



# Pinewood School

## Course Catalog 2017–2018

*Grades 7–12*

26800 Fremont Road ■ Los Altos Hills CA 94022 ■ 650-209-3010 ■ [ucinfo@pinewood.edu](mailto:ucinfo@pinewood.edu)

[www.pinewood.edu](http://www.pinewood.edu)

# COURSE CATALOG 2017–18

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## MISSION STATEMENT

*At Pinewood, we shape our students' growth through a more intentional way of learning:*

- **ensuring all students learn from passionate experts**  
so that they delve far deeper than textbook coverage, inspired by the enthusiasm and leadership of educators who have achieved mastery in their fields
- **creating a disciplined yet joyful culture of public self-expression**  
by teaching presentation skills onstage and in the classroom, helping students blossom into dynamic, self-confident communicators
- **upholding high academic expectations**  
to build the kind of intellectual stamina that leads students to think critically and engage actively in their studies
- **setting grounded examples for moral behavior**  
so that the core values of our school family—respect, service, honesty, kindness, citizenship—inspire our students to make good choices in all their endeavors
- **leading students through a proven curriculum that fosters creativity, passion for learning, and further exploration**  
while allowing students to uncover new talents and investigate their potential in a supportive environment that unleashes possibilities

*Through this more intentional way of learning, Pinewood students grow as considerate, adventurous, expressive, self-aware young people, prepared for their top-choice colleges and for meaningful and productive lives.*

## STATEMENT OF MUTUAL GOALS AND STANDARDS

*All students accepting admission to Pinewood are asked to read and sign the following statement acknowledging their acceptance and support of our standards of behavior.*

- I hold human beings in high regard. I will treat teachers, coaches, parents and fellow students with respect and kindness.
- I want to attend a school that is alcohol, tobacco, and drug free, and I will actively support this standard.
- I use a high standard of language in and out of the classroom. Profanity and vulgarity detract from the positive atmosphere that I enjoy and will help maintain at Pinewood.
- I support a conservative standard of daily attire and appearance. I appreciate the modesty and the degree of formality that help maintain Pinewood's positive teaching environment.
- I will practice academic integrity and conduct myself with honor at all times. Plagiarizing and cheating on tests and homework are unacceptable to me.
- I will be a conscientious, responsible student and commit myself to honest and thorough completion of all assigned work.

## 21ST CENTURY LEARNING

*At Pinewood, we empower students to embrace and navigate the challenges faced in the technologically advanced, globally connected society of the 21st Century. Our curriculum includes a full breadth of col-lege preparatory courses, and our extra-curricular offerings are extensive. While mastering class content and pursuing potential interests, students become more creative, passionate, well-rounded, self-motivated, ethical, and insightful. As they encounter challenges and take risks, students build tenacity and resilience, becoming confident leaders and contributors inside and outside of the classroom. Our goal is for them to communicate with clarity and sensitivity, ultimately demonstrating cross-cultural awareness, understanding, and compassion. As Pinewood students are cultivating the ability to think deeply, read closely, speak confidently, and collaborate effectively across disciplines, they are also learning to use technology responsibly and innovatively. Master teachers foster all of these traits and abilities through state-of-the-art teaching techniques and technologies, high expectations, and consistent feedback. Above all, Pinewood teachers treat students with care and respect, nurturing their social, emotional, and physical wellbeing along with their academic growth.*

## WISCR

*An acronym chosen by the entire Pinewood Community in reference to our Panther mascot, WISCR summarizes Pinewood's Expected Schoolwide Learning Results (ESLRs). The ESLRs were defined by the school community—students, parents, faculty, and staff—as a means to integrate the school's goals and objectives into the daily classroom environment. Through curricular and extracurricular programs Pinewood Students will be:*

*Well-rounded Individuals who:*

- explore and discover their strengths through participation in activities that interest them.
- attempt new academic and extracurricular challenges.
- honor their own individuality and respect the uniqueness of others.
- collaborate effectively across disciplines.
- work productively in a group setting, whether as leaders or contributors.
- become lifelong learners who continue their education in college and beyond.

*Insightful and Critical Thinkers who:*

- acquire, analyze, and apply information.
- develop innovative ideas to evaluate, clarify, and solve problems.
- maximize awareness of personal learning styles to fulfill academic potential.
- effectively and creatively utilize available resources and technologies.

*Self-motivated Individuals who:*

- assume responsibility with confidence.
- set high goals and standards.
- explore their interests and cultivate their passions.
- assess their progress on a continual basis, modifying practices as needed.
- take risks, see failure as opportunity, and work through challenges with tenacity.

*Clear Communicators who:*

- speak effectively in a variety of formats and venues.
- incorporate a variety of communication techniques and technologies.
- organize and present ideas in a logical and well-prepared manner.

- demonstrate appropriate written and verbal skills.
- understand, observe, and utilize proper social skills in real and virtual environments.

*Respectful Individuals of Character who:*

- understand and value personal differences.
- honor the rights of others to hold differing opinions.
- demonstrate integrity and accept responsibility for their actions both in the real world and online.
- listen to and consider constructive suggestions.
- promote kindness, compassion, and strength of character.
- resolve conflicts in a productive and mature manner.

## ACADEMICS

### Curriculum

As a college preparatory school, Pinewood's curriculum path is designed to meet or surpass the minimum course requirements for college/university admission. Regardless of potential college selectivity, a student's course load should reflect both academic ability and intellectual interest/curiosity, keeping in mind that course selection, good grades, and high test scores do not necessarily insure admission to any particular school. Individual courses of study may vary depending on student needs, interests and abilities.

### AP and Honors Courses

Pinewood offers a broad range of AP and Honors courses for qualified high school students. Admittance to these classes is primarily by teacher recommendation. However, students who feel strongly about taking an AP or Honors course and are not recommended may be admitted under a contractual agreement with the teacher. The maximum number of AP classes in which students may enroll is limited to five (5) AP classes for seniors, and four (4) AP classes for juniors. Honors courses are offered in Biology, Chemistry, Literature 11, Precalculus with Trigonometry, French 4, and Spanish 4. AP classes are offered in English Literature and Composition, English Language and Composition, Calculus AB and BC, United States History, United States Government and Politics, World History, Statistics, Biology, Chemistry, Physics 1, French Language, Spanish Language, Music Theory, Studio Art—Drawing, Studio Art—2D Design, and Art History.

All students enrolled in AP classes are required to take the corresponding AP Exams with the exception of juniors who will be counseled on an individual basis as to the appropriateness of taking the AP English Language Exam.

### Course Selection and Placement

#### *Grades 7 & 8*

With the exception of a modern language class where the student can choose between French or Spanish, and math, where placement is based on prior experience and math ability, class selection for all students in grades 7 and 8 is determined by the school. For students entering 7th grade, placement in math is based on teacher recommendation and placement test score. Placement in a French or Spanish class is based on prior experience and teacher recommendation. The course load in junior high is eight classes per semester.

Each spring, teachers make class placement recommendations. Once recommendations are complete, they are reviewed by the administration and then opened to parents and students through the Course Request page of the Student and Parent Portals. Parents and students are expected to review the recommendations and then print, sign and return the Course Request acknowledgment page.

#### *Grades 9–12*

Course placement in high school is based on grade level, fulfillment of graduation requirements, availability of classes, and student request. In 9th grade, course placement is the same for all students except for math and modern language classes where placement is based on teacher recommendation, prior experience, and/or placement test when applicable. A similar placement pattern continues in 10th grade, but students have the opportunity to select an honors level class in Chemistry or an AP level class in World History with the respective recommendations. Placement in the majority of 11th and 12th

grade classes is based on recommendation and completion of pre-requisite classes. The minimum high school course load per semester is six classes, five classes if the student is taking three or more AP classes.

Teachers make class placement recommendations every spring. Once recommendations are complete, they are reviewed by the administration and then opened to parents and students through the Course Request page of the Student and Parent Portals. Students who receive recommendations for Advanced, Honors, or AP level classes may keep those recommendations in place, or may choose to take the regular level class. Students who wish to take an Advanced, Honors, or AP level class, but were not recommended, must receive teacher approval before submitting the Course Request. 11th and 12th grade students also use the Course Request process to choose optional elective classes in science and the arts. Parents and students are expected to review the recommendations and then print, sign and return the Course Request acknowledgment page by the specified deadline.

## Grades, Gradescale and GPA Calculation

### *Grades*

While teachers are free to set grading policies within their classes, overall grading policies and gradescale are consistent throughout the school, providing a benchmark for individual student assessment and an indication of the progress made by the class as a whole.

Students must achieve a grade of A to D- to receive credit for a class. Final exams/projects are required in all academic classes and account for 20% of the semester grade. An incomplete may be given in cases of illness, emergency, or by previous arrangement, but will become an F if the work is not completed within four weeks of the date it was given. No credit will be given for an F grade. Grades are based solely on percentages; Pinewood does not grade on the curve. High school students should be aware that while Pinewood may consider a D, (D+, D-) to be a passing grade for credit and advancement purposes, many colleges will not accept a D for admissions eligibility. It is recommended that students seriously consider repeating any class in which they receive a D.

### *Gradescale*

Pinewood uses a graduated gradescale with the belief that it conveys a more accurate reflection of the grade earned—there is a significant difference between earning a B- and earning a B+. The Pinewood gradescale is:

	<b>%</b>	<b>pts</b>	<b>H/AP</b>		<b>%</b>	<b>pts</b>	<b>H/AP</b>
A	= 93–100	4.00	5.00	B+	= 87–89	3.30	4.30
A-	= 90–92	3.70	4.70	B	= 83–86	3.00	4.00
				B-	= 80–82	2.70	3.70
C+	= 77–79	2.30	3.30	D+	= 67–69	1.30	2.30
C	= 73–76	2.00	3.00	D	= 63–66	1.00	2.00
C-	= 70–72	1.70	2.70	D-	= 60–62	0.70	1.70
F	= 0–59	0.00	0.00				

### *GPA Calculation*

High School GPA is weighted and calculated for all courses taken at Pinewood. Courses taken elsewhere may be included on a Pinewood transcript but are not calculated in the student's GPA. College prep classes receive 1.5 units per semester; PE and non-college prep classes receive 0.5 units per semester. Honors and AP courses receive an additional grade point in GPA calculation.

## GRADUATION REQUIREMENTS

### *Junior High: Grades 7 & 8*

#### Grades 7 & 8

##### *English: Literature—2 years*

Literature 7

Literature 8

##### *English: Writing—2 years*

Writing 7

Writing 8

##### *Math—2 years*

Algebra 1A or Algebra 1 Accelerated

Algebra 1B or Geometry

##### *Modern Foreign Language—2 years*

French/Spanish 1A or French/Spanish 1 Accelerated

French/Spanish 1B or French/Spanish 2 Accelerated

##### *Social Studies—2 years*

United States History 7

World History 8

##### *Science—2 years*

Science 7

Science 8

##### *Physical Education—2 years*

Physical Education/Health 7

Physical Education/Health 8

##### *Computer Science—1 year*

Computer Science and Technology 7 (one semester)

Computer Science and Technology 8 (one semester)

##### *Arts Curriculum—1 year*

Art 7, Communications 7, and Musical Theatre 7 (one semester—6 week rotations)

Art 8, Digital Multimedia 8, or Musical Theatre 8 (one semester)

## High School: Grades 9–12

Pinewood’s high school graduation requirements are designed to ensure that all students meet minimum college eligibility standards. Students attending high school at Pinewood are expected to complete the courses listed below. Students entering the school after the 9th grade will be expected to meet as many of these requirements as possible.

