seriously interested in the practical experience of art. This course addresses the student’s ability to recognize quality in his work. Students learn to concentrate on a sustained investigation of a particular visual interest or problem. They will also explore a range of approaches to the formal, technical and expressive means of the artist. At the end of the year, students will submit a portfolio of their artwork (following specific guidelines) to the AP Board for review.

Digital Art*  
Credits: 10  
Prerequisite: Approval of art instructor

An introduction to the fundamentals of digital art, including history, social impact, career options and industry trends. Students will apply visual and aural aesthetic-design principles in the hands-on exploration of the digital art tools of typography, graphics, digital imaging, animation, full motion video, and digital media interface design. Students will analyze the essential topics of interactivity, media development process, and the applications and future directions of the digital arts.

*This course may be a dual enrollment course with Hartnell College whereby students will be simultaneously enrolled as Hartnell College students in (Digital) Art 72. With successful completion students would receive BOTH 10 high school credits and a total of 3 (CSU and UC transferable) college units. The offering of this class as dual enrollment is contingent upon the availability of a qualified instructor. If offered as dual enrollment, the class will incur an additional fee and students will be expected to complete the necessary Hartnell College registration paperwork.

“Love of beauty is taste. The creation of beauty is art.” — Ralph Waldo Emerson
**Film Studies**

Credits: 10  
Prerequisite: 11th or 12th Grade standing

Students in this course study film as both an art and a means of communication. They are taught to “read” a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors and purpose. The emphasis is on the various techniques used by filmmakers to convey meaning. This course also introduces traditions of film making, as well as the history of cinema. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. Along with film analysis the students create short film-related projects.

*Scheduling Note: This class may be scheduled as a three-hour evening class each week. If taught as an evening class and if enrollment space allows, this course may include qualifying students from Notre Dame High School.*

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**Studio Art**

Credits: 10  
Prerequisite: none

Students in this course explore the fundamentals of pictorial design and composition, and how art is used as a means of personal expression. Using various media, students learn textures, rendering forms, shading, and one-, two- and three-point perspective. Painting principles are introduced; students develop a color wheel, color scales, and compositions that illustrate atmospheric perspective and the effects of complementary colors and color chords. In addition to drawing and painting, students create images using the linocut printmaking process. Important artists from the past and present are introduced as examples of excellence, and students are encouraged, through specific assignments, to develop their own artistic vocabulary to facilitate effective visual communication.
Performing Arts

Junior High Band
Credits: 10
Prerequisite: Approval of music instructor
This is a music course designed to introduce students to the basics of performing on a wind or percussion instrument. Basic techniques and fundamentals of each student’s instrument will be covered in an effort to provide a solid musical foundation for later participation in the Symphonic Band and Jazz Ensemble, and also for a lifetime of musical involvement and understanding.

Audio Production
Credits: 10
Prerequisite: none
This course combines elements of MIDI and digital audio, and recording acoustic instruments. Waveform theory, sample rates, conversion, file formats, digital signal processing and other digital audio theory will be studied and applied through the recording of performances, sound design and film scoring. Students will study the fundamentals of MIDI sound production using virtual synthesizers. Students will be introduced to digital audio production using Pro Tools. This course, as enrollment space allows, may include qualifying students from Notre Dame High School.

Beginning Guitar
UC/CSU: F
Credits: 10
Prerequisite: none
This course is designed for high school students who want to learn how to play the guitar and have no prior experience. Students learn both melodic (finger-style) and accompaniment (strumming) techniques. Students learn melodies, solos, duets, chords, and strum patterns. They will learn how to read music notation in addition to tablature and chord charts. Improvisation and song-writing techniques will be introduced.

Jazz Ensemble
Credits: 10
Prerequisite: Approval of music instructor
This is a music-performance class with two goals: the introduction of basic jazz techniques, including improvisation and the performance of standard Jazz/Big Band repertoire. The ensemble consists of standard Big Band instrumentation: alto, tenor and baritone saxophones, trumpets, trombones, guitar, bass, piano and drums. The ensemble performs home concerts, but also performs at school events, community functions and concert festivals. Each year the band makes a trip to perform outside our immediate region. This course, as enrollment space allows, may include qualifying students from Notre Dame High School.

Symphonic Band
UC/CSU: F
Credits: 10
Prerequisite: Approval of music instructor
This is a music performance class with three aspects: to introduce the students to the fundamentals of music; to improve the students’ musical proficiency; and to form an ensemble that will be exposed to a variety of band literatures. The band performs two home concerts, as well as performs at school rallies, athletic events, community functions and concert festivals. Each year the band makes a trip to perform outside our immediate region. This ensemble is considered the core of the Palma High School Band program. This course, as enrollment space allows, may include qualifying students from Notre Dame High School.
Chinese

Chinese I
Credits: 10
Prerequisite: none
The students learn contemporary Mandarin Chinese. The course is based on modern principles of second-language acquisitions, which integrate the learning of all four language skills (listening, speaking, reading and writing). Grammar is treated as a tool for developing the ability to communicate in Chinese. The students learn about the culture and history of the Chinese.

Chinese II
Credits: 10
Prerequisite: Chinese I
This course is a continuation of Chinese I. Students will continue to develop their communication skills and are trained in speaking fluency and in Chinese typing. They will further their knowledge of the history and culture of China. Research reports about Chinese culture will be done.

Chinese II Honors
Prerequisite: Chinese I with an “A” or “B” grade and approval of the Chinese instructor
Chinese II Honors is a continuation of Chinese I. In this course, students will continue to learn communication skills to a greater degree than in Chinese II. Honors students will be required to write essays in the target language, to research and report on Chinese culture and to explore Chinese history.

Chinese III
Prerequisite: Chinese II with a minimum “C” grade recommended and approval of the Chinese instructor
Chinese III includes a review of grammatical structures, vocabulary and cultural items covered in Chinese I and Chinese II courses. Students will engage in more advanced conversation and writing assignments. Students will read more advanced literary selections and become more knowledgeable about Chinese culture.

Chinese III Honors
Prerequisite: Chinese II with an “A” or “B” grade and approval of the Chinese instructor
Chinese III Honors is a review of grammatical structures and vocabulary covered in Chinese I and Chinese II courses. Conversational practice in greater degree is emphasized with more dialogue and more advanced writing assignments. Students will become more knowledgeable about Chinese culture.

There are no foreign lands. It is the traveller only who is foreign.”
— Robert Louis Stevenson
**AP Chinese Language & Culture**

Credits: 10  
Prerequisite: Chinese III with a minimum “A” grade or Chinese IIIH with a minimum “A” or “B” grade and approval of the Chinese instructor

The AP Chinese Language & Culture course is designed to further enhance students’ listening, speaking, reading and writing abilities. Through the course, students will gain knowledge about Chinese society, its people, its value systems, its customs, traditions and philosophy. The purpose of the course is to prepare students for the AP Chinese Language & Culture exam, which must be taken at the end of the year.

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**Italian II Honors**

Credits: 10  
Prerequisite: Italian I with an “A” grade and approval of the Italian instructor

This continues language study to a higher degree than Italian II. Upon reviewing earlier material in greater depth, students will progress with greater practice and expectation in spoken exercises, as well as writing, listening, and reading. Students will progress to proficiently use the present, past, and future tenses.

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**Italian III**

Credits: 10  
Prerequisite: Italian II with a minimum “C” grade recommended

Italian culture spans the ancient Etruscans to the present. The Roman period and the Renaissance stand out. This course develops the students’ historical sense, as well as completes the introduction of grammatical constructs. Besides reviewing present, past and future, students will learn conditional and compound tenses.