### Grades 9–12

#### *English: Literature—4 years*

Literature 9: Myths and Motifs

Literature 10: World

Literature 11: American or Literature 11: American Honors

Literature 12: British or AP English Literature and Composition

#### *English: Writing—2.5 years*

Writing 9 (one semester)

Writing 10 (one semester)

AP English Language and Composition (one semester)

Writing 12 (one semester)

*(Writing 12 will be waived with a score of 3 or higher on the AP English Language Exam)*

#### *Mathematics—3 years*

Algebra 1

Geometry

Algebra 2 or Algebra 2 Advanced

*(it is strongly recommended that students go beyond the minimum requirement in math)*

#### *Modern Language—3 years*

French/Spanish 1

French/Spanish 2 or French/Spanish 2 Advanced

French/Spanish 3 or French/Spanish 3 Advanced

French/Spanish 4 or French/Spanish 4 Honors

*(regardless of level, French or Spanish must be taken in 9th and 10th grades)*

#### *Social Studies—3 years*

World Cultures and Religions (one semester)

World History or AP World History

United States History or AP United States History

American Government (one semester) or AP United States Government and Politics

#### *Science—3 years*

Physics and Lab

Chemistry and Lab or Chemistry and Lab Honors

Biology and Lab, or Biology and Lab Honors

#### *Physical Education—2 years*

Physical Education/Health

*(must be taken in 9th and 10th grades)*

*Visual and Performing Arts—1.5 years*

Humanities (one semester)

Art Theory/Practice 1, Music Theory 1, or Theatre 1 (one semester)

Art Theory/Practice 2, Music Theory 2, or Theatre 2 (one semester)

*(both semesters must be completed in the same subject area)*

*Computer Science—1 semester*

Exploring Computer Science

*Upper Division Electives—2 courses from the following list*

Anatomy and Physiology, AP Art History, AP Statistics, AP Studio Art: Drawing, AP Studio Art: 2-D Design, Digital Photography, Economics, Engineering Design, Graphic Design 1/2, Marine Biology, Mobile App Development, Principles of Computer Science, Psychology

## COURSE OFFERINGS BY GRADE

### *Junior High: Grades 7 & 8*

#### **Seventh Grade**

##### *required*

Literature 7

Writing 7

United States History 7

Algebra 1A or Algebra 1 Accelerated

Science 7

French/Spanish 1A or French/Spanish 1 Accelerated

Physical Education/Health 7

Computer Science and Technology 7 (one semester)

Arts Curriculum (one semester)—Art 7, Communications 7, and Musical Theatre 7

##### *optional classes*

Junior High Chorus, Junior High Debate

#### **Eighth Grade**

##### *required*

Literature 8

Writing 8

World History 8

Algebra 1B or Geometry

Science 8

French/Spanish 1B or French/Spanish 2 Accelerated

Physical Education/Health 8

Computer Science and Technology 8 (one semester)

Arts Curriculum (one semester)—Art 8, Digital Multimedia 8, or Musical Theatre 8

##### *optional classes*

Junior High Chorus, Junior High Debate

### *High School: Grades 9–12*

#### **Ninth Grade**

##### *required*

Literature 9: Myths and Motifs

Writing 9 (one semester)

Algebra 1, Geometry, or Algebra 2/Algebra 2 Adv

Physics and Lab

French/Spanish 1, French/Spanish 2/2 Adv, or French/Spanish 3/3 Adv

World Cultures and Religions (one semester)

Humanities (one semester)

Exploring Computer Science (one semester)

Physical Education/Health 9

*optional electives*

Women's Chorus, Pinewood Singers, Drama, Technical Theatre, Fabric Arts, Journalism, Yearbook, Art Independent Study

## Tenth Grade

*required*

Literature 10: World

Writing 10 (one semester)

Geometry, Algebra 2/2 Adv, or Precalculus Trig/Precalculus Trig Honors

Chemistry and Lab/Chemistry and Lab Honors

French/Spanish 2/2 Adv, French/Spanish 3/3 Adv, or French/Spanish 4/4 Honors

World History or AP World History

Art Theory/Practice 1, Music Theory 1, or Theatre 1 (one semester)

Physical Education/Health 10

*optional electives*

Women's Chorus, Pinewood Singers, Drama, Technical Theatre, Fabric Arts, Journalism, Yearbook, Art Independent Study

*Students in Grades 11–12 must take a minimum of six (6) courses per semester, five (5) if taking three (3) or more AP classes. AP class enrollment is limited to four (4) classes per semester for juniors (not including AP English Language) and five (5) classes per semester for seniors.*

## Eleventh Grade

*required*

Literature 11: American or Literature 11: American Honors

AP English Language and Composition (one semester)

Algebra 2 (if not already completed)

Biology and Lab or Biology and Lab Honors

French/Spanish 3/3 Adv (if not completed by 10th grade)

United States History or AP United States History

Art Theory/Practice 2, Music Theory 2, or Theatre 2 (one semester)

*recommended*

Precalculus Trig/Precalculus Trig Honors, Calculus, or AP Calculus AB

French/Spanish 4/4 Honors, French/Spanish 5, or AP French/Spanish

Upper Division Elective (see below)

*optional electives*

see below

## Twelfth Grade

*required*

Literature 12: British or AP English Literature and Composition

Writing 12 (one semester) (*for those students who do not pass the AP English Language Exam*)

American Government (one semester) or AP United States Government and Politics

Upper Division Electives if not completed junior year (see below)

*recommended*

Precalculus Trig/Precalculus Honors, Business Calculus, Calculus, or AP Calculus AB/BC  
French/Spanish 4/4 Honors, French/Spanish 5, or AP French/Spanish  
AP Biology, AP Chemistry, AP Physics or science elective

*optional electives*

Advanced Computer Science\*, Anatomy and Physiology\*, AP Art History\*, AP Music Theory\*, AP Statistics\*, AP Studio Art: Drawing\*, AP Studio Art: 2-D Design\*, Art Independent Study, Dance Fitness, Debate, Digital Photography, Drama, Economics\*, Entrepreneurship\*, Fabric Arts, Graphic Design 1/2\*, Journalism, Marine Biology\*, Mobile App Development\*, Pinewood Singers, Principles of Computer Science\*, Psychology\*, Statistics\*, Studio Art, Technical Theatre, Women's Chorus, Writing 12, Yearbook

(\* satisfy the Upper Division Elective requirement. Note: not all electives are offered every year or semester)

## COURSES OFFERINGS BY DEPARTMENT

### *Junior High: Grades 7 & 8*

#### *English*

Literature 7  
Writing 7  
Literature 8  
Writing 8

#### *Science*

Science 7  
Science 8

#### *Social Studies*

United States History 7  
World History 8

#### *Visual and Performing Arts*

Art 7  
Art 8  
Musical Theatre 7  
Musical Theatre 8  
Digital Multimedia 8  
Junior High Chorus

#### *Physical Education/Health*

Physical Education 7  
Physical Education 8  
Health 7  
Health 8

#### *Mathematics*

Algebra 1A  
Algebra 1 Accelerated  
Algebra 1B  
Geometry

#### *Computer Science*

Computer Science 7  
Computer Science 8

#### *Communications*

Communications 7  
Junior High Speech and Debate

#### *Modern Languages*

French 1A/Spanish 1A  
French 1 Accelerated/Spanish 1 Accelerated  
French 1B/Spanish 1B  
French 2 Accelerated/Spanish 2 Accelerated

### *High School: Grades 9–12*

#### *English*

Literature 9: Myths and Motifs  
Writing 9  
Literature 10: World  
Writing 10  
Literature 11: American  
Literature 11: American Honors  
AP English Language  
Literature 12: British  
AP English Literature  
Writing 12

#### *Mathematics*

Algebra 1  
Geometry  
Algebra 2  
Algebra 2 Advanced  
Precalculus with Trigonometry  
Precalculus with Trigonometry Honors  
Calculus  
AP Calculus AB  
AP Calculus BC  
Statistics  
AP Statistics

### *Science*

Physics and Lab  
AP Physics 1  
Chemistry and Lab  
Chemistry and Lab Honors  
AP Chemistry  
Biology and Lab  
Biology and Lab Honors  
AP Biology  
Anatomy and Physiology  
Marine Biology

### *Visual and Performing Arts*

Humanities  
Art Theory/Practice 1/2  
Music Theory 1/2  
Theatre 1/2  
Graphic Design 1/2  
Art Independent Study  
Digital Photography  
Studio Art  
AP Art History  
AP Music Theory\*  
AP Studio Art: Drawing\*  
AP Studio Art: 2-D Design\*  
Fabric Arts  
Drama

### *Computer Science*

Exploring Computer Science  
Principles of Computer Science  
Mobile App Development  
Advanced Computer Science

### *Physical Education/Health*

Physical Education 9  
Physical Education 10  
Health 9  
Health 10

*\* course may not be offered every year*

### *Social Studies*

World Cultures and Religions  
World History  
AP World History  
United States History  
AP United States History  
American Government  
AP United States Government and Politics  
Economics\*  
Entrepreneurship\*  
Psychology

### *Modern Language*

French 1\*/Spanish 1  
French 2/Spanish 2  
French 2 Advanced/Spanish 2 Advanced  
French 3/Spanish 3  
French 3 Advanced/Spanish 3 Advanced  
French 4/Spanish 4  
French 4 Honors/Spanish 4 Honors  
French 5/Spanish 5  
AP French Language/AP Spanish Language

### *Communications*

Speech and Debate  
Journalism  
Yearbook

## ENGLISH CURRICULUM

The English curriculum offers separate writing and literature classes, giving students the chance to delve into both fields of study with greater depth and rigor. Literature courses explore poetry, drama, short stories, and novels, ranging from the classical to the contemporary. Meanwhile, writing courses work intensively on composition strategies, grammar skills, and vocabulary development. Students learn and practice strategies for writing sophisticated, varied, and expressive sentences, cogent paragraphs, and clear and insightful essays in a variety of modes. The years of taking writing and literature courses provide students with an exceptional foundation for the reading and writing demands of college.

### Junior High: Grades 7 & 8

Minimum requirement Grades 7 & 8: 2 years literature & 2 years writing

#### Literature 7

Grade 7

3 units, one year

**Literature 7** provides a comprehensive introduction to literature study at Pinewood through the framework of coming-of-age novels. By examining texts through a historical-cultural lens, students develop an understanding of the shared human experience regardless of a person's background. The course focuses on discussion, highlighting, annotating, and writing as tools to contemplate and comprehend challenging texts. Students investigate how writers use plot structure and literary devices as tools to tell their stories. They also learn to write cohesive analytical paragraphs in MLA format with quotations to support their assertions. The course includes several creative projects, such as an art booklet, a mock trial, and dramatic scenes.

#### Course Materials

*The Witch of Blackbird Pond*, Elizabeth George Speare

*The Giver*, Lois Lowry

*Johnny Tremain*, Esther Forbes

*Mississippi Trial, 1955*, Chris Crowe

*The House on Mango Street*, Sandra Cisneros

*American Born Chinese*, Gene Luen Yang

Selected short stories and poetry

#### Writing 7

Grade 7

3 units, one year

**Writing 7** helps students improve their writing skills in a collaborative and supportive environment. Throughout the year, students work on crafting effective sentences, paragraphs, and essays. They write both analytical and narrative works, practicing a range of writing styles. Students also study vocabulary and grammar, incorporating both into their writing. As they explore the writing process, students engage in prewriting, drafting, revising, editing, and proofreading. Major projects include the personal narrative, the persuasive essay, and the short story.

## Literature 8

*Grade 8*

*3 units, one year*

Students in **Literature 8** explore the following genres of literature: the short story, novel/novella, drama, and poetry. As they do so, students place both classics and contemporary works into social, political, and historical context. The analysis of the literature itself focuses on literary elements such as theme, characterization, symbolism, and figurative language. To integrate and process the concepts, students engage in projects, presentations, papers, and assessments.

### Course Materials

*A Separate Peace*, John Knowles  
*Of Mice and Men*, John Steinbeck  
*Romeo and Juliet*, William Shakespeare  
*Fahrenheit 451*, Ray Bradbury  
*To Kill a Mockingbird*, Harper Lee  
Selected poetry and short stories

## Writing 8

*Grade 8*

*3 units, one year*

**Writing 8** is a study of grammar, vocabulary, writing concepts, and writing modes. Students practice writing concisely with an emphasis on organization, clarity, and style, analyzing professional writing for such qualities. The students practice writing in various genres such as descriptive, expository, and persuasive, while integrating grammar concepts and vocabulary into their writing. They also practice the art of crafting formal emails, creative short stories, and lyric poetry. Throughout the year, students develop peer and self-editing skills, as well as listening and speaking skills through class presentations. One particular highlight of this course is a unit on advertising techniques, where students explore the different methods of propaganda.

### Course Materials

*Anne Frank; The Diary of a Young Girl*, Anne Frank

## High School: Grades 9–12

*Minimum graduation requirement Grades 9–12: 4 years literature & 2.5 years writing*

## Literature 9: Myths and Motifs in Western Civilization

*Grade 9*

*3 units, one year*

**Literature 9: Myths and Motifs** introduces students to literature and composition at the high school level. Students continue their study of composition technique, literary analysis and interpretation, and literary terminology. The course content includes a study of the hero's journey, or monomyth, and centers around developing understanding of some of the earliest myths and motifs in western literature and how they are manifested in subsequent literary works, thus drawing connections between ancient and contemporary stories. Students read and annotate texts, take assessments, collaborate on projects, and write essays.