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**Italian III Honors**

Credits: 10  
Prerequisite: Italian II with a minimum “A” grade or Italian IIH with a minimum “B” grade and approval of the Italian Instructor

This course continues the study of Italian to a higher degree than Italian II. Upon reviewing previous grammatical structures, student progress to the conditional, subjunctive, and compound tenses. The course emphasizes proficient expression in spoken communication, writing in practical settings, and reading from authentic Italian sources.

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**AP Italian Language & Culture**

Credits: 10  
Prerequisite: Italian III with a minimum “A” grade or IIIH with a minimum “B” grade and approval of the Italian instructor

This course is for highly motivated students to prepare for the AP Italian Language & Culture exam, which must be taken at the end of the year. Motivated students will prepare inside and outside of class time in AP subject areas: global challenges, contemporary life, science and technology, beauty and aesthetics, families and communities, and personal and public identities. The course will enhance speaking, listening, reading, and writing abilities in situations requiring critical thinking.
Korean

Korean I  
Credits: 10  
Prerequisite: none  

Korean I is a year-long introductory course to provide students with a clear understanding of the development and structure of the Korean language. The course will utilize a variety of approaches outlined by World Language Content Standards. Each unit includes conversation, reading, grammar, structure, vocabulary, pronunciation and listening practice through experiential learning. Korean culture will be explored.  
*Pending UC approval.

Latin

Latin I  
Credits: 10  
Prerequisite: none  

This course focuses on three areas of study: grammar, vocabulary, and culture. Students review English grammatical constructions in order to prepare for Latin grammar. Students develop a Latin vocabulary through directed study of word lists taken from the textbook. While translating selections of Latin from the textbook, students will be exposed to Roman culture and learn about Roman history. The goal by the end of the course is for students to have a solid command of Latin grammatical constructions, a vocabulary that enables them to translate basic sentences and an understanding of Roman civilization.
Latin II
Credits: 10
Prerequisite: Latin I
This course is a continuation of Latin I and focuses on three areas of study: grammar, vocabulary, and culture. The year begins with a short review of major topics covered in Latin I. Students will strengthen their Latin vocabularies through a directed study of word lists taken from the textbook. While translating selections of Latin from the textbook, students will be exposed to Roman culture and learn about Roman history. The goal by the end of the course is for students to have a solid command of Latin grammatical constructions, a vocabulary that enables them to translate basic sentences, and an understanding of Roman civilization.

Latin II Honors
Credits: 10
Prerequisite: Latin I with an “A” grade and approval of the Latin instructor
This course is a continuation of Latin I, and focuses on three areas of study: grammar, vocabulary, and culture. The year begins with a short review of major topics covered in Latin I. Students will strengthen their Latin vocabularies through a directed study of word lists taken from the textbook. While translating selections of Latin from the textbook, students will be exposed to Roman culture and learn about Roman history. The goal by the end of the course is for students to have a solid command of Latin grammatical constructions, a vocabulary that enables them to translate basic sentences, and an understanding of Roman civilization. While the Honors section and regular section will likely be meeting at the same time, the Honors students will have an expanded workload and will be tested in more depth.

Latin III
Credits: 10
Prerequisite: Latin II with a minimum “C” grade recommended
This course focuses on three areas of study: grammar and vocabulary, literature, and culture. Students will finish up their study of grammatical constructions from Latin II and will spend the first part of the year mastering grammatical skills. The study of Latin grammar will be concluded by the end of the year. Students will expand their vocabulary through directed study of word lists adapted from ancient texts. While translating texts, students will be exposed to Roman culture and learn about Roman history. The goal by the end of the course is for students to have a solid command of grammatical constructions and an expanded vocabulary that enables them to translate basic Latin literature.

Latin III Honors
Credits: 10
Prerequisite: Latin II with an “A” grade or IIH with a “B” grade and approval of Latin instructor
This course focuses on three areas of study: grammar and vocabulary, literature, and culture. Students will review basic grammatical constructions from Latin II and will conclude their study of Latin grammar by the end of the third quarter. Students will expand their vocabulary through directed study of word lists adapted from ancient texts. Prose selections in the textbook about Jason and the Argonauts, and selections from Caesar's De Bello Gallico will be studied in class. While translating texts, students will be exposed to Roman culture and learn about Roman history. The goal by the end of the course is for students to have a solid command of grammatical constructions and an expanded vocabulary that will enable them to be successful in advanced content of AP Latin.
**AP Latin**

**UC/CSU: E**

Credits: 10

Prerequisite: “B” grade or higher in Latin IIIH

This course focuses on the preparation for the AP Latin exam, which must be taken at the end of the year. Students will utilize grammatical constructions from earlier courses and will learn how to formally analyze Latin prose and epic poetry. Students will translate sections of Vergil’s *Aeneid*, and Caesar’s *De Bello Gallico* in their original forms and focus on literary devices, themes, and the context of the epic as a whole. While translating the texts, students will be exposed to Roman culture and will learn about Roman history. The goal by the end of the course is for students to develop adequate translation and analysis skills so that they can pass the AP Latin exam.

**Spanish**

**Spanish I**

**UC/CSU: E**

Credits: 10

Prerequisite: none

Spanish I is a beginning course in building proficiency in the Spanish language. The focus is on communication with accuracy. Students will also become acquainted with the rich variety of cultures among Spanish-speaking communities.

**Spanish II**

**UC/CSU: E**

Credits: 10

Prerequisite: Spanish I

Spanish II is a review of grammatical structures, vocabulary, and cultural items covered in Spanish I. Students will continue to prepare themselves to communicate everyday ideas in Spanish.

**Spanish II Honors**

**UC/CSU: E**

Credits: 10

Prerequisite: Spanish I with an “A” grade and approval of Spanish instructor

Spanish II Honors is a review of grammatical structures, vocabulary, and cultural items covered in Spanish I. Students will continue to prepare themselves to communicate everyday ideas in Spanish. In this Honors class, students will be expected to maintain a grade of A or B and fulfill additional requirements such as maintaining a journal or portfolio, completing Internet activities, and providing additional assignments that demonstrate proficiencies in speaking and writing.

**Spanish III**

**UC/CSU: E**

Credits: 10

Prerequisite: Spanish II with a minimum “C” grade recommended

Spanish III is a review of grammatical structures, vocabulary and cultural items covered in Spanish I and II courses. Students produce more advanced conversation and writing assignments. Students read more advanced literary selections and develop greater understanding of Spanish-speaking communities.

**Spanish III Honors**

**UC/CSU: E**

Credits: 10

Prerequisite: Spanish II with an “A” grade or IIIH with a “B” grade and approval of Spanish instructor

Spanish III Honors is a review of grammatical structures and vocabulary covered in Spanish I and II courses. Conversational practice is emphasized and more advanced writing assignments are made. More advanced literary selections will be read and students will develop a greater understanding of Spanish-speaking communities. Higher expectations and additional assignments will be expected of Spanish III Honors students.

**AP Spanish Language & Culture**

**UC/CSU: E**

Credits: 10

Prerequisite: Spanish IIIH with a minimum “B” grade and approval of Spanish instructor

This class is conducted entirely in Spanish and requires students to participate actively. Students have reached a reasonable proficiency in reading, writing, listening, comprehension and speaking. The purpose of the course is to prepare the students for the AP Language exam by listening activities, reading specific literary works by Guillen, Machado, Borges, and Marquez to develop vocabulary and writing skills beyond a plot, summary, comparing and contrasting themes, writing, using written sources, speaking skills, and leading a formal presentation. The AP Language exam must be taken at the end of the year. This course, as enrollment space allows, may include qualifying students from Notre Dame High School.
Mathematics

The mission of the Mathematics Department at Palma School is to strengthen each student’s background with a math education that is essential for progressive and continuing development throughout his academic and professional careers. Emphasis is placed on achieving intellectual discipline, mastery of reasoning, understanding of math concepts, skill in practical applications of mathematics and appreciation for the role of mathematics in daily life. The goal is to instill in each student a problem-solving mindset resulting in a student who knows how to think and reason.