### Course Materials

*The Secret Life of Bees*, Sue Monk Kidd or *Ender's Game*, Orson Scott Card

*Lord of the Flies*, William Gerald Golding  
*Twelfth Night*, William Shakespeare  
*The Catcher in the Rye*, JD Salinger  
*The Odyssey*, Fagles translation, Homer  
Selected Greek Myths  
Selected short works and poems

## Writing 9

*Grade 9*

*1.5 units, one semester*

**Writing 9** starts preparing students for the level of writing they will be expected to produce in the upper grades. The course emphasizes writing as a rational discipline whose basics can be mastered through focused study. By analyzing model essays, students begin to identify patterns of argument, organization, and support that they emulate in their own writing. MLA skills are taught through a multi-faceted research project where students choose a topic of social significance to explore. As a break from academic writing, students work on a creative fiction piece throughout the semester. Vocabulary and grammar are also explicitly taught as tools to enhance writing.

### Course Materials

*Courage Has No Color: The True Stories of the Triple Nickles, America's First Black Paratroopers*,  
Tanya Lee Stone

## Literature 10: World

*Grade 10*

*3 units, one year*

**Literature 10: World** explores writings from around the globe. The thematic units cover the four basic genres of literature: poetry, drama, fiction (both short stories and novels), and nonfiction. The literature provides topics for discussion, as well as models for composition. The course also develops the skills necessary to write both analytical and personal essays, with emphasis on thesis and proof, structure and organization, and the elements of style. Students will make meaningful connections among diverse pieces of literature, where they can explore what it means to be a human being, understand how environment and cultural background impact one's life experience, and appreciate how cultural context influences how we read and interpret literature. As a result, students will recognize societal expectations that cross cultures and time periods.

### Course Materials

Selections from *World Literature* (anthology), Holt, Rinehart, Winston, including  
*The Tempest*, "The Metamorphosis," and other short stories and Biblical passages  
*Our Twisted Hero*, Yi Mun-yol  
*Balzac and the Little Chinese Seamstress*, Dai Sijie  
*Chronicle of a Death Foretold*, Gabriel Garcia Marquez  
*Brave New World*, Aldous Huxley  
*Macbeth*, William Shakespeare  
*The Little Prince*, Antoine de Saint-Exupery  
*The Joy Luck Club*, Amy Tan  
*Things Fall Apart*, Chinua Achebe  
*The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus* by Sophocles  
Selected Stories by Katherine Mansfield

## Writing 10

*Grade 10*

*1.5 units, one semester*

In **Writing 10**, students work on the skills of analysis, synthesis, and argumentation. In their reading, students examine a range of nonfiction texts with the goal of analyzing what the texts mean and how meaning is constructed through the use of rhetorical devices. Students then apply these concepts to their own writing and construct arguments on particular topics of relevance to their lives. Assignments include a major research paper on the topic of adolescent sleep and an essay exploring the concept of happiness. Students continue to hone their organizational skills at the paragraph and essay level; in addition, they practice writing varied and sophisticated sentences, and they use the assigned readings to broaden their vocabulary.

### **Course Materials**

*Grit*, Angela Duckworth

## Literature 11: American

*Grade 11*

*3 units, one year*

**Literature 11: American** explores a wide range of American novels, plays, poetry, short stories and nonfiction and is organized thematically. The course probes the literary, cultural, and human significance of great works of American literature in order to promote an understanding of the works in their cultural/historical contexts. At the same time, students discuss and write about the enduring human values which unite these works. The course emphasizes critical thinking and writing for literary analysis.

### **Course Materials**

*East of Eden*, John Steinbeck

*The Nick Adams Stories*, Ernest Hemingway

*The Glass Menagerie*, Tennessee Williams

*The Adventures of Huckleberry Finn*, Mark Twain

*The Scarlet Letter*, Nathaniel Hawthorne

*The Great Gatsby*, F. Scott Fitzgerald

*Death of a Salesman* or *The Crucible*, Arthur Miller

*The Bear*, William Faulkner

Selected short stories, poetry, and essays

## Literature 11: American Honors

*Grade 11*

*3 units, one year*

**Literature 11: American Honors** provides a rigorous, thematically-organized exploration of American novels, plays, poetry, and nonfiction. The course emphasizes the study and consideration of the literary, cultural, and human significance of great works of American literature. An important goal of the class is to promote an understanding of the works in their cultural/historical contexts and of the enduring values which unite the works. This course requires a serious commitment to engaging in in-class seminar-style discussions and gives special emphasis to advanced critical thinking and writing, including an engagement with different schools of literary thought.

### **Course Materials**

*East of Eden*, John Steinbeck

*Interpreter of Maladies*, Jhumpa Lahiri

*The Glass Menagerie*, Tennessee Williams

*The Adventures of Huckleberry Finn*, Mark Twain  
*The Scarlet Letter*, Nathaniel Hawthorne  
*The Great Gatsby*, F. Scott Fitzgerald  
*Death of A Salesman*, Arthur Miller  
*Their Eyes Were Watching God*, Zora Neale Hurston or *The Things They Carried*, Tim O'Brien  
*Ethan Frome*, Edith Wharton  
*The Sound and the Fury*, William Faulkner  
Selected short stories, poetry, and essays

*All juniors take AP English Language*

## AP English Language and Composition

*Grade 11*

*1.5 units, one semester*

**AP English Language** prepares students for the demands of the college writing environment. The skills developed in this class not only prepare students for the AP English Language and Composition Exam, they also cultivate students' abilities as critical thinkers, readers, and writers. The course is based on the philosophy that students learn to write by reading exemplary writing. Students think and write about the rhetorical and aesthetic choices that writers make in order to create and heighten meaning. As they hone their writing skills, they complete a variety of rhetorical analysis essays, argument essays, synthesis essays, and nonfiction writing assignments. Students demonstrate how well they can integrate and apply the knowledge and skills discussed during class in their writing. Readings come from a variety of sources: letters, speeches, essays, and visual media.

### **Course Materials**

*Outliers*, Malcolm Gladwell

## Literature 12: British

*Grade 12*

*3 units, one year*

**Literature 12: British** provides an introduction to major British literary works that are representative of the important eras in England's history. Students chronologically study a survey of British literature, beginning with the Anglo-Saxon epic *Beowulf*, and ending with selections of short fiction of the modern era. Instructional methods include: lecture, Socratic seminar, small group discussion and presentation, and in-class dramatic readings. Students regularly practice interpretive reading, expository writing, vocabulary building in context, and critical thinking skills. Additionally, they develop their literary criticism skills through oral commentaries.

### **Course Materials**

*The Importance of Being Earnest*, Oscar Wilde  
*Beowulf*, Seamus Heaney translation  
*Othello*, William Shakespeare  
*Frankenstein*, Mary Shelley  
*1984*, George Orwell  
*Never Let Me Go*, Kazuo Ishiguro  
*the curious incident of the dog in the night-time*, Mark Haddon  
Selected short stories, poetry, and essays

## AP English Literature and Composition

*Grade 12*

*3 units, one year*

**AP English Literature** engages students in the careful reading and critical analysis of imaginative literature, from the 1500s to the present. Through the close reading of selected texts, students deepen their understanding of the methods writers use to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such elements as the use of figurative language, imagery, symbolism, and tone. An introduction to critical theory provides students with further analytical tools. This seminar course aligns to an introductory college literature course and requires thoughtful discussion and writing about representative works from various genres and periods, concentrating on works of recognized literary merit. Students also receive extensive practice in analytical, expository, and argumentative essays, both timed and untimed.

### **Course Materials**

*All the Pretty Horses*, Cormac McCarthy

*Never Let Me Go*, Kazuo Ishiguro

*Hamlet*, William Shakespeare

*Heart of Darkness*, Joseph Conrad

*To the Lighthouse*, Virginia Woolf

*Jane Eyre*, Emily Brontë

*Beloved*, Toni Morrison

*Midnight's Children*, Salman Rushdie

Selected poetry

*Students who receive a score of 3 or higher on the AP English Language Exam are not required to take Writing 12*

## Writing 12

*Grade 12*

*1.5 units, one semester*

**Writing 12** allows students to explore personal interests while simultaneously strengthening their writing skills and preparing them for college-level work. The course focuses on building a community of writers who support each other's growth. Students regularly produce in-class writing, both formal and informal, both assessed and not. The class includes weekly readings and discussions of nonfiction texts to teach students rhetorical modes and strategies that they can then employ in their own writing. One special feature of this class is the 20% Project, modeled after Google's 20% Time. Students get 20% of their time to explore or develop a passion that has some community impact, and the class culminates with these presentations.

### **Course Materials**

*Behind the Beautiful Forevers*, Katherine Boo

## MATHEMATICS CURRICULUM

*From Algebra 1A/B to AP Calculus BC and AP Statistics, the mathematics curriculum focuses on computational accuracy, mathematical communication, and practical applications. Using technology-based instruction, traditional lecture, cooperative learning, self-discovery, student-run presentations, and engaging real-life problem solving, students develop a deep understanding of concepts as well as critical thinking skills. At every level, the mathematics department creates an academically focused, supportive, and appropriately rigorous curriculum, enabling students to reach their fullest potential while preparing them for their future mathematics studies.*

### *Junior High: Grades 7 & 8*

*Requirement for Grades 7 & 8: 2 years*

#### **Algebra 1A**

*Grade 7*

*3 units, one year*

**Algebra 1A** is the first half of a two-year course. Beginning with a review of signed integer operations as well as fundamental fraction, decimal, and percent skills, the course moves through the first half of an Algebra 1 curriculum while interweaving skills learned in earlier mathematics courses. Covered topics include simplifying variable expressions, solving equations, inequalities, and word problems, defining the major number sets, applying the order of operations, and employing the properties of real numbers. Graphing, and the three forms of a line will be taught as well as linear systems. Statistics topics such as linear regression, data set analysis, and basic probabilities will be covered. There will be extensive teachings on using the TI-84 Graphing Calculator to support derived results.

#### **Algebra 1 Accelerated**

*Grade 7*

*3 units, one year*

**Algebra 1 Accelerated** is a rigorous course that covers many fundamental skills and concepts needed for all subsequent math courses. The course develops the skills to solve problems while emphasizing various ways to arrive at a solution. Students learn to write and simplify variable expressions, equations, and inequalities applying order of operations and the properties of real numbers. Topics centered on linear equations will expand on slope and its applications, the three linear forms, and systems of equations and inequalities. Quadratic functions will introduce the concepts of factoring, the nature of roots, and applications of quadratic solutions. Learning will be enhanced through continued use of core functions of the TI-84 graphing calculator.

#### **Algebra 1B**

*Grade 8*

*3 units, one year*

**Algebra 1B** is the second half of a two-year course. Picking up where Algebra 1A left off, the course will complete the Algebra 1 curriculum starting with such topics as properties of integer exponents, naming, simplifying and factoring polynomials, introduction to rational exponents and the set of irrational numbers. Students learn how to simplify irrational expressions as well as complex fractions. Quadratics are introduced with factoring, graphing, and solving for their real roots. Factoring covers the scope of greatest common

factor, guess and check methods, quadratic formula, and the use of perfect square and sum and difference of square formulas. The TI-84 calculator will be used to support results and to find and check solutions.

## Geometry

*Grade 8*

*3 units, one year*

**Geometry** provides a complete introduction to the basic properties of two-dimensional figures. Topics include properties of angles, lines, segments, parallel lines, triangles and quadrilaterals, properties of similar and congruent figures, and calculation of area, surface area, and volume. Additionally, students will be exposed to right-triangle trigonometry and the geometry of three-dimensional figures. In learning how to prove and apply theorems they will develop the ability to draw and support logical conclusions.

## High School: Grades 9–12

*Minimum graduation requirement Grades 9–12: 3 years (completion of Algebra 1, Geometry, and Algebra 2)*

### Algebra 1

*Grade 9*

*3 units, one year*

**Algebra 1** is a rigorous course that covers many fundamental skills and concepts needed for all subsequent math courses. The course develops the skills to solve problems while emphasizing various ways to arrive at a solution. Students learn to write and simplify variable expressions, equations, and inequalities applying order of operations and the properties of real numbers. Topics centered on linear equations will expand on slope and its applications, the three linear forms, and systems of equations and inequalities. Quadratic functions will introduce the concepts of factoring, the nature of roots, and applications of quadratic solutions. Learning will be enhanced through the introduction of core functions of the TI-84 graphing calculator.