**Math Fundamentals**  
*Junior High*  
**Credits:** 10  
**Prerequisite:** Results of Palma’s entrance exam  
This class is a foundational class to help students build their understanding and fluency with basic math computational skills. Topics that will be covered include operations with positive integers, fractions and decimals, and an introduction into measurements, ratios, percents, basic geometry, areas and applications to real world problems.

**General Math**  
*Junior High*  
**Credits:** 10  
**Prerequisite:** Results of Palma’s entrance exam and/or completion of 7th Grade Math (Math Fundamentals)  
This course is designed to help students continue to develop their number sense, computational skills and the ability to apply this knowledge to problem solving situations. The topics covered are: integers, decimals, fractions, percents, graphs, measurement, ratio and proportion, consumer math, basic geometry concepts, area and volume, probability and introduction to algebra.

**PreAlgebra**  
*Junior High*  
**Credits:** 10  
**Prerequisite:** Successful completion of General Math, and/or results of Palma’s entrance exam and/or approval of current Math instructor  
The emphasis in this course is a gradual and thorough preparation for the first year of Algebra. The topics covered are: exponents, integers, factors, ratios, graphing, area and volume, square roots and word problems. Students will learn to solve degree one level equations and inequalities. Students will also study properties of real numbers, scientific notation, statistics, and probability.

**Algebra I**  
*UC/CSU: C*  
**Credits:** 10  
**Prerequisite:** Grades 8 and above, successful completion of PreAlgebra course and/or results of Palma’s entrance exam and/or approval of current Math instructor  
This course covers the following concepts: variables, exponents, linear equations, polynomials, word problems, factoring, algebraic fractions, rational and irrational numbers, radical expressions and quadratic equations. Students will also study properties of real numbers, scientific notation, statistics, and probability.

**Algebra I Honors**  
*UC/CSU: C*  
**Credits:** 10  
**Prerequisite:** “A” grade average in PreAlgebra and/or results of Palma’s entrance exam and/or approval of current Math instructor  
This course covers all the topics in Algebra I in greater depth. In addition to the topics listed in Algebra I, this Honors course includes linear regression, graphing functions through transformations, and the graphing of quadratic and exponential growth functions. It is designed for a student who plans to continue in advanced mathematics or a concentration in science. Students will also study properties of real numbers, scientific notation, statistics, and probability.

“Pure mathematics is, in its way, the poetry of logical ideas.”  
— Albert Einstein
Geometry

**UC/CSU: C**

Credits: 10

Prerequisite: Algebra I

This course develops the individual's ability to observe, analyze and reason in a logical manner within a mathematical system of terms, postulates and theorems. It covers the traditional topics: deductive reasoning and formal proofs, parallel lines and parallelograms, congruent and similar triangles, circles, constructions, coordinates, right triangles, area and volume. Algebra skills are reviewed and strengthened through problems that integrate algebraic and geometric concepts.

Geometry Honors

**UC/CSU: C**

Credits: 10

Prerequisite: “B” grade average in Algebra IH or an “A” grade average in Algebra I and approval of current Math instructor

This course covers all the topics included in Geometry; however, topics are covered in greater depth. It is designed for a student who plans to continue in advanced mathematics or a concentration in science.

Algebra II

**UC/CSU: C**

Credits: 10

Prerequisite: Successful completion of Algebra I, Geometry and approval of current Math instructor

Algebra II has as its primary goal the achievement of student success by helping students further develop their understanding of algebraic concepts and skills. Students will explore the use of coordinates and functions, data analysis, transformations, coordinate geometry, conic sections, systems of equations and inequalities, direct and inverse variation, exponential functions, quadratic functions and complex numbers, polynomial and rational functions, sequences and series.

Algebra II/Trigonometry

**UC/CSU: C**

Credits: 10

Prerequisite: “C” grade average in Math; completion of both Algebra I and Geometry; student must earn a minimum of 73% on the fall semester Geometry exam part 1 — “Algebra Review;” and approval of current Math instructor

Algebra II has as its primary goal the achievement of student success by helping students further develop their understanding of algebraic concepts and skills. Students will explore the use of coordinates and functions, data analysis, transformations, coordinate geometry, conic sections, systems of equations and inequalities, direct and inverse variation, exponential functions, quadratic functions and complex numbers, polynomial and rational functions, sequences and series, trigonometric functions and ratios.

Algebra II/Trigonometry Honors

**UC/CSU: C**

Credits: 10

Prerequisite: “B” grade average in Algebra IH and Geometry H or an “A” grade average in Algebra I and Geometry; student must earn a minimum of 73% on the fall semester Geometry exam part 1 — “Algebra Review;” and approval of current Math instructor

Algebra II has as its primary goal the achievement of student success by helping students further develop their understanding of algebraic concepts and skills. Students will explore the use of coordinates and functions, data analysis, transformations, coordinate geometry, conic sections, systems of equations and inequalities, statistics, probability, direct and inverse variation, exponential functions, quadratic functions and complex numbers, polynomial and rational functions, sequences and series, trigonometric functions and ratios.
Finite Math — UC/CSU: C
Credits: 10
Prerequisite: Senior standing, completion of Algebra II/Trigonometry and approval of Math department

This course has a three-fold goal: 1) to reinforce skills needed for future success in college level math courses; 2) to introduce advanced mathematics topics (Calculus, Statistics, Probability, etc.); 3) to apply advanced mathematical techniques to solve real world problems (Linear Programming, Matrix System Solving, Surveying, Finance, etc.). Students will also learn techniques that form a basis for success in placement testing in college mathematics.

PreCalculus — UC/CSU: C
Credits: 10
Prerequisite: “B” grade average in Algebra II/Trigonometry and approval of current Math instructor

This course is designed to give the student a solid background for college Calculus by cementing together the topics taught in Algebra, Geometry and Trigonometry in greater depth. The new topics covered are: polar coordinates, sequence and series, vectors, limits and derivatives.

PreCalculus Honors — UC/CSU: C
Credits: 10
Prerequisite: “B” grade average in Algebra II/Trigonometry H or an “A” grade average in Algebra II/Trigonometry and approval of current Math instructor

This course covers all topics included in PreCalculus; however, topics are covered in greater depth. It is designed for a student wishing to take Calculus as his next math course.

AP Calculus [A/B Level] — UC/CSU: C
Credits: 10
Prerequisite: “B” grade minimum in PreCalculus H or an “A” grade minimum in PreCalculus and approval of previous Math instructor

This course is designed to prepare the student to sit for the AP Calculus Level A/B Examination. The exam is a requirement of the course. Topics covered are: limits, derivatives and integrals, all within the AP framework for this level.

AP Calculus [B/C Level] — UC/CSU: C
Credits: 10
Prerequisite: Minimum of “B” grade in AP Calculus [A/B] and approval of the AP Calculus [A/B] instructor

Students will prepare to sit for the Calculus B/C Advanced Placement Examination. The exam is a requirement of the course. Topics covered: formal definition of a limit, arc length and hyperbolic functions, integration by: parts, trig substitution & partial fractions, sequences & series, Maclaurin and Taylor Series, parametric equations, and polar coordinates.