### Geometry

*Grades 9, 10*

*3 units, one year*

**Geometry** provides a complete introduction to the basic properties of two-dimensional figures. Topics include properties of angles, lines, segments, parallel lines, triangles and quadrilaterals, properties of similar and congruent figures, and calculation of area, surface area, and volume. Additionally, students will be exposed to right-triangle trigonometry and the geometry of three-dimensional figures. In learning how to prove and apply theorems they will develop the ability to draw and support logical conclusions.

### Algebra 2

*Grades 9, 10, 11*

*3 units, one year*

**Algebra 2** thoroughly reviews the concepts from Algebra 1. The introduction of complex numbers enables students to graph, factor, manipulate, and find real and complex roots of quadratics and find and determine the nature of zeros of higher order polynomial equations. Students manipulate and graph functions, inverse functions and relations and solve exponential and logarithmic equations. Students learn several new applications on the graphing TI-84 calculator and use them to solve basic and real-world problems.

## Algebra 2 Advanced

*Grades 9, 10, 11*

*3 units, one year*

**Algebra 2 Advanced** begins with a review of Algebra 1 concepts while deepening an understanding of the representations and relationships of the main parent functions including linear, quadratic, cubic, absolute value, greatest integer, exponential, and logarithmic functions. Rules for translations and transformations as well as the use of technology and the TI-84 calculator, deepen students' understanding of graphing behaviors of relations. Derivations of polynomial theorems allow students to find real and complex roots, and sketch them using root and end behaviors. The course goes on to cover sequences and series, solving systems of equations, linear programming, as well as the essentials of probability.

## Precalculus with Trigonometry

*Grades 10, 11, 12*

*3 units, one year*

**Precalculus with Trigonometry** begins by reviewing concepts covered in Algebra 2 from a top-down approach that emphasizes students' analytical skills, while demonstrating on technology including the TI-84 calculator. These concepts include functions, polynomials, their roots, transformation and translations, inverses, exponentials and logarithms. In the second semester, the course goes on to cover trigonometry concepts, beginning with right triangle trigonometry, moving on to the six main functions, their inverses, the unit circle, their graphs and their applications.

## Precalculus with Trigonometry Honors

*Grades 10, 11, 12*

*3 units, one year*

**Precalculus with Trigonometry Honors** is the bridge between Algebra 2 Advanced and AP Calculus AB. Students review and expand their prior knowledge of functions of all types, as well as the use of the TI-84 graphing calculator. The course then introduces trigonometry from right triangles to the six trigonometric functions, their graphs and applications followed by vector mathematics, matrices and their applications, conic sections, sequences, and series. After mastering these topics, students cover an introduction to calculus: limits, derivatives, and integrals.

## Calculus

*Grades 11, 12*

*3 units, one year*

**Calculus** introduces the properties and applications of derivatives and integrals. The course begins with a review of the basic functions and the study of limits, and the concept of continuity. Students understand anti-derivatives and the indefinite integral, and then apply a variety of integration techniques to solving area, volume and optimization problems. Calculus is a preparatory class for AP Calculus AB or college Calculus classes.

## AP Calculus AB

*Grades 11, 12*

*3 units, one year*

**AP Calculus AB** teaches students to derive, understand and apply introductory calculus techniques. Students study limits, continuity, derivatives of first and second order, indefinite and definite integrals. Practical applications of differentiation, including optimization and related-rate word problems are covered. Calculating area and volume provide

opportunities to apply definite integrals in a useful way. Use of the TI graphing calculator is highly stressed throughout the course.

## AP Calculus BC

*Grades 11, 12*

*3 units, one year*

**AP Calculus BC** gives students an understanding of infinite series, differential equations, advanced integration techniques and their applications. Students apply calculus to parametric and polar equations, as well as explore real-life science and engineering applications. Teachers stress the importance of complete solutions, precise notation, efficient use of technology and the ability to justify solutions using correct vocabulary. Further topics include an introduction to second order linear differential equations.

## Statistics

*Grades 11, 12*

*1.5 units, one semester*

**Statistics** is a one-semester elective that introduces students to strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students will design, administer, and tabulate results from surveys and other experiments. Probability simulations will be used to aid students in constructing predictive models. Sampling distributions will be studied to use confidence intervals and hypothesis tests. The goal of the course is to provide students with the ability to analyze statistical information as well as learn effective statistical presentation and communication skills.

## AP Statistics

*Grades 11, 12*

*3 units, one year*

**AP Statistics** is equivalent to a one-semester, introductory, non-calculus based college course in statistics. It is a fast-paced course that requires students to understand and apply both the theoretical and practical aspects of statistics. Students summarize data using charts, histograms, plots, regression, measures of central tendency and measures of dispersion. Students learn the basic principles of probability including independence, properties of distributions, the normal distribution, and the Central Limit Theorem, and they analyze data using confidence intervals, hypothesis tests, tests of means or proportions, tests of differences of means or proportions, chi-square tests for one and two-way categorical data, and regression analysis. Students learn to use technology to summarize and analyze data. They apply their learning by designing and conducting statistical studies.

## SCIENCE CURRICULUM

*The goals of the science curriculum are to develop strong analytical, critical thinking, and science skills. Students move through challenging courses building skills and knowledge as they progress through two years of life and earth sciences in junior high followed by a minimum of three years of high school science including physics, chemistry, and biology. Pinewood also offers multiple science electives and Advanced Placement courses. All science courses aim to engage students in active learning through regular labs, group activities, field trips, science writing, experimental design, projects, and reading.*

### Junior High: Grades 7 & 8

#### Science 7

##### Grade 7

*3 units, one year*

Science 7 is a life science course that explores the living world. Students learn about Earth's ability to sustain life, what composes living things, and what those living things must do to survive. Students study life forms from as small as a microscopic organism to as large as the blue whale. Class activities will include breaking down information to examine each part, to examine the relationship of one part to another, and to examine the relationship of the parts to the whole. Science process skills are practiced through making inferences, constructing models, recording data, observing, naming and labeling, comparing and contrasting, and using critical thinking skills. Students learn to continuously question their surroundings and their interaction with living things while developing a deep respect and understanding for the great diversity and necessary preservation of all Earth's life forms.

#### Science 8

##### Grade 8

*3 units, one year*

Science 8 focuses on the physical processes that shape the Earth and the universe. Students explore such diverse topics as the causes of the seasons, why weight changes on the North Pole compared to the Equator, and the source of electricity. Other topics include volcanoes, earthquakes, tsunamis, tornadoes, floods, the creation of geographical features, and the study of climatology. Science process skills are practiced through measuring, describing, explaining, classifying, and interpreting data, and learning to apply information in new contexts. Practices and content are combined in activities where students demonstrate, hypothesize, and predict outcomes related to geology, oceanography, meteorology and astronomy. Students continuously question their unique surroundings and interaction with the Earth while developing a deep respect and understanding for the history, origin, and processes that continually shape their one true home.

### High School: Grades 9–12

#### Physics and Lab

##### Grade 9

*3 units, one year*

Physics and Lab is the study of matter and energy. An understanding of physics concepts

is vital to a richer understanding of the world and universe in which humans live. Students gain first person and hands-on experience with everyday phenomena and the knowledge to explain them with many opportunities to pursue their own interests in science and develop greater skills at science practices. Students study energy and motion, light and sound waves, and electricity and circuits through conceptual and quantitative models using math skills at the Algebra 1 level.

## AP Physics C: Mechanics

*Grades 11, 12*

*3 units, one year*

**AP Physics C: Mechanics** studies physical phenomena, from forces and energy through rotational and circular motion. This course introduces college-level physics using advanced algebra and trigonometry along with basic calculus. Students study motion, dynamics, energy, momentum, gravitation, and rotational motion. The scientific understanding and problem solving skills build on each other throughout the year as students work to understand mathematical relationships between various physical quantities and use sophisticated techniques to solve challenging problems. Students complete college-level labs independently and in small groups and use a lab notebook to record their activities and findings. Along with content knowledge, students develop a deeper appreciation for science and how it is a part of everyday life while preparing to take the AP Physics C Exam in May.

## Chemistry and Lab

*Grade 10*

*3 units, one year*

**Chemistry and Lab** provides an understanding of the composition of matter and the changes that matter undergoes. Major concepts include atomic structure, chemical bonding, chemical reactions, gas laws, reaction rates and equilibrium, aqueous solutions, thermochemistry, and nuclear chemistry. Students develop problem solving skills which apply to both numeric and conceptual problems. The laboratory component of the course gives students hands-on experience with a variety of laboratory techniques. Students study how the kinetic molecular theory describes the motion of atoms and molecules, and explains the properties of gases. They gain an understanding of how energy is transferred or transformed in all chemical and physical changes.

## Chemistry and Lab Honors

*Grade 10*

*3 units, one year*

**Chemistry and Lab Honors** is a rigorous and challenging course which prepares students to take the SAT II test in chemistry as well as preparing students to take AP Chemistry. It provides an understanding of the composition of matter and the changes that matter undergoes. Major concepts include atomic structure, chemical bonding, chemical reactions, gas laws, reaction rates and equilibrium, aqueous solutions, thermochemistry, and nuclear chemistry. Students develop problem solving skills which apply to both numeric and conceptual problems. The laboratory component of the course gives students hands-on experience with a variety of laboratory techniques. Students study how the kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. They gain an understanding of how energy is transferred or transformed in all chemical and physical changes.

## AP Chemistry

*Grades 11, 12*

*3 units, one year*

**AP Chemistry** is an extensive laboratory based course organized around six “Big Ideas.” These themes include structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. The course contributes to the development of the students’ abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Students are involved in extensive laboratory work and are expected to keep a notebook using proper scientific documentation. They understand the language of chemistry necessary to write formulas and to balance chemical equations, and they know the different parts of a solution, how they can influence a solution’s properties, and how to calculate the concentration of a solution. Students learn to predict the products of common chemical reactions: acid-base reactions, oxidation-reduction reactions, and precipitation reactions and use the study of kinetics to describe the rate and mechanism of a chemical reaction. They learn to understand how equilibrium relates to Le Chatelier’s Principle, precipitation formation, and acid-base reactions. They use free energy, enthalpy, and entropy to describe the spontaneity of a chemical reaction. All of these skills prepare students to successfully complete the AP Chemistry Exam.

## Biology and Lab

*Grade 11*

*3 units, one year*

**Biology and Lab** is a survey of prevailing concepts for student mastery of biological sciences at the high school level. Students study principles of cell biology, biochemistry, genetics, evolution, ecology and animal diversity. They learn to show competency of each discipline by demonstrating their knowledge through traditional assessment methods as well as laboratory work and projects. Labs provide opportunities for students to engage, hands-on, in the scientific process and practice analytical skills. Students practice their scientific writing skills throughout the year by completing formal lab reports and other written analyses.

## Biology and Lab Honors

*Grade 11*

*3 units, one year*

**Biology and Lab Honors** offers highly motivated students a chance to master an introductory biological sciences course at an advanced high school level. Students develop a strong conceptual framework for modern biology by studying principles of cell biology, biochemistry, genetics, evolution, ecology, and animal diversity. Lab activities and projects are an essential component of this course and are opportunities to develop science process skills. Science writing is particularly emphasized including writing laboratory reports, conclusions, and analyses of laboratory results. Students demonstrate their mastery through a variety of assessment methods including projects, presentations as well as laboratory work. This course is a foundation for students who desire to continue with AP Biology.

## AP Biology

*Grade 12*

*3 units, one year*

**AP Biology** is an extensive laboratory based course organized around four “Big Ideas.” These themes include the study of evolutionary processes, mechanisms for maintaining homeostasis, the flow of energy, the propagation, transmission, and expression of genetic

information, and the complex interactions between systems within organisms as well as those between organisms, populations, communities, and ecosystems. In this way students develop a conceptual framework of modern biology. Laboratory work is extensive, inquiry based, and centered on but not limited to the recommended labs that accompany the College Board curriculum. Science process skills are emphasized including using mathematical models, effective communication, scientific writing, experimental design, and data analysis. AP Biology is structured in compliance with the standards set by the College Board and meets the requirements of a college-level introductory survey biology course. Students develop mastery of the curriculum through written assignments, class discussions, presentations, projects, models and other activities, laboratory exercises, and exams. Students will be prepared to take the AP Biology Exam.