Statistical Reasoning in Sports — UC/CSU: C*
Credits: 10
Prerequisite: “C” grade or higher in Algebra II/Trigonometry

This course teaches students how to use four-steps of the statistical process in the context of sports: ask questions, collect data, analyze data, and make conclusions. Each chapter will begin with a sports-related statistical question (e.g., Is there a home field advantage in the NFL?) and then students will learn how to collect appropriate data, how to analyze the data, and how to make reasonable conclusions. Although the context of the examples and exercises will be sports related, the primary focus of the class will be to teach students the basic principles of statistical reasoning. Use of technology, including online applets and the graphing calculator will be prominent in the course. Students can move on to AP Statistics with a grade of “B” or better. *Pending UC approval
The Physical Education program is designed to encourage each student to commit to an active, healthy lifestyle. Instructors and coaches lead students in learning the importance of health and physical fitness and strive to develop life-long learners as well as fit, confident young adults who have the knowledge and motivation to make healthy lifestyle choices. Students are introduced to a basic knowledge of individual and team sports, conditioning and exercise, and healthy practices and beliefs. Daily participation in class activities is vital to student success in the PE curriculum. Students experience a wide variety of recreational activities and explore many health topics including stress management, diet and nutrition, and substance abuse. Recreational activities include walking, running, weight training and a variety of team sports. The program provides students the opportunity to participate in activities that may be of ongoing interest to them throughout their lives. The Palma Physical Education Department prepares students for college and life by instructing them to develop and refine motor skills, expand their fitness and strength through cardiovascular exercise, and increase their knowledge of health.

**Jr. High Physical Education**

Credits: 10  
Prerequisite: 7th or 8th Grade standing

This course is an activity/participation-based course that introduces students to the fundamentals of team and individual activities, with an emphasis on the development of movement skills and knowledge, self-image and personal development, and social development.

**Physical Education 9**

Credits: 10  
Prerequisite: 9th Grade standing

This course is an activity/participation-based course that introduces students to the fundamentals of team and individual activities, with an emphasis on the development of movement skills and knowledge, self-image and personal development, and social development. This course may be taken for a letter grade or Pass/Fail.

*Note: Participation in one of Palma’s extracurricular athletic programs may be approved as an alternative for this class; students who receive credit for athletic participation at Palma will receive a Pass/Fail grade, with no option for a letter grade.*

**Driver’s Ed/Health**

Credits: 5  
Prerequisite: Required for all 10th Grade students

This is a semester-long course. Driver’s Ed covers the CA handbook on safe driving. Students successfully completing this course may obtain a learner’s driving permit. The Health and Safety part of the class emphasizes first-aid and CPR. Students also cover a variety of health topics including exercise, nutrition, energy systems, methods of strength training, personal care, sexual responsibility and sexually transmitted diseases, injury prevention and the various forms of licit and illicit drugs.

**Physical Education 10**

Credits: 5  
Prerequisite: 10th Grade standing

This semester-long course involves structured participation in sports activities in order to enhance skills learned in Physical Education 9. Weight training and physical conditioning activities that meet the needs of the sophomore are stressed through the following programs: health education, cardiovascular fitness, speed training, strength training, flexibility training, and agility training. Testing for the above takes place both at the beginning and end of the program. This course may be taken for a letter grade or Pass/Fail.

*Note: Participation in one of Palma’s extracurricular athletic programs may be approved as an alternative for this class; students who receive credit for athletic participation at Palma will receive a Pass/Fail grade, with no option for a letter grade.*
Alternate Physical Education
Credits: 10
Prerequisite: Long-term documented medical excuse
This course provides instruction for the student who has a long-term P.E. excuse due to medical reasons. This course makes it possible for the student to obtain P.E. credit by reading about P.E. activities, sports articles and health issues. The P.E. instructor will evaluate written work on the assignments.

Introduction to Athletic Training
Credits: 10
Prerequisite: 9th Grade standing or above
This course will provide students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the AT’s scope of practice: injury prevention, treatment, anatomy and its physiology, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community in means of nutritional and fitness information. Students will also be taught to recognize the steps involved with and show proper demonstration of CPR/AED. Students enrolled in this class will not provide patient care.

“A FEEBLE BODY WEAKENS THE MIND.”
— Jean-Jacques Rousseau
The Science Department endeavors to expose each student to a variety of sciences through which he will discover the beauty of God’s creation and attain a fundamental understanding of how nature works. From the earth and its inhabitants to the expanse of the universe, concepts are presented in ways that foster an understanding and appreciation for the complex systems necessary to sustain life. Students learn that scientific discovery is borne of grasping basic principles and applying curiosity, intuition, creativity, tenacity and logic; and that science leads to outcomes more fascinating than can be imagined. Such potential requires instruction in the moral responsibilities of science so each course includes a discussion of ethical implications. The result brings science into conformity with the mission of Palma School while developing higher-order thinking, an ability to problem solve, as well as an affinity for life-long learning.

**Science 7**
**Junior High**
Credits: 10  
Prerequisite: 7th Grade standing

This course begins with a study of earth’s geological processes and energy resources, oceanography, and astronomy. Environmental applications are covered with global and societal implications. In addition, Science 7 introduces students to personal health and biology, including systems of the human body, reproduction, disease immunity, and substance abuse.

**Science 8**
**Junior High**
Credits: 10  
Prerequisite: 8th Grade standing

This course is an introductory physical science course designed to prepare students for high school science courses. It provides a solid foundation in the fundamentals of chemistry and physics. Topics covered include introduction to matter, motion and forces, work and machines, the atom, interactions of matter, electricity, waves, sound and light. Environmental applications are covered with global and societal implications.

**Biology**
**UC/CSU: D**
Credits: 10  
Prerequisite: 9th Grade standing

Biology is an inquiry-oriented course in which lectures and laboratory experiments are designed to introduce the student to the diversity of living things, their structure and function, and their inter-relationships. A major approach includes biological problem solving using scientific methods. This course focuses on the study of energy flow, plant and animal classification, microorganisms, aspects of the cell theory, biochemistry, heredity and genetics, and evolution. This will be supplemented by information on marine biology and oceanography of local interest.

**Oceanography**
**UC/CSU: G**
Credits: 10  
Prerequisite: 9th Grade standing and above and completion of Biology

Students will explore how interconnected ocean characteristics (bathymetry, seawater chemistry, biological diversity) and processes (plate tectonics, surface and deep-water circulation, biological production) shape global patterns across multiple scales. In addition, students will discuss destination-specific environmental issues and hot topics in marine research.

“Science without religion is lame. Religion without science is blind.”
— Albert Einstein
Chemistry [UC/CSU: D]
Credits: 10
Prerequisite: 10th Grade standing or above and a minimum “C” grade in Biology, and either have completed with a “C” grade or better or be currently enrolled in Algebra II or Algebra II/Trigonometry; and approval of Biology instructor

This course places an emphasis on the application of concepts and the ability to utilize critical thinking skills. The course includes the following: atomic theory; principles of chemical reactions, solids, liquid and gas phases; molar method; solutions; introductory stoichiometry; chemical bonding; periodic table; valence and oxidation state; acids and bases; energy; molecular structure; polarity of molecules; hydrogen bonding; introduction to organic compounds. Labs and exercises, coordinated with classroom topics, are required.

Chemistry Honors [UC/CSU: D]
Credits: 10
Prerequisite: 10th Grade standing or above with a “A” grade average in Biology and current enrollment or completion of Algebra II/Trigonometry H and approval of Science instructor

This course is designed to challenge students on an individual basis. In addition to a mastery of the areas listed below, the course features extended content and additional workload. Scientific research papers, oral and written reports are required. Independent inquiry in specific interest areas is emphasized. The course includes in-depth application of the following: scientific principles, atomic theory, stoichiometry and dimensionalysis, chemical and nuclear reactions, energy; solutions, periodic table, chemical bonding, valence numbers, equilibrium constants, and organic compounds. Labs and exercises, coordinated with classroom topics, are required.