## **Anatomy and Physiology**

*Grades 11, 12*

*1.5 units, one semester*

**Anatomy and Physiology** is an introductory, semester-long course that introduces students to the anatomy, histology, and physiology of several human body systems including the skeletal, muscular, digestive, nervous, special senses, cardiovascular, and reproductive systems, with the goal of gaining better understanding and insight into the functioning of their bodies. Students will also investigate how systems work together to maintain a healthy homeostasis. Projects will focus on making students scientifically literate about matters related to human health and disease. Instructional methods include lecture, discussion, field trips, video, and a large laboratory component comprising dissections, microscopy, and other relevant laboratory exercises. Students complete a final project focusing and expanding on one of the body systems covered in the course.

## **Marine Biology**

*Grades 11, 12*

*1.5 units, one semester*

**Marine Biology** introduces current topics in the field of ocean science, including marine organisms, human influence, and ecosystems. Students participate in discussions, labs and field trips, as well as complete long-term group and individual projects. Labs include microscopy, observing specimens, dissections, and more. The coursework allows students to survey the wide diversity of marine organisms, understand complex ecosystems, and analyze how those organisms and ecosystems are affected by human behavior. Students engage in discussions about progressive ocean science documentaries and journal publications to increase their knowledge of current research. The class culminates with a final project and presentation.

## SOCIAL STUDIES CURRICULUM

The social studies curriculum is designed to provide students with a deep understanding of contemporary domestic and global issues as well as the historical forces which shaped the present. Additionally, the curriculum prepares students for success in college by emphasizing research, writing, and critical thinking skills. Department courses provide a strong foundation in United States History, World History, and United States Government, and teachers continually relate historical material to contemporary issues. Simultaneously, students are taught to engage in research using primary and secondary sources, to write research and thesis papers with proper documentation, and to hone their debate, presentation, and analytical skills. Project-based learning and service learning opportunities are integral components of a number of social studies courses.

### Junior High: Grades 7 & 8

Minimum requirement Grades 7 & 8: 2 years

#### United States History 7

Grade 7

3 units, one year

**United States History 7** is a year-long survey course with a focus on important historical and social events in United States history. The course begins with the founding of the nation and continues chronologically through the 20th century, covering major topics throughout the eras. In addition, students learn organizational and study skills that are crucial to success in junior high and beyond. Students continually hone their communication and analytical skills through writing, presentations, analysis of primary documents, research, and project-based learning.

#### World History 8

Grade 8

3 units, one year

**World History 8** focuses on how geography influences the founding and development of civilizations, how and why civilizations rise and fall, and what makes each culture or civilization unique. This course focuses on major civilizations, cultures, and events from the ancient period to about 1500 C.E. The 8th grade curriculum builds on the skills from the 7th grade but also develops more complex essay writing and research skills, as well as primary source analysis in preparation for high school. Students continue to engage in project-based learning and further develop their presentation skills.

### High School: Grades 9–12

Minimum graduation requirement Grades 9–12: 3 years

#### World Cultures and Religions

Grade 9

1.5 units, one semester

**World Cultures and Religions** is a semester-long course that covers the major world religions of Hinduism, Buddhism, Judaism, Christianity, and Islam in historical context. The course focuses on the origins, spread, sacred texts, central themes and contemporary

aspects of these major world religions and the cultural impact of each religion on current society. Students elevate their essay writing and research skills and their analysis of primary documents, and they also engage in project-based and group learning.

## World History

*Grade 10*

*3 units, one year*

**World History** is a year-long survey course which covers the early modern period to the present (1450–2001 C.E.). The course is chronological and covers the social, political, economic, and technological developments of a selection of world societies. Students develop a broad understanding of movements in world history as well as gain more in-depth knowledge of major global events during the time period. Students continue to hone their analytical, research and writing skills by completing in-class essays, document based questions (DBQs), a major research paper, and project-based learning assignments.

## AP World History

*Grade 10*

*3 units, one year*

**AP World History** is a rigorous college-level, year-long survey course which covers roughly 8,000 B.C.E. to the present. The course is chronological and covers many important societies around the world. A major focus of the course is the interaction between various societies, how global forces impact societies in different or similar ways, and how various societies react to external forces. Major skills emphasized include historical argumentation, using relevant historical evidence to prove arguments, cause and effect in history, and comparison and contextualization of historical developments. The course also prepares students to take the national AP World History exam through document-based questions (DBQs), in-class essays, and multiple-choice exams. Project-based learning and service learning assignments also augment the AP World History course.

## United States History

*Grade 11*

*3 units, one year*

**United States History** is a year-long chronological survey course which covers the major events and developments in United States history. Major skills emphasized in U.S. History are research methodology, writing skills, thesis development, reading and interpreting primary and secondary sources, as well as speech and debate. Students apply those skills to produce and present a college-level research paper in the second semester of the course. Project-based learning and group projects are interwoven into the curriculum to incorporate 21st century technology skills and foster collaboration. Class participants are encouraged to put the events of history in context by considering conflicting viewpoints. Students compare past events to the present day to foster social awareness and to become active political participants.

## AP United States History

*Grade 11*

*3 units, one year*

**AP United States History** is a rigorous, year-long college-level survey class which covers roughly the colonial period through the present in a chronological framework. The course covers the political, social, cultural, economic, and diplomatic history of the United States and its impact on other societies. Major skills emphasized include historical argumentation, in-class essay writing, critical thinking, and research. Students produce a college-level research paper derived from primary and secondary sources. Project-based

learning, service learning, and group projects are interwoven into the curriculum to incorporate 21st century skills and foster collaboration. The course also prepares students to take the national AP United States History Exam through preparation and perfection of document based questions (DBQs), in-class essays, short answer questions, and multiple-choice exams in the revised AP format.

## American Government

*Grade 12*

*1.5 units, one semester*

**American Government** spotlights the major features of American government, electoral politics, and constitutional developments. The semester-long course prepares students to be active and aware citizens with an understanding of the way their government functions and how that has changed over time. Students continue to perfect their essay writing, analytical, critical thinking, and research skills in preparation for college. Class participants produce a major college level research paper based on a constitutional issue of their choosing derived from primary and secondary sources and also engage in a political activism project.

## AP United States Government and Politics

*Grade 12*

*3 units, one year*

**AP United States Government and Politics** provides an in-depth study of American government, electoral politics, constitutional developments, social, economic, and foreign policy. The course prepares students to be active and aware citizens with an understanding of the way their government functions and how that has changed over time. Additionally, the course prepares students to take the national AP exam through free response and multiple-choice practice exams in the AP format. Students continue to perfect their essay writing, analytical, critical thinking, and research skills in preparation for college. Additionally, the course requires students to produce a major, college-level research paper on a constitutional issue of their choosing derived from primary and secondary sources. Students also complete a political activism project in order to apply what they have learned.

## Economics

*Grades 11, 12*

*1.5 units, one semester*

**Economics** focuses on selected topics from microeconomics, macroeconomics, and global economics that provide students with a broad survey of the study of economics. The course prepares students to communicate in the language of economics, to apply what they have learned to contemporary issues, and to understand how economics impacts their personal lives. The course gives students an introduction to the study of economics and sparks future interest in the subject.

*(course may not be offered every year)*

## Entrepreneurship

*Grades 11, 12*

*1.5 units, one semester*

Attending school in Silicon Valley, Pinewood students are aware of the valley's entrepreneurs and the entrepreneurial spirit that drives local industry. But do they fully comprehend who entrepreneurs are and what they do? **Entrepreneurship** will delve into those questions. Entrepreneurs will come to class as guest speakers to share their experiences and their unique stories. In addition, students will learn the basic steps entrepreneurs take

to bring their ideas to reality. In the class, students will: 1) research demand; 2) create a business plan; 3) develop a marketing plan; 4) discuss funding options for their business plan; 5) effectively present their business plan in the “Pinewood Shark Tank!” This culminating project has the potential to become a source of each student’s life’s passion going forward.

*(course may not be offered every year)*

## **Psychology**

*Grades 11, 12*

*1.5 units, one semester*

**Psychology** gives students a basic understanding of the field of psychology. This one-semester course covers the history of the field as well as more recent developments and includes the study of typical developmental behavior as well as abnormal psychology. Students also explore the psychological influences of culture, gender, the media, music, and politics. Students explore their interests as they gain insight into human behavior. Class discussions and papers are major components of this course.

## WORLD LANGUAGE CURRICULUM

*An appreciation of world cultures is at the heart of Pinewood’s world language curriculum that offers students the opportunity to become proficient in either French or Spanish. Students learn that effective communication is the key to understanding, relating to, and respectfully engaging with other cultures. To that end, total language immersion is practiced at every level, and students are encouraged to use their French or Spanish language skills in and out of school in order to solidify their knowledge and broaden their cultural experiences. The goal of the world language program is to prepare students to successfully communicate in either French or Spanish as they become thoughtful, engaged citizens in the ever expanding global society of the 21st Century.*

### *Junior High: Grades 7 & 8 French*

*Minimum requirement Grades 7 & 8: 2 years of French or Spanish*

#### **French 1A**

*Grade 7*

*3 units, one year*

This introductory course of French language and culture is designed for 7th grade students who have had little or no exposure to the subject. The goal is to have students develop the skills necessary to be successful second language learners and to provide a solid grammatical, linguistic, and cultural foundation for further study of French. Students build an active vocabulary and begin to develop proficiency in communication through speaking, written exercises, reading of poems and short articles, and authentic songs. Teachers emphasize proper written and oral expression through daily practice of everyday vocabulary and basic grammar in meaningful situations using a variety of activities such as pair and group work, projects, games, skits, presentations, artwork, and reading comprehension with complementary materials. Students also gain exposure to several different aspects of the great variety of French and Francophone cultures.

#### **French 1 Accelerated**

*Grade 7*

*3 units, one year*

**French 1 Accelerated** is for 7th grade students who have completed a rigorous elementary school program in French or who have bilingual experience. Students will continue to develop the skills necessary to be a successful second language learner and to provide a solid grammatical, linguistic, and cultural foundation for further study of French. Students continue to strengthen their communication skills through a variety of activities such as individual and collaborative work, projects, games, skits, presentations, artwork, and reading comprehension of supplementary materials. At the end of this course, students can communicate simply, but effectively in the French language and have gained exposure to several more French and Francophone cultures.

#### **French 1B**

*Grade 8*

*3 units, one year*

This 8th grade course continues the introduction to the French language and culture begun in French 1A by expanding students’ active vocabulary and communication skills through conversation, compositions, and the exploration of songs and short stories.

Teachers continue to utilize a variety of meaningful activities to implement daily practice of everyday vocabulary and basic grammar. Students deepen their understanding of the different aspects of French and Francophone cultures.

## French 2 Accelerated

*Grade 8*

*3 units, one year*

This 8th grade course introduces more complex grammar structures. A study of the culture continues while students build an active vocabulary and continue to develop proficiency in listening, speaking, reading and writing. Students will write in French, read more challenging literary works and articles, learn abundant vocabulary and idiomatic expressions, and spontaneously respond to questions by using correct grammar and speaking in complete sentences with good syntax. It is expected that students will continue in the French 3 Advanced course in high school.

## *Junior High: Grades 7 & 8 Spanish*

*Minimum requirement Grades 7 & 8: 2 years of French or Spanish*

## Spanish 1A

*Grade 7*

*3 units, one year*

This introductory course of Spanish language and culture is designed for 7th grade students who have had little or no exposure to the subject. The goal is to have students develop the skills necessary to be successful second language learners and to provide a solid grammatical, linguistic, and cultural foundation for further study of Spanish. Students build an active vocabulary and begin to develop proficiency in communication through speaking, written exercises, reading of poems and short articles, and authentic songs. Teachers emphasize proper written and oral expression through daily practice of everyday vocabulary and basic grammar in meaningful situations using a variety of activities such as pair and group work, projects, games, skits, presentations, artwork, and reading comprehension with complementary materials. Students also gain exposure to several different aspects of the great variety of Spanish-speaking cultures.