Conceptual Chemistry [UC/CSU: D]
Credits: 10
Prerequisite: Completion of Biology and Geometry; approval of Biology instructor

Conceptual Chemistry is a year-long high school chemistry course for college-bound students. The course is organized around societal issues involving chemistry concepts. Along with basic inorganic chemistry, students learn organic and biochemistry and how these concepts are applied in environmental and industrial situations. The course is laboratory-based and features decision-making activities that give students practice in applying their chemistry knowledge. The course clearly addresses the fundamental principles found in the National Science Education Standards.

Anatomy & Physiology [UC/CSU: D]
Credits: 10
Prerequisite: 11th or 12th Grade standing with a “C” grade in Biology and Chemistry and/or approval of Science instructor

A second-year inquiry-based Biology course designed for students interested in an allied health career, kinesiology, athletic training, etc. Lectures and laboratory experiments guide students through the underlying principles of structure and function of the human body. The course is divided into three sections, emphasizing structure and function of cells, the 10 subsystems of the body and growth and development.

AP Biology [UC/CSU: D]
Credits: 10
Prerequisite: 11th or 12th Grade standing with a “B” grade in Biology, Chemistry and Mathematics, sufficient score in reading comprehension on school-wide test and approval of Science instructor

Advanced Placement Biology is a college-level course for able and motivated students who are committed to taking the AP Examination in the spring. The course content follows the suggested outline for college Biology developed by the College Entrance Exam Board. The topics covered include: molecular biology, genetics and evolution and organisms and populations. It aims to provide the student with the conceptual framework and the analytical skills to understand the current advances in the field of biology. Labs and exercises, coordinated with classroom topics, are required.

AP Chemistry [UC/CSU: D]
Credits: 10
Prerequisite: “B” grade in Chemistry H, Biology, Algebra II/Trigonometry, Science/Math GPA of 3.5 and approval of Science instructor

Advanced Placement Chemistry is based upon the College Board’s curriculum which is the foundation for discussion of the following complex topics: chemical kinetics, equilibrium, thermodynamics, electrochemistry, materials science, buffer systems, coordination complexes, nuclear chemistry and organic chemistry. Weekly laboratory investigations and classroom demonstrations will supplement these lecture topics. A minimum of six review sessions will be conducted as well as two Saturday sessions whereby students practice taking the AP Chemistry Exam. Labs and exercises, coordinated with classroom topics, are required, as is taking the AP Chemistry exam at the end of the year.
AP Environmental Science  **UC/CSU: D**

Credits: 10  
Prerequisite: 11th or 12th Grade standing, minimum “B” grade in both Biology and Chemistry, and a minimum “A” grade in Algebra II/Trigonometry H fall semester and approval of the Vice Principal and Dean of Students

This course is the equivalent to a semester-long college-level introductory course in Environmental Science with a laboratory component. Main topics covered include Earth systems and resources, ecology, population, land and water use, energy resources and consumption, pollution, and global change. The AP exam in Environmental Science, a minimum of 5-6 hours of homework per week, and a summer assignment are required. This course, as enrollment space allows, may take place on the Notre Dame High School campus at a time of day to be determined.

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AP Physics  **UC/CSU: D**

Credits: 10  
Prerequisite: 11th or 12th Grade standing, minimum “B” grade average in Chemistry H or “A” grade average in Chemistry, current enrollment in PreCalculus, AP Calculus or AP Statistics and approval of Science instructor

This course covers topics in Newtonian mechanics — kinematics, dynamics, work, energy, power, linear and angular momentum, circular and rotational motion, oscillations, and gravitation — as well as topics in wave theory, electrostatics, and basic circuits. A heavy emphasis is placed on advanced mathematical treatments involving trigonometry and some calculus and data acquired from laboratory experiments. Labs and exercises, coordinated with classroom topics, are required, as well as taking the AP Physics exam at the end of the year.

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AP Physics II  **UC/CSU: D**

Credits: 10  
Prerequisite: 11th or 12th Grade standing, passing grade in AP Physics and approval of the Science instructor

This course covers topics in fluid mechanics, thermodynamics, electricity and magnetism, circuits, waves, optics, and atomic and nuclear physics. A heavy emphasis is placed on advanced mathematical treatments involving trigonometry and some calculus and data acquired from laboratory experiments. Labs and exercises, coordinated with classroom topics, are required, as well as taking the AP Physics exam at the end of the year.

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“Everything is theoretically impossible, until it is done.”

— Robert A. Heinlein
Social Studies

The broad goal of educating and forming responsible young men within the Social Studies curriculum includes the development of historical knowledge and cultural understanding that incorporates learning from history and the other humanities, geography, and the social sciences. Democratic understanding and civic values are promoted to prepare them for their rights and responsibilities in society along with participation, critical thinking, and basic study skills that are essential for effective citizenship. Social Studies classes will endeavor to develop an awareness of global inequities, the issues of poverty, and the promotion of social justice.

American History 7  
Credits: 10  
Prerequisite: 7th Grade standing  
This course is the study of American history, from discovery to the present. The geography of the United States and other continents will be included. The course is designed with a goal of also teaching basic study skills needed to pursue the study of historical data; these skills include note-taking, research, writing, map-reading and test-taking.

Sports Psychology  
Credits: 10  
Prerequisite: none  
Sports Psychology examines the key psychological aspects of athletic success, as well as investigates the universality of those precepts in achieving success in other fields. This course introduces students to the field of sport and exercise psychology by providing a broad overview of the major topics in the field. Students will explore various psychological theories and conduct research related to sport exercise. This course will guide high school students and student athletes in creating a balance of academics, family, and sports, as well as building a strong knowledge base for choosing a potential college or career focus in the field. *Pending UC approval.

World History  
Credits: 10  
Prerequisite: 10th Grade standing  
This course is an examination of man, from the Renaissance and the Reformation to the present, with particular concern to all regions and cultures of the world. Emphasis is made on man's interdependence in developing modern institutions, such as political forms, cultures, religions and laws.

U.S. History  
Credits: 10  
Prerequisite: 11th Grade standing  
This course is a comprehensive examination of the events, movements, and institutions of American history, from the era of discovery to the present. The geography of the United States and other continents will be included, as will be a substantial study of American national government, its foundations, structures and powers.

Sports Psychology  
UC/CSU: G*  

AP World History  
Credits: 10  
Prerequisite: 9th Grade students must earn a minimum of 85% in English and Reading proficiency scores on the Palma entrance exam. Returning 9th or 10th Grade students need approval of their English instructor  
This course is an accelerated examination of man, from the Renaissance and the Reformation to the present, with particular concern to all regions and cultures of the world. Emphasis is made on man's interdependence in developing modern institutions such as political forms, cultures, religions and laws. Those who enroll must take the AP Exam.

“THERE IS NOTHING NEW IN THE WORLD EXCEPT THE HISTORY YOU DO NOT KNOW.”  
— Harry S. Truman
AP U.S. History  
**UC/CSU: A**  
Credits: 10  
Prerequisite: 11th Grade standing with a minimum 3.33 GPA  
This course is an accelerated study of the history of the United States, from discovery to the present. The geography of the United States and other continents will be included. The course is specifically designed to prepare the student to successfully challenge the College Board AP Examination in United States History. Those who enroll must take the AP exam. Special attention will be devoted to essay-writing, research, and exam-taking skills.

U.S. Government  
**UC/CSU: A**  
Credits: 5  
Prerequisite: 12th Grade standing  
This one-semester course surveys the basic structures and operation of American government on the federal, state, and local levels. The course includes an examination of the historical background of American government and the development and evolution of American political institutions.

Economics  
**UC/CSU: G**  
Credits: 5  
Prerequisite: 12th Grade standing  
This one-semester course is a survey of the basic concepts of economics and their application in the evaluation of public policy. Explained are the choices made by individual consumers and producers in the marketplace and how these choices affect supply and demand. It describes the organization of individual business firms and markets, ways to improve the market system, the labor market and individual income and the importance of agriculture in the economy. The economic systems of other nations will also be surveyed.

AP U.S. Government  
**UC/CSU: A**  
Credits: 5  
Prerequisite: 12th Grade standing with a minimum 3.33 GPA  
This is a one-semester course designed to give students a critical perspective on United States government and politics. Students examine the foundations of the American political system; the role of public opinion, the media, political parties, interest groups, and the institutions of national government; and the development of public policy, civil rights, and civil liberties. Students must take the AP U.S. Government exam at the end of the year.

Economics Honors  
**UC/CSU: G**  
Credits: 5  
Prerequisite: 12th Grade standing with a minimum 3.33 GPA  
This is a one-semester course which surveys the basic concepts of economics and their application in the evaluation of public policy. Explained are the choices made by individual consumers and producers in the market place and the effects of these choices on supply and demand. Students examine the organization of individual business firms and markets, the role of government in market failure and taxation, and the issues and policies surrounding antitrust regulations, agriculture, income inequality and poverty, health care, and labor organizations.

AP European History  
**UC/CSU: A**  
Credits: 10  
Prerequisite: 10th Grade standing and above with an “A” grade in World History or a minimum “B” grade in AP World History  
This course is an accelerated study of the history of Europe, from 1450 to the present. Students are introduced to the cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. The course is specifically designed to prepare students to successfully challenge the College Board AP Examination in European History. Special attention will be devoted to an understanding of some of the principal themes in modern European history, essay-writing, research, and exam-taking skills. Those who enroll must take the AP exam.

AP Psychology  
**UC/CSU: G**  
Credits: 10  
Prerequisite: 10th Grade standing or above with a minimum 3.33 GPA  
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The course is specifically designed to prepare students to successfully challenge the College Board AP Examination in AP Psychology; those who enroll must take the AP exam. Special attention will be devoted to essay-writing, research, and exam-taking skills.
Theology

We, the Theology teachers of Palma School, are committed to the evangelization and catechesis of our students in an environment of faith, inquiry and mutual respect. The Theology Department promotes knowledge of and love for Jesus Christ. Regardless of faith, all students in grades 7 through 12 work together to better understand and be challenged by a curriculum rich in scriptures, the life and teachings of Jesus Christ, Church history, moral growth, the sacraments, and an appreciation for other faith traditions. Palma Theology challenges young men to grow spiritually, morally, intellectually, and socially in a Catholic environment that embraces the Essential Elements of an Edmund Rice Christian Brother Education. Theology instructors’ aim is to achieve the mission of the Church; integrating the message revealed by God, fellowship in the life of the Holy Spirit, and service.

Religion 7
Credits: 10
Prerequisite: 7th Grade standing
The year-long course presents an overview of Catholic beliefs and practices. Students will learn answers to questions such as what do Catholics believe and why; how do Catholics celebrate our beliefs in prayer and worship; and how are we to respond to our beliefs in our everyday lives.

Religion 8
Credits: 10
Prerequisite: 8th Grade standing
This introductory course on Church history helps students come to an appreciation of two concepts: history and Church. The class describes history as story rather than as mere chronology. Church history describes how Christ has been and continues to be manifest through Christians in particular historical circumstances.
Theology 9
Credits: 10
Prerequisite: 9th Grade standing

In the first semester students will undertake Course I of the United States Catholic Bishops’ Curriculum Framework for Young People of High School Age. In the course, “The Revelation of Jesus Christ in Scripture,” students will gain a general knowledge and appreciation of the Sacred Scriptures. They will learn how to both read and study the Bible and become aware of its value to people throughout the world. Particular attention will be paid to the Gospels. Through their study of the Bible, they will encounter the living Word of God, Jesus Christ. The second semester introduces students to “Who is Jesus Christ?” — Course II of the U.S. Bishops’ framework. In this course students begin to learn about the mystery of Jesus Christ, the Second Person of the Blessed Trinity, and how He is the ultimate Revelation to us from God. In learning who Jesus is, the students will also learn who God calls them to be.

Theology 10
Credits: 10
Prerequisite: 10th Grade standing

Course III of the U.S. Catholic Bishops’ Curriculum Framework, “The Mission of Jesus Christ,” proposes to help students understand all that God has done for us through His Son. Students will learn that for all eternity, God has planned for us to share eternal happiness with Him, which is accomplished through the redemption Christ won for us. Students will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails. In the second semester Theology 10 concludes with Course IV of the Bishops’ Framework, “Jesus Christ’s Mission Continues in the Church.” The course will help the student understand that it is in and through the Church that they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by Him through the Holy Spirit. The students will learn that the living Body of Christ today, the Church, has both divine and human elements. Emphasis is placed not so much about events in the life of the Church but about the sacred nature of the Church.

Theology 11
Credits: 10
Prerequisite: 11th Grade standing

In the first semester students will undertake Course V of the United States Catholic Bishops’ Curriculum Framework for Young People of High School Age. In the course, “Sacraments As Privileged Encounters With Jesus Christ,” students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life. The second semester introduces students to “Life In Jesus Christ,” Course VI of the U.S. Bishops’ framework. In this course students understand that it is only through Christ that they can fully live our God’s plans for their lives. By using the Commandments as a guide, students are to learn the moral concepts and precepts that govern the lives of Christ’s disciples in the world.

World Religions/Theology 12 UC/CSU: G
Credits: 10 (5 credit for each)
Prerequisite: 12 Grade standing

In the first semester students will undertake Option E of the Bishops’ framework. This course is a brief survey of the world’s great living religions (Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, and Confucianism). The origins of religion are examined and representative prehistoric and ancient religions are studied to provide the student with a sense of how modern religions have evolved. In the second semester students will be “Responding to the Call of Jesus Christ,” Option D of the Bishops’ framework. Students will be given tools to discern God’s call for them in a shared world. Particular emphasis will be placed on the student taking on an active concern for the welfare of others and respecting the dignity of life. Students will explore how each of their individual gifts and talents can best serve them in their relationship to his community and relationship to God.

“Prayer does not change God, but it changes him who prays.” — Soren Kierkegaard
Advanced World Religions/ Biblical Studies  

UC/CSU: G

Credits: 10 (5 credits for each)

Prerequisite: 12th Grade standing, “B+” grade or higher in Theology classes, Theology Department approval

In the first semester students will undertake Option E of the United States Bishops' Framework for a High School Religion Curriculum. This course is a survey of the world’s great living religions. The course will begin with a reading of Nostra Aetate, the Declaration on the Relation of the Church to Non-Christian Religions, followed by an examination of the origins of religion. Additionally, representative prehistoric and ancient religions will be studied in order to provide the student with a sense of how modern religions have evolved. The course will then proceed with an overview of the world’s three great monotheistic religions: Judaism, Christianity, and Islam; followed by the study of religions of the East (including Hinduism, Buddhism, Taoism and Confucianism). Sacred texts, primary and secondary sources relating to the study of these religions will be read, analyzed, and discussed over the course of the semester.