## Spanish 1 Accelerated

*Grade 7*

*3 units, one year*

**Spanish 1 Accelerated** is for 7th grade students who have completed a rigorous elementary school program in Spanish or who have bilingual experience. Students will continue to develop the skills necessary to be a successful second language learner and to provide a solid grammatical, linguistic, and cultural foundation for further study of Spanish. Students continue to strengthen their communication skills through a variety of activities such as individual and collaborative work, projects, games, skits, presentations, artwork, and reading comprehension of supplementary materials. At the end of this course, students can communicate simply, but effectively in the Spanish language and will have gained exposure to several more Spanish-speaking cultures.

## Spanish 1B

*Grade 8*

*3 units, one year*

This 8th grade course continues the introduction to the Spanish language and culture begun in Spanish 1A by expanding students' active vocabulary and communication skills through conversation, compositions, and the exploration of songs and short stories. Teachers continue to utilize a variety of meaningful activities to implement daily practice of everyday vocabulary and basic grammar. Students deepen their understanding of the different aspects of Spanish-speaking cultures.

## Spanish 2 Accelerated

*Grade 8*

*3 units, one year*

This 8th grade course introduces more complex grammar structures. Cultural studies continue while students build an active vocabulary and further develop proficiency in listening, speaking, reading and writing. Students will write in Spanish, read more challenging literary works and articles, learn abundant vocabulary and idiomatic expressions, and spontaneously respond to questions using correct grammar and speaking in complete sentences with good syntax. It is expected that students will continue in the Spanish 3 Advanced course in high school.

## *High School: Grades 9–12 French*

*Minimum graduation requirement Grades 9–12: students must take French or Spanish in grades 9 and 10, AND level 3 must be completed*

### French 1

*Grade 9*

*3 units, one year*

**French 1** introduces high school students to French language and culture. Students build an active vocabulary and begin to develop proficiency in listening, speaking, reading and writing through conversation, compositions, and the appreciation of poems and short stories. Teachers emphasize proper written and oral expression through the practice of everyday vocabulary and basic grammar in meaningful situations using a variety of activities such as individual and collaborative work, projects, games, skits, presentations, artwork and reading comprehension. Students also gain exposure to several different aspects of the great variety of French and Francophone cultures. At the end of this course, students can communicate simply, but effectively in the French language.

*(course is not offered every year)*

### French 2

*Grades 9, 10*

*3 units, one year*

This course reinforces and builds upon the skills acquired in French 1, introducing more complex grammar structures, thematic vocabulary, and cultural elements. Students continue to develop proficiency in listening, speaking, reading and writing through conversations, compositions and the reading of literature. Teachers emphasize written and oral expression, using correct sentence structure. Students develop effective and spontaneous communication skills.

## French 2 Advanced

*Grades 9, 10*

*3 units, one year*

This course is an accelerated continuation of French 1. Cultural studies continue while students tackle more complex grammar structures, build an active vocabulary, and further develop proficiency in listening, speaking, reading and writing. Students will write in French, read more challenging literary works and articles, learn abundant vocabulary and idiomatic expressions, and spontaneously respond to questions using correct grammar and speaking in complete sentences with good syntax. It is expected that students will continue in the French 3 Advanced course.

## French 3

*Grades 9, 10, 11*

*3 units, one year*

**French 3** completes a review of previous levels and introduces more complex aspects of French grammar and vocabulary. Students engage in a deeper study of culture as they build an active vocabulary and continue to develop proficiency in listening, speaking, reading and writing through discussion, compositions and the reading of authentic sources. Teachers emphasize the use of correct sentence structure in written and oral expression.

## French 3 Advanced

*Grades 9, 10, 11*

*3 units, one year*

**French 3 Advanced** offers an intensive review of previously acquired grammar knowledge as well as introducing more advanced concepts to further develop listening and reading comprehension, conversation skills, and writing proficiency. Students will collaborate, write frequent compositions, and give several presentations. They will also read and analyze contemporary French and Francophone literature and demonstrate cultural awareness of French presence in the modern world as well as explore many aspects of French history. Challenging conversation, writing skills, and literary and cultural readings prepare students for the rigors of French 4 Honors.

## French 4

*Grades 10, 11, 12*

*3 units, one year*

**French 4** builds upon skills acquired through the previous intermediate levels. Students engage in a variety of topics related to French and Francophone cultures such as current events, social issues, professional planning, higher education, tourism and travel. As students examine these topics they express their ideas and opinions in conversation and composition using thematic vocabulary and advanced grammar structures. Students analyze literary texts, classic and modern songs, and feature films.

## French 4 Honors

*Grades 10, 11, 12*

*3 units, one year*

**French 4 Honors** is a course in advanced conversation and composition designed to hone the language skills practiced in previous courses. In addition to a thorough review, students learn more advanced grammar, vocabulary and idiomatic expressions. Students understand and convey information on topics of social and personal interest (music, literature, arts and sciences) and on concepts of broader cultural significance (education systems, government, political and social issues, literary themes). To enhance exposure to current and contemporary events, students discuss current events taken from media re-

sources related to French and Francophone cultures. Students analyze a variety of literary and cultural readings and become sensitive to differences in formal and informal styles. Students practice supporting opinions, and they hypothesize using native-like discourse strategies as they make frequent presentations, both oral and written. After successfully completing this course, students are prepared for AP French Language and Culture.

## French 5

*Grades 11, 12*

*3 units, one year*

**French 5** builds upon prior knowledge and skills and continues to develop and hone advanced speaking, listening, reading, and writing abilities. Students examine key events in French history from prehistoric times to the present and learn about the important people, fine art pieces, and literary works from each time period, gaining a thorough understanding of the influences that shaped French civilization. Students improve their French communication through a variety of methods such as writing weekly journal entries, completing collaborative oral assignments, and developing listening skills through the use of authentic resources.

## AP French Language and Culture

*Grades 11, 12*

*3 units, one year*

**AP French Language** is comparable to an advanced-level university French language course. Students thoroughly review grammar, learn new vocabulary and idiomatic expressions in order to express themselves with increased fluency and sophistication. They read and analyze selections from French literature and other authentic written texts, make frequent oral presentations, prepare compositions, listen to authentic audio, and view films. They explore the rich aspects of the French and Francophone cultures as they examine and relate to the French-speaking world through the six themes of the AP course: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. By completion of this course, the students are prepared to take the AP Exam in French Language and Culture.

## *High School: Grades 9–12 Spanish*

*Minimum graduation requirement Grades 9–12: students must take French or Spanish in grades 9 and 10, AND level 3 must be completed*

## Spanish 1

*Grade 9*

*3 units, one year*

**Spanish 1** introduces high school students to Spanish language and culture. Students build an active vocabulary and begin to develop proficiency in listening, speaking, reading and writing through conversation, compositions, and the appreciation of poems and short stories. Teachers emphasize proper written and oral expression through the practice of everyday vocabulary and basic grammar in meaningful situations using a variety of activities such as individual and collaborative work, projects, games, skits, presentations, artwork and reading comprehension. Students also gain exposure to several different aspects of the great variety of Spanish-speaking cultures. At the end of this course, students can communicate simply, but effectively in the Spanish language.

## Spanish 2

*Grades 9, 10*

*3 units, one year*

This course reinforces and builds upon the skills acquired in Spanish 1, introducing more complex grammar structures, thematic vocabulary, and cultural elements. Students continue to develop proficiency in listening, speaking, reading and writing through conversations, compositions and the reading of literature. Teachers emphasize written and oral expression, using correct sentence structure. Students develop effective and spontaneous communicative skills.

## Spanish 2 Advanced

*Grades 9, 10*

*3 units, one year*

This course is an accelerated continuation of Spanish 1. A study of Hispanic cultures continues while students tackle more complex grammar structures, build an active vocabulary, and continue to develop proficiency in listening, speaking, reading and writing. Students will write in Spanish, read more challenging literary works and articles, learn abundant vocabulary and idiomatic expressions, and spontaneously respond to questions using correct grammar and speaking in complete sentences with good syntax. It is expected that students will continue in the Spanish 3 Advanced course.

## Spanish 3

*Grades 9, 10, 11*

*3 units, one year*

**Spanish 3** completes a review of previous levels and introduces more complex aspects of Spanish grammar and vocabulary. Students engage in a deeper study of Hispanic cultures as they build an active vocabulary and continue to develop proficiency in listening, speaking, reading and writing through discussion, compositions and the reading of authentic sources. Teachers emphasize the use of correct sentence structure in written and oral expression.

## Spanish 3 Advanced

*Grades 9, 10, 11*

*3 units, one year*

**Spanish 3 Advanced** offers an intensive review of previously acquired grammar knowledge as well as introducing more advanced concepts to further develop listening and reading comprehension, conversation skills, and writing proficiency. Students will collaborate, write frequent compositions, and give several presentations. They will also read and analyze contemporary Hispanic literature and demonstrate cultural awareness of Hispanic presence in the modern world as well as explore many aspects of Spanish history. Challenging conversation, writing skills, and literary and cultural readings prepare students for the rigors of Spanish 4 Honors.

## Spanish 4

*Grades 10, 11, 12*

*3 units, one year*

**Spanish 4** builds upon skills acquired through the previous intermediate levels. Students engage in a variety of topics such as current events, social issues, professional planning, higher education, tourism and travel in their own and in Hispanic countries. As students

examine these topics they express their ideas and opinions in conversation and composition using thematic vocabulary and advanced grammar structures. Students analyze literary texts and expository writings.

## Spanish 4 Honors

*Grades 10, 11, 12*

*3 units, one year*

**Spanish 4 Honors** is a course in advanced conversation and composition designed to hone the language skills practiced in previous courses. In addition to a thorough review, students learn more advanced grammar, vocabulary and idiomatic expressions. Students understand and convey information on topics of social and personal interest (music, literature, arts and sciences) and on concepts of broader cultural significance (education systems, government, political and social issues, literary themes). To enhance exposure to current and contemporary events, students discuss current events taken from media resources related to Hispanic cultures. Students analyze a variety of literary and cultural readings and become sensitive to differences in formal and informal styles. Students practice supporting opinions, and they hypothesize using native-like discourse strategies as they make frequent presentations, both oral and written. After successfully completing this course, students are prepared for AP Spanish Language and Culture.

## Spanish 5

*Grades 11, 12*

*3 units, one year*

**Spanish 5** builds upon prior knowledge and skills and continues to develop and hone advanced speaking, listening, reading, and writing abilities. Class sessions feature discussions, written exercises, and listening activities to give students exposure to authentic Spanish. Students read literature and current event articles, view short films and documentaries, and analyze poems and songs to stimulate conversation and writing assignments, and to further explore the varied aspects of Hispanic cultures. Unit themes highlight relationships, media and technology, ecology and climate change, and sociopolitical issues.

## AP Spanish Language and Culture

*Grades 11, 12*

*3 units, one year*

**AP Spanish Language** is comparable to an advanced level university Spanish language course. Students thoroughly review grammar, learn new vocabulary and idiomatic expressions in order to express themselves with increased fluency and sophistication. They read and analyze selections from Spanish literature and other authentic written texts, make frequent oral presentations, prepare compositions, listen to authentic audio, and view films. They explore the rich aspects of the Hispanic culture as they examine and relate to the Spanish-speaking world through the six themes of the AP course: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. By completion of this course, the students are prepared to take the AP Exam in Spanish Language and Culture.

## VISUAL AND PERFORMING ARTS CURRICULUM

*The Visual and Performing Arts program focuses on creating competent, confident musicians, artists, and communicators. The theater and music classes give students many opportunities to participate in onstage performances as actors, musicians, singers, dancers or members of the technical support staff. Students can participate in full-stage plays and musical performances as well as tour with Pinewood's award-winning choirs. The visual arts curriculum encourages experimentation and helps young artists communicate their unique voice, develop proficiency in various media, and appreciate art history and contemporary art.*

### *Junior High: Grades 7 & 8*

*Minimum requirement Grades 7 & 8: 1 semester of 7th grade arts rotation—exposure to Art, Musical Theatre, and Communications in three six-week mini-courses—and 1 semester of 8th grade arts curriculum— Art 8, Musical Theatre 8, or Digital Multimedia 8*

#### **Art 7**

*Grade 7*

*0.5 unit, six weeks*

**Art 7** is an introductory art course in which all 7th grade students participate. The course provides students with the opportunity to explore a wide variety of media and techniques through a six-week theme based unit. Students explore the chosen theme through drawing, painting, sculpture and animation. iPads are used to conduct research, and create and publish student artwork. At the end of the semester, all three Art 7 sections share their projects during a culminating animation screening.

#### **Musical Theatre Workshop 7**

*Grade 7*

*0.5 unit, six weeks*

**Musical Theatre Workshop 7** gives students the opportunity to learn techniques and develop skills in music, dance, and acting. Students sing a varied musical theatre repertoire, perform monologues and scenes, and learn different styles of dance. This course contains some lectures, reading and written work, but primarily focuses on performance-based activities. At the end of the six-week course, students present a performance showcasing the skills they have learned in a daytime performance for their peers and an evening performance for friends and family.

#### **Communications 7**

*Grade 7*

*0.5 unit, six weeks*

**Communications 7** is a foundational course in formal public speaking and presentation. Students will be taught basic communication mechanics including, but not limited to: eye contact, volume and inflection, stance and dress, prop usage, hand and body gestures and language. The main goal is to remove the stress and anxiety associated with public speaking by preparing students with an organized plan and structure in a nurturing environment. In addition to extemporaneous speeches, students will give a variety of formal speeches including one group speech. Students will prepare a proper outline for each formal speech and participate in the critique process. Teacher and peer reviews will help students refine their skills. Classroom use of the iPad will allow students to record their presentations, practice, review, and self-evaluate their performances.

## Art 8

*Grade 8*

*1.5 unit, one semester*

**Art 8** builds on concepts and techniques introduced in Art 7. Student artists continue to explore a wide variety of media and techniques through several theme-based units and projects. In each unit, they acquire new technical skills allowing them to successfully communicate their unique artistic viewpoint. Students continue to use technology to conduct research, and create and publish their artwork. At the end of the semester they display their work in the Winter Arts Festival.

## Musical Theatre Performance 8

*Grade 8*

*1.5 unit, one semester*

**Musical Theatre Performance 8** gives students a more in-depth experience developing the techniques and skills learned in Musical Theatre Workshop 7 through the rehearsal and presentation of a fully-staged musical theatre production. Students will audition for roles, and learn songs, scenes, and choreography within the context of the show. In addition to performance-based activities, this course also contains lectures, and reading and written work. At the end of the semester, students perform in required performances for friends and family.

## Digital Multimedia 8

*Grade 8*

*1.5 units, one semester*

**Digital Multimedia 8** provides students with the necessary technical and creative skills to be effective communicators in the digital world. Using today's technology and resources, students learn to create, thoughtfully curate, and communicate with digital media. This project-based class will use Photoshop for digital photography and image manipulation, iMovie to film original movies/videos, and ExplainEverything to create projects where the sky and imagination are the only limits. Students will use ePortfolios to become their own producers, project managers, and curators as they manage, organize, share, reflect, and display their work for review.

## *High School: Grades 9–12 Humanities*

*Minimum graduation requirement Grades 9–12: 1 semester of Humanities*

### Humanities

*Grade 9*

*1.5 units, one semester*

**Humanities**, a one-semester course required for all students in Grade 9, is designed to provide students with a historical overview of the visual and performing arts in Western Culture as it reflects the growth of our civilization. Humanities is taught in three, six-week sections by three, discipline-specific teachers, in the areas of art, music appreciation, and theatre history. During the art rotation, students will learn about the time periods and movements from the birth of art in caves to contemporary art. They demonstrate their understanding of the evolution of artistic theories and practices through both traditional academic assessments and the creation of artwork. The music unit covers historical music topics from the ancient through contemporary music periods. Students study each topic through a variety of activities ranging from listening and analysis to performance-based

activities. The theatre section is a lecture-based class that tracks the evolution of theatre from the fields of ancient Greece, to the platform stage of the English Renaissance. For practical reinforcement, students complete creative projects throughout the course and take a cumulative final exam at the end of the semester covering all three units. The class provides students with a foundation in the humanities that will help them achieve further success in their literature, social studies and arts classes.

## High School: Grades 9–12 Art

*Minimum graduation requirement Grades 9–12: 1 year of Art Theory/Practice, Music Theory, or Theatre (1 semester will be taken in 10th grade, one semester in 11th grade)*

### Art Theory and Practice 1

*Grade 10*

*1.5 units, one semester*

**Art Theory and Practice 1** is an introductory art theory course that focuses on the elements of art and how to apply them to art making. Students become proficient in drawing, painting, sculpting, and collage materials. Group critiques sharpen critical thinking skills while students also become familiar with art history and how artists apply the elements of design in their work. This course fulfills half of the Visual and Performing Arts requirement.

### Art Theory and Practice 2

*Grade 11*

*1.5 units, one semester*

**Art Theory and Practice 2** is an intermediate art theory course that focuses on learning the principles of design and how to apply them to art making. Students continue to work in both 2-D and 3-D media as they refine their techniques and begin to add meaning and depth to their work. To sharpen critical thinking skills, students frequently discuss, and write and blog about their artwork. Students also become familiar with art history and how artists apply the principles of design in their work, especially in contemporary art. This course completes the Visual and Performing Arts graduation requirement.

### Art Independent Study

*Grades 9, 10, 11, 12*

*0.5 units, one semester*

In **Art Independent Study**, students have the opportunity to explore materials, processes and subject matter that are of particular interest to them. Students work directly with the teacher to decide on a theme and process which they would like to investigate, then spend the semester developing a cohesive body of work. This elective is open to all students in grades 9 through 12.

*(course may be taken multiple times)*

### Graphic Design 1

*Grades 10, 11, 12*

*1.5 units, one semester*

**Graphic Design I** incorporates a number of different design and computer skills that challenge creativity. The creative design programs, Adobe Illustrator and Adobe Photoshop, are the focus throughout the semester. Students learn about the elements and principles of design as they complete a number of projects. These projects range from showing emo-

tion through a visual rather than text form to CD and poster designs. This course fulfills an Upper Division Elective requirement.

## Graphic Design 2

*Grades 11, 12*

*1.5 units, one semester*

**Graphic Design 2** is an extension of Graphic Design 1. Students explore complex lessons where self-motivation drives the project development. Students use Adobe Illustrator as the main creation tool while also strengthening basic Adobe Photoshop skills. Projects range from activist posters to developing a brand for a product line. This course fulfills an Upper Division Elective requirement.

## Digital Photography

*Grades 11, 12*

*1.5 units, one semester*

**Digital Photography** is an introductory photography course in which students look at landscapes, portraits, abstractions, advertisements and many other content areas to influence their work and showcase how they view the world. Students become familiar with digital cameras as well as the program Adobe Photoshop. Students express themselves creating unique projects that are thought provoking and attractive.

## AP Art History

*Grades 11, 12*

*3 units, one year*

**AP Art History** is a college-level course designed to help students develop their critical thinking skills as they acquire an understanding and knowledge of artwork and the historical context in which it was produced throughout history. Students will examine and critically analyze major forms of artistic expression from the earliest artwork through contemporary pieces from a variety of cultures. While visual analysis is a fundamental tool of the art historian, AP Art History also emphasizes understanding how and why art functions in context, considering such issues as patronage, gender, and the functions and effects of the art itself. After completing this course, students will take the AP Art History Exam.

## AP Studio Art: Drawing

*Grade 11, 12*

*3 units, one year*

**AP Studio Art: Drawing** is a college-level course for juniors and seniors. Students complete twenty-four pieces of art before the end of the year; twelve pieces correspond to the breadth section of their portfolio and twelve pieces correspond to the concentration section of their portfolio. The Drawing Portfolio addresses a very broad interpretation of drawing issues and media. Students learn line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making through a variety of means which could include painting, printmaking, mixed media. Student abstract, observational, and invented works demonstrate drawing competence. At the conclusion of the course the students submit their portfolio of twenty-four pieces to the AP Board for review.

## AP Studio Art: 2-D Design

*Grade 11, 12*

*3 units, one year*

**AP Studio Art: 2D Design** is a college-level course for juniors and seniors. Students complete twenty-four pieces of art before the end of the year; twelve pieces correspond to the breadth section of their portfolio and twelve pieces correspond to the concentration section of their portfolio. The 2D Design Portfolio addresses two-dimensional design issues. Students demonstrate understanding of 2D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. At the conclusion of the course the students submit their portfolio of twenty-four pieces to the AP Board for review.

## *High School: Grades 9–12 Music*

*Minimum graduation requirement Grades 9–12: 1 year of either Art Theory/Practice, Music Theory, or Theatre*

### **Music Theory 1**

*Grade 10*

*1.5 units, one semester*

**Music Theory 1** introduces students to the fundamentals of music theory and practice. This course contains lectures, critical listening, written work, and creative compositional activities, beginning with simple note and rhythm reading and advancing to basic harmonic analysis and musical composition. Students also learn beginning keyboarding skills and practice ear training and rhythmic dictation. At the end of the semester, students complete a comprehensive final exam that includes sections on musical vocabulary, composition, and analysis. This course fulfills half of the Visual and Performing Arts requirement.

### **Music Theory 2**

*Grade 11*

*1.5 units, one semester*

**Music Theory 2** gives students an intermediate overview of music theory and practice, building upon the foundational concepts learned in Music Theory 1. Topics of study begin with triads and advance to intermediate harmonic and formal analysis and musical arranging and composition. This course contains lectures, critical listening, written work, and creative compositional activities, and continues to develop beginning/intermediate keyboarding skills, ear training, and rhythmic dictation. At the end of the semester, students complete a comprehensive final exam that includes sections on musical vocabulary, composition, and analysis. This course fulfills half of the Visual and Performing Arts requirement.

### **AP Music Theory**

*Grades 11, 12*

*3 units, one year*

**AP Music Theory** is a year-long course that expands upon fundamental musical concepts taught in Music Theory 1 and 2, including: pitch, rhythm, simple meters, musical terminology, intervals, circle of fifths, and simple triadic diatonic harmony. **AP Music Theory** will expand upon these foundational concepts of tonal harmony through the development of aural (dictation and sight-singing), written (2–4 part writing), analytical, and compositional skills. Classes will include lectures, demonstrations, practical exercises, score analyses, rhythmic/melodic/harmonic sight-singing and dictation exercises, and composition projects. Though the main emphasis is placed on musical practices from the

Common Practice Period (1600–1900) in Western Europe, music from other stylistic periods and parts of the world will also be considered. This course prepares students to take the AP Music Theory Exam in the spring, and may qualify them for an advanced music theory course in college, should they meet the individual college’s requirements.

*(course may not be offered every year)*

### Women’s Chorus

*Grades 9, 10*

*3 units, one year*

**Women’s Chorus** is a female choir for girls in grades 9–10. This course gives students the opportunity to rehearse and perform a variety of choral literature encompassing many different musical styles and languages, and to participate in concerts, festivals, and competitions. In rehearsal, students learn basic vocal technique, stage presence, performance, ear training skills, choral singing (up to 3 or 4 part harmony), and some solo singing. Each year, the Women’s Chorus may participate with the Pinewood Singers in a touring opportunity, generally rotating between international and national tours.

*(course may be taken multiple times)*

### Pinewood Singers

*Grades 9, 10 (boys), 11, 12 (co-ed)*

*3 units, one year*

**Pinewood Singers** is a mixed voice vocal ensemble for boys in grades 9–12 and girls in grades 11–12. The group rehearses and performs a variety of choral literature encompassing many different musical styles and languages, and participates in concerts, festivals, and competitions. In rehearsal, students learn basic vocal technique, stage presence, performance, ear training skills, choral singing (up to 6 part harmony), and some solo singing. Each year, students may participate in a touring opportunity, generally rotating between international and national tours.

*(course may be taken multiple times)*

## High School: Grades 9–12 Theatre

*Minimum graduation requirement Grades 9–12: 1 year of Art Theory/Practice, Music Theory, or Theatre*

### Theatre 1

*Grade 10*

*1.5 units, one semester*

**Theatre 1** is a beginning acting class that introduces students to the dramatic arts, allowing them to experience the diversity and excitement of theater and enabling them to gain confidence in performance on stage and off. Students will study and perform exercises designed to build skills in character development, vocal projection and voice, face, and body expressiveness. Some of the specific areas of study may include improvisation, storytelling, method acting, memorization techniques, and non-verbal communication. Students will communicate their understanding of concepts covered in this class through short essays on character analysis and dramatic criticism, and through peer evaluations and oral presentations. This course fulfills half of the Visual and Performing Arts requirement.