In the second semester students will undertake Option A of the United States Bishops’ Framework for a High School Religion Curriculum. This course will serve as a survey of Biblical Literature starting with the Old Testament (Hebrew Bible) and ending with the New Testament, focusing on critical points along the timeline of Scripture leading up to the time of Christ and the development of the Christian faith. Throughout this course, students will apply several standard methods of reading Biblical texts including historical criticism, textual criticism, and literary criticism in order to better analyze, discuss, comprehend, and write about the meaning of the Biblical texts. Students will utilize their textbooks in conjunction with assigned Biblical passages and supplementary sources as a springboard for further analysis. By the end of the course, students will have a deep and informed understanding of the Bible as a whole, knowing both small details and the bigger picture, so that they can comprehensively understand and explain the corpus of Biblical literature.

Liturgical Aide Program

Credits: 2 per semester

Prerequisite: Students must be requested by and complete an interview with Campus Ministry, assist with at least two Masses per week and receive approval from the Vice Principal

This is an enrichment course for students interested in assisting with the daily 7:30 a.m. Mass and school-wide Masses in the Blessed Edmund Rice Chapel. Students will work as assistant Sacristans and participate in lectoring, altar serving, greeting, and other ministries. Additionally, students will help prepare prayer intentions and monitor chapel changes in support of the Liturgical Calendar. This course is taken on a Pass/Fail basis.
Other Courses

Resource Program/Study Skills
Credits: 10
Prerequisite: Documented need for any additional Resource Program services
Palma’s resource program provides another venue to enhance the learning experience, particularly for students with demonstrated needs or academic deficiencies in study skills. The resource program offers one period of study skills to help students succeed in Palma’s rigorous academic setting. Services offered include: preferential seating; extra time on tests; frequent teacher comprehension checks; testing in a smaller setting; and opportunity to augment poor test grades where deemed necessary/appropriate. This class incorporates time management, organizational skills, study skills, and personal responsibility. Parents will receive communication from the Resource Director with support and ongoing communication. While the resource program is a collaborative, inclusionary model of support for students to benefit more fully from a college preparatory experience, it is not a special education program and some IEP/504 Plan requests for accommodations may not be satisfied. There is an additional cost to participating families in the resource program. The course may be taken in lieu of Junior High Physical Education or Physical Education 9.

Introduction to Salinas Valley Agriculture
Credits: 10
Prerequisite: 10th Grade standing or above
This course broadly covers Salinas Valley Agriculture from a “field to fork” perspective. Course topics include a basic knowledge of agronomy, farming practices, harvesting, sales, marketing, and food safety, as well as viticulture. Students will apply their knowledge with hands-on practice in Palma’s on-campus garden. Upon completion of this course, a student will have a better idea of whether he wishes to work in the produce industry. This course may be taken for a letter grade or Pass/Fail.

Student Aide Program
Credits: 2 per semester
Prerequisite: 11th or 12th Grade standing. Students must be requested by a teacher, assist at least two class periods per week, complete an application with a written statement of intent, submit it by a set deadline and receive approval from the Vice Principal
This program will offer a Junior or Senior student who has a vacant period in his class schedule an opportunity to apply his time as a Student Aide, assisting teachers with the supervision of students in a classroom, and/or in working with students under the supervision of the teacher. This program provides the Student Aide the value of learning more about the educational process, while creating opportunities for an upperclassman to mentor underclassmen. This course can only be taken on a Pass/Fail basis.

Accounting Honors
UC/CSU: G
Credits: 10
Prerequisite: Completion of Algebra II and English II
This is the study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. Includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics. Students will develop technical competence in accounting practices and will explore business strategies/economic foundations, college/career entry, professional business ethics, applied technology use, and global business/accounting practice perspectives.

"AN INVESTMENT IN KNOWLEDGE PAYS THE BEST INTEREST."
— Benjamin Franklin
Introduction to Java Programming Honors  
**UC/CSU: G**

Credits: 10

Prerequisite: Completed or currently enrolled in Algebra II/Trigonometry and approval of the instructor

This course is provided for those students who might be planning a Computer Science major in college or have a general interest in programming. The course covers programming language principles, simple analysis of algorithms, concepts of object-oriented programming, defining and using classes, array processing, and basic searching and sorting techniques. Individual student discipline and motivation are necessary to succeed in this class format. This course, as enrollment space allows, may include qualifying students from Notre Dame High School.

Introduction to Engineering*  
**UC/CSU: G**

Credits: 10

Prerequisite: Concurrent enrollment in PreCalculus or higher level Math course

Explores the branches of engineering, the functions of an engineer, and the industries in which engineers work. Explains the engineering education pathways and explores effective strategies for students to reach their full academic potential. Presents an introduction to the methods and tools of engineering problem solving and design including the interface of the engineer with society and engineering ethics. Develops communication skills pertinent to the engineering profession. For Palma GPA/transcript purposes grades for this course will be treated on an Honors course basis.

*This course may be a dual enrollment course with Hartnell College whereby students will be simultaneously enrolled as Hartnell College students in Introduction to Engineering (EGN-1). With successful completion students would receive BOTH 10 high school credits and a total of 3 (CSU and UC transferable) college units. The offering of this class as dual enrollment is contingent upon the availability of a qualified instructor. If offered as dual enrollment, the class will incur an additional fee and students will be expected to complete the necessary Hartnell College registration paperwork.

CAD: Computer-Aided Design  
**UC/CSU: G**

Credits: 10

Prerequisite: Concurrent enrollment in PreCalculus or higher level Math course

This course covers the principles of engineering drawings in visually communicating engineering designs and introduction to computer-aided design (CAD). Topics include the development of visualization skills; orthographic projections; mechanical dimensioning and tolerancing practices; and the engineering design process. Assignments develop sketching and 2-D and 3-D CAD skills. The use of the CAD software is an integral part of the course. This course will also cover the engineering design process and project management. Scheduling Note: This class will most likely be scheduled for a three-hour night class each week. This course, if sufficiently enrolled, may include qualifying students from Notre Dame High School.

AP Computer Science Principles  
**UC/CSU: G**

Credits: 10

Prerequisite: Completion of Algebra I and English I or concurrent enrollment in English IH and Algebra IH or higher level courses and approval of the Vice Principal and Dean of Students

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. Students will develop computational thinking skills, analyze large data sets using a variety of computational tools, and create computational artifacts. Students will work individually and collaboratively to solve problems and write about the impacts of technological innovation on society. Students will also develop coding skills and create applications. Taking the AP Computer Science Principles exam is a requirement of the course. This course, as enrollment space allows, may take place on the Notre Dame High School campus at a time of day to be determined.
Yearbook – Junior High School
Credits: 4
Prerequisite: Approval of yearbook moderator
The yearbook staff will prepare the yearbook under the direction of the advisor. As much of the work is done on computers, students receive instruction in HJEDesign, Photoshop and photography programs. This course may be taken for a letter grade or Pass/Fail.

Yearbook – High School
Credits: 4
Prerequisite: Approval of the yearbook moderator
The yearbook editor-in-chief and yearbook student staff will prepare the Palma High yearbook under the direction of the teacher/advisor and in conjunction with Notre Dame’s yearbook staff. All yearbook work is done on computers, including digital photography. Students will receive instruction in HJEDesign, Photoshop and photography programs. This course may be taken for a letter grade or Pass/Fail.

Literary Magazine
Credits: 4
Prerequisite: Approval of the literary magazine moderator
This course is designed to provide an outlet for students and staff to publish literary, art or musical work they might wish to submit for consideration. Students are given the opportunity to develop their creative-writing and computer-publishing skills. Students work after school editing, printing and publishing work that has been submitted by members of the Palma community. The magazine is printed and distributed at the end of the school year. This course may be taken for a letter grade or Pass/Fail.

Newspaper
Credits: 4
Prerequisite: Approval of the newspaper moderator
The newspaper editor and other staff prepare the school newspaper under the direction of the newspaper moderator. Students must be able to give after-school time to this class. This course may be taken for a letter grade or Pass/Fail.

Student Government
Credits: 4 (2 per semester)
Prerequisite: Students must hold an elected student government office or appointed position and approval of the ASB moderator
Students holding offices in the Student Government may receive two credits per semester for satisfactorily performing their duties. This course may be taken for a letter grade or Pass/Fail.

“Education is not preparation for life. Education is life itself.”
— John Dewey
I Evangelize youth within the mission of the Church
- proclaim the Good News of Jesus Christ in word and deed
- permeate the entire curriculum, activities, and all aspects of the educational process with the Gospel message of Jesus Christ
- encourage young people to a deeper relationship with Jesus Christ
- provide opportunities for liturgies, retreats, vocation awareness workshops and daily prayer

II Proclaim and witness to Catholic identity
- give priority to religious instruction with opportunities for faith development and theological understanding
- participate in the sacramental life of the Church and model a living faith through the use of rituals and symbols
- foster devotion to Mary and the communion of saints
- ensure that Catholic identity permeates all endeavors: all classes and activities, procedures and policies, services and programs

III Stand in solidarity with those marginalized by poverty and injustice
- promote policies and structures that reflect a climate of compassion for the poor and disadvantaged
- include education and advocacy for peace, justice, global awareness, and care for the Earth
- prepare students to work toward the creation of a just society
- encourage ministry experiences that work with and serve the poor and marginalized
- support mission areas at home and abroad
- establish tuition and scholarship policies that open educational opportunities to the poor and disadvantaged

IV Foster and invigorate a community of faith
- provide a disciplined, safe atmosphere in which students are free to grow and take responsibility for their own learning and for the life of the community
- sustain compassionate, respectful relationships among all stakeholders
- be in union with the Church through commitment to service and formation of community
- encourage faculty and staff to give daily witness to their integral role in communal faith formation
- embrace the human condition and welcome God’s healing

V Celebrate the value and dignity of each person and nurture the development of the whole person
- promote respect for each individual as created in the image and likeness of God
- value the diversity of the human family and seek to reflect diversity among the students, faculty, and staff
- promote strong programs for personal, professional, and pastoral care
- offer co-curricular activities and programs that are important to a student’s holistic education
- strive to provide just remuneration for faculty and staff

VI Collaborate and share responsibility for the mission
- empower all members of the community to share in the mission
- work with parents who are the primary educators
- collaborate with Edmund Rice Christian Brother ministries on local, regional, and international levels
- foster a deeper understanding of the vision of Blessed Edmund
- promote active participation in governance by boards and diocesan officials

VII Pursue excellence in all endeavors
- promote a strong academic curriculum and cultivate a desire for excellence
- develop an educational culture that fosters the growth of the whole person, higher-order thinking, and life-long learning

Edmund Rice was born in Wescourt, Ireland, in June 1762. At age 17 he began working at his uncle’s import-export business in Waterford. He later inherited the business. Married at 25, Edmund lost his wife two years later and was left with a sickly infant daughter. A devout man, Edmund dedicated himself to charitable works. Though he saw how the economic and political storms of the day were impacting Ireland, he desired a religious vocation in the contemplative life. Encouraged by Pope Pius VII and Bishop Hussey, Edmund sold his business, arranged for his daughter’s care, and opened his first school in 1802. He had three other schools in operation by 1806, and took the name Ignatius as a religious with companions in 1808 in a pontifical institute. He died in 1844. Pope John Paul II beatified him on October 6, 1996.
RESOURCES PROGRAM

AN INNOVATIVE PROGRAM THAT PREPARES STUDENTS FOR THE RIGORS OF A COLLEGE-PREPARATORY EDUCATION ENVIRONMENT

Palma’s Resource Program is located in the Cislini Student Center and provides another venue to enhance the learning experience, particularly for students with demonstrated need or academic deficiencies in study skills. While the resource program is a collaborative, inclusion model of support for students to benefit more fully from a college preparatory experience, it is not a special education program within a school and some IEP/504 Plan requests for accommodations may not be satisfied. The resource program offers one period of study skills and limited accommodations to help students in the program learn how to succeed in Palma’s rigorous academic setting. The class meets daily and incorporates note-taking, organizational, and test-taking strategies. Students will receive rating forms on a regular basis to facilitate communication and progress from school to home.

The instructor uses the acronym H.O.U.R. to describe the focus of the program: H (Homework), O (Organization), U (Understanding) and R (Respect). Students in the Resource Program have the support and accommodations necessary for them to achieve success, including:

- Alternative assessments based on the unique learning style of each student
- Help on homework
- Collaboration between Resource Director and the student’s teachers
- Ongoing communication with families
- Extra time granted for test taking when appropriate
- Testing in a smaller setting
- Additional accommodations deemed necessary and appropriate in the classroom and Resource Program

There is an additional cost for the Resource Program.

PROGRAM SUCCESS

The Resource Program at Palma School provides the fundamental tools necessary to compete and thrive in a rigorous, college-preparatory environment. But, like any other tool, it is only as good as the effort behind it. To achieve the desired outcome of the Resource Program, students must make the commitment to attend the class regularly and apply the skills they learn in school and during their homework. It is also essential that parents complement the work their student is doing by taking an active interest in his school work and providing positive encouragement and an environment at home that is free of distraction and temptation. When the student, his parents and the Resource Program instructor work as a team, success will be greatly enhanced.
One hundred percent of students from the graduating class of 2018 are attending college. We are proud to announce the colleges at which our graduates were accepted for enrollment in the fall 2018.

American University
Arizona State University
Baylor University
Benedictine College
Briar Cliff University
Brown University
Cabrillo College
California Lutheran University
California Polytechnic University
Colorado Mesa University
Colorado School of Mines
Colorado State University
Concordia University, Chicago
Creighton University
De Anza College
Drexel University
Dublin City University
Franciscan University of Steubenville
Gonzaga University
Grand Canyon University
Hartnell College
Humboldt State University
Loyola Marymount University
Malone University
Michigan State University
Monterey Peninsula College
North Dakota State University
Northern Arizona University
Northwest Christian University
Oklahoma State University
Oregon State University
Pace University, New York City
Pennsylvania State University
Pepperdine University
Point Loma Nazarene University
Portland State University
Purdue University
Regis University
Saint Mary’s College of California
San Diego Community College District
San Diego State University
San Francisco State University
San Jose State University
Santa Clara University
Seton Hall University
Sonoma State University
St. Louis University, Madrid
Stony Brook University
Texas Christian University
Virginia Tech
The University of Alabama
The University of Arizona
University of California
Berkeley
Davis
Irvine
Los Angeles
Riverside
San Diego
Santa Barbara
Santa Cruz
University of Colorado at Boulder
University of Central Florida
University of Dallas
University of Denver
University of Hawaii at Manoa
University of Michigan
University of Nebraska at Lincoln
University of Nevada
Las Vegas
Reno
University of New Haven
University of Notre Dame
University of Oregon
University of Portland
University of San Diego
University of San Francisco
University of Southern California
The University of Tampa
University of the Pacific
University of Virginia
University of Washington
University of Wisconsin, Madison
University of Wyoming
Washington State University
Weber State University
Willamette University