### Theatre 2

*Grade 11*

*1.5 units, one semester*

**Theatre 2** continues to build on the skills introduced in the Theatre 1 class. Additional areas of study will include an emphasis on acting techniques, voice and diction, blocking and movement, script analysis, set and lighting design, production process and audition techniques. Performances will be video taped for self-review and evaluation and students will be graded on daily participation, monologues, scenes and readings presented in class as well as through a variety of written work. This course fulfills half of the Visual and Performing Arts requirement.

### Technical Theatre

*Grades 9, 10, 11, 12*

*0.5 unit, one semester*

In **Technical Theatre** students work hands-on as designers, carpenters, and technicians in the areas of stagecraft, lighting, and stage management. Students in Technical Theatre will provide the essential technical assistance for all productions and events held at Pinewood. Technical Theatre students will be asked to participate during evening hours to work backstage during dress rehearsals and during the run of the show.

*(course may be taken multiple times)*

### Drama

*Grades 9, 10, 11, 12*

*pass/no pass, one semester*

Every year, Pinewood Performing Arts produces two full-scale theatrical productions, a straight play in the fall and a large-scale musical in the spring. Though it varies from season to season, an additional small-cast musical may be offered in the winter. Casting is done at the discretion of the director and musical director who base their decisions on the student audition, availability, and overall impression. All roles are available to all students who audition regardless of experience or class year. Each production takes six to twelve weeks with rehearsals held after school. Rehearsals culminate in a run of fully produced performances open to the public.

*(course may be taken multiple times)*

## COMPUTER SCIENCE CURRICULUM

*The computer science curriculum prepares students for the 21st century by providing them with foundational knowledge, concepts, and critical thinking skills in a project-based learning environment. Students engage in active learning through collaborative as well as individual projects. Knowledge, concepts, reflections, problem*

solving and analytical skills are practiced in all classes. Digital citizenship and digital footprint, content creation and curation, coding, and programming are key components of the curriculum. In addition to the required computer science courses in seventh, eighth, and ninth grades, electives for upperclassmen are offered to challenge the advanced students.

## Junior High: Grades 7 & 8

Minimum requirement Grades 7 & 8: Computer Science and Technology 7 and 8

### Computer Science and Technology 7

Grade 7

0.5 unit, one semester

**Computer Science and Technology 7** provides students with a solid foundation and understanding of basic computer science principles. The class starts with baseline assessments of core skills and competencies to evaluate students and to provide guidance for future projects and areas of study. Computer fundamentals, introduction to coding languages (HTML and CSS) and web design, programming concepts, technology concepts and trends, computer/network troubleshooting, extensive technology vocabulary, and digital citizenship are covered. A well-rounded approach includes ensuring that students are efficient and comfortable with productivity and content creation by incorporating a selection of apps throughout the semester. Students will use the ePortfolio concept to become their own curators and to organize, share, reflect, and display their work for review.

### Computer Science and Technology 8

Grade 8

0.5 unit, one semester

In **Computer Science and Technology 8** students review core skills and competencies learned in the seventh grade computer class: troubleshooting, organization and storage, cloud technology, servers, and computing systems. Advanced coding and web design will add Javascript to the languages learned in CST 7. Students will further explore introductory programming, technology concepts and trends, and advanced productivity and content creation with spreadsheets and presentations. The importance of digital citizenship and digital footprint will continue to be emphasized. Students will use the ePortfolio concept to hone their curatorial skills and to become more discerning about the work they display for review.

### Digital Multimedia 8

Grade 8

1.5 units, one semester

**Digital Multimedia 8** provides students with the necessary technical and creative skills to be effective communicators in the digital world. Using today's technology and resources, students learn to create, thoughtfully curate, and communicate with digital media. This project-based class will use Photoshop for digital photography and image manipulation, iMovie to film original movies/videos, and ExplainEverything to create projects where the sky and imagination are the only limits. Students will use ePortfolios to become their own producers, project managers, and curators as they manage, organize, share, reflect, and display their work for review.

*(Digital Multimedia 8 is one of three courses that satisfy the 8th grade arts rotation)*

## High School: Grades 9–12

Minimum graduation requirement Grades 9–12: 1 semester of Exploring Computer Science

### Exploring Computer Science

Grade 9

1.5 units, one semester

**Exploring Computer Science** is an introductory class that exposes students to the beauty, joy, and usefulness of computing and its effects on their lives and on the evolution of society. Students learn about and practice computational thinking and programming through a combination of lectures, regular hands-on lab activities, and numerous programming projects. They learn about computing as a creative human activity, levels of abstraction, algorithms, and the impacts of computing. Students also develop and sharpen their computational thinking abilities and skills by analyzing and solving problems through programming, building a project portfolio, and regularly reflecting on their own work as well as the work of others.

### Principles of Computer Science

Grades 10, 11, 12

1.5 units, one semester

**Principles of Computer Science** builds upon the foundation developed in the Exploring Computer Science course, covering more advanced principles, topics, and skills. This hands-on, project-based course uses the Python programming language which is very popular in colleges and universities, and makes it easy for students to branch out into new languages in the future. In this course, students use programming to compose music, create their own adventure games, and solve various problems using algorithms designed for effectiveness and efficiency. In addition to programming, this course covers some “Big Ideas” of computing, such as abstraction, design, recursion, concurrency, simulation, and the limits of computation.

### Mobile App Development

Grades 11, 12

1.5 units, one semester

**Mobile App Development** takes the knowledge and skills gained in the Exploring Computer Science and Principles of Computer Science courses and applies them to mobile app and game development. The students learn to design and create mobile apps and games using a cross-platform software development environment and language, enabling them to run and showcase their projects on both Apple and Android devices. The course covers key mobile app principles and challenges, like user interface issues, interactivity, performance, and resource utilization. In addition to programming, this course covers important computational thinking concepts and skills, such as connecting computing to the real world, creating innovative and useful computer programs, abstracting, analyzing problems and computer artifacts, communicating using computing, and collaborating effectively.

### Advanced Computer Science

Grades 11, 12

1.5 units, one semester

**Advanced Computer Science** is a follow-on course to Principles of Computer Science (a prerequisite course), and covers more advanced topics and concepts using object

orientation, recursion, data structures, and algorithms, to more effectively and efficiency solve different kinds of problems. Students learn how to create their own “software agents” and program them with intelligent behavior so that they can perform “search and rescue” (or “find and destroy”) missions, as well as walk/solve different types of mazes of various difficulty levels. Like the other courses in the CS curriculum, this course covers and reinforces some “Big Ideas” of computing, such as abstraction, design, recursion, concurrency, simulation, and the limits of computation.

This course is entirely online, which means that students can take the lessons at their own time, as long as they stay on the course timeline and complete projects and assignments in sync with the other students in this “virtual class”.

## COMMUNICATIONS CURRICULUM

*Communication courses at Pinewood establish a solid foundation for effective presentation through public speaking, news reporting, opinion and editorial writing, structured speech and debate, and an annual record of the*

*school news, events, and community.*

## *Junior High: Grades 7 & 8*

### Communications 7

*Grade 7*

*0.5 unit, one semester*

**Communications 7** is a foundational course in formal public speaking and presentation. Students will be taught basic communication mechanics including, but not limited to: eye contact, volume and inflection, stance and dress, prop usage, hand and body gestures and language. The main goal is to remove the stress and anxiety associated with public speaking by preparing students with an organized plan and structure in a nurturing environment. In addition to extemporaneous speeches, students will give a variety of formal speeches including one group speech. Students will prepare a proper outline for each formal speech and participate in the critique process. Teacher and peer reviews will help students refine their skills. Classroom use of the iPad will allow students to record their presentations, practice, review, and self-evaluate their performances.

*(Communications 7 is one of three mini-courses included in the 7th grade arts rotation)*

### Junior High Speech and Debate Club

*Grades 7 & 8*

*club only, one semester commitment*

The focus for **Junior High Debate** is on allowing 7th and 8th graders to gain exposure to parliamentary debate, as well as to learn the basics of research and public speaking skills in a non-competitive environment.

*(course may be taken multiple times)*

## *High School: Grades 9–12*

### Speech and Debate

*Grades 9–12*

*0.5 unit, one semester*

**Debate** offers students an opportunity to refine their research, analytical, and public speaking skills. Pinewood competes in parliamentary and Lincoln-Douglas debate formats and participates in competitions within the Coast Forensic League (CFL) and at invitational tournaments. Pinewood is an affiliate member of both the National Forensic League (NFL) and the California High School Speech Association (CHSSA).

*(course may be taken multiple times)*

### Journalism

*Grades 9–12*

*0.5 unit, one semester*

**Journalism** students in grades 9–12 produce the Pinewood newspaper and corresponding website, *Panther Prints*, giving all interested students first-hand experience in the production and circulation of a monthly newspaper. The class emphasizes news, editorial, feature and sports writing as well as photography and design. Reporters have one to three weeks, depending on the monthly issue, for researching, interviewing, and writing the drafts and final copies of stories assigned to them. Student photographers attend school

events and take professional photos for print and online use. Editors also learn layout, design, print and photo editing skills, circulation management, and computer graphics. This class meets regularly twice a week, plus outside hours when necessary to meet deadlines. Editing staff stay late at school two to three days a month as needed to finish layout for the next issue.

*(course may be taken multiple times)*

## **Yearbook**

*Grades 9–12*

*0.5 unit, one semester*

The **Yearbook** class produces the *Paragon*, Pinewood’s yearbook for grades 9–12. Yearbook students create a comprehensive record of the people, organizations, and events that take place each year at Upper Campus. Yearbook staff members develop publishing skills and learn the basics of digital photography, graphic design, interviewing, proofreading, and layout design principles. Because the yearbook is produced through a web-based program, students use the latest design software and become proficient users by the end of the course.

*(course may be taken multiple times)*

## **PHYSICAL EDUCATION & HEALTH CURRICULUM**

*The goal of the Pinewood physical education program is to engage students in a variety of activities that will contribute to the development of a positive attitude toward physical fitness and a life-long habit for healthy living. Through fitness activities, and individual and team sports, Pinewood’s physical education classes help foster self-confidence, sociability, teamwork, and sportsmanship. In addition to the required physical education courses,*

*Pinewood encourages all students to participate in the school's interscholastic athletics program.*

*Health is a two-week course given during the 7th, 8th, 9th, and 10th grade years. Pinewood health classes aim to promote healthy choices and decision making by teaching the skills necessary for weighing options, making decisions, and developing behaviors that lead to positive lifestyles. Students assess their attitudes and behavior patterns and evaluate the impact their lifestyle choices have on their communities and their own well-being. Topics suit the developmental needs of each grade.*

## *Junior High: Grades 7 & 8*

### **Physical Education 7/Physical Education 8**

*Grades 7 & 8*

*1 unit, one year (each grade level)*

**Physical Education 7** and **Physical Education 8** expose students to a variety of activities that engage them in life-long activities, team sports, fitness and wellness. Students learn rules of games, proper sport etiquette, teamwork, and cooperation in a supportive and at times, competitive environment. All students in 7th and 8th grades participate in required physical education class every other day with the goal of gaining self-confidence and developing fitness habits for a healthy life.

### **Health 7**

*Grade 7*

*no credit, two weeks*

**Health 7** focuses on establishing personal values, managing stress, anxiety, and depression. Students learn to recognize bullying and discuss tools and processes to combat it. Other topics of discussion include body image and eating disorders, friendship and intimate relationships, cigarettes, marijuana, and alcohol.

### **Health 8**

*Grade 8*

*no credit, two weeks*

**Health 8** continues discussing topics from Health 7. Further discussions focus on getting along with diverse peers, media influence on self-esteem, cyber citizenship, drugs and alcohol, responsible relationships, and preparing for high school.

## *High School: Grades 9–12*

### **Physical Education 9/Physical Education 8**

*Grades 9 & 10*

*1 unit, one year (each grade level)*

**Physical Education 9** and **10** fulfill the state requirement for physical education. Students participate in individual and team sports, lifelong wellness initiatives, and a variety of physical fitness programs. In addition to focusing on athletics and physical fitness, students certify in first aid and CPR and learn healthy eating habits through nutrition.

### **Health 9**

*Grade 9*

*no credit, two weeks*

**Health 9** delves deeper into the topics covered in Health 8. Additionally, students discuss gender stereotypes, sexual harassment, sexual assault, and drug abuse.

## Health 10

*Grade 10*

*no credit, two weeks*

**Health 10** reviews pertinent topics from previous years. New material explores healthy sleep habits, media pressure, sexual choices and accountability including abstinence, contraception and pregnancy, STDs and STIS.