



Pinewood School

Course Catalog 2021–2022

Grades 7–12

26800 Fremont Road ■ Los Altos Hills CA 94022 ■ 650-209-3010 ■ ucinfo@pinewood.edu

www.pinewood.edu

COURSE CATALOG 2021–22

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MISSION STATEMENT

Pinewood students seek **knowledge**, demonstrate **character**, build **confidence**, and experience **joy** in an uplifting **community**.

Our mission statement reflects who we are and serves to guide our steps into the future. We accomplish our mission by following our guiding principles:

- to inspire joyful learning by cultivating curiosity, creativity, and character in our students.
- to provide a well-rounded and engaging experience led by teachers who motivate their students through a challenging, content-rich curriculum that promotes academic stamina.
- to foster empowering relationships that enable students to flourish as dignified and confident individuals.
- to help students develop upstanding behavior by learning core values based on respect.
- to graduate students who are productive, purposeful, and compassionate citizens and active members of their current and future communities.

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 will practice academic integrity and conduct myself with honor at all times. Plagiarizing and cheating on tests and homework are unacceptable to me.
- 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 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 ad-

vanced, globally connected society of the 21st Century. Our curriculum includes a full breadth of college 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 Schoolwide Learner Outcomes (SLOs). The WISCRs 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.

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 curiosity, keeping in mind that course selection, good grades, and high test scores do not necessarily ensure admission to any particular school. Individual courses of study may vary depending on student needs, interests and abilities.

Our core curriculum helps students develop academic stamina through the rigors of a classical education. Expert teachers employ proven methods while connecting with their students as individual learners. Pinewood's comprehensive college preparatory program ensures that students are ready for the next steps in their academic life.

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 (1 and 2), Chemistry, Literature 11, Precalculus with Trigonometry, Spanish 4, and United States History. 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, Chemistry, Physics C: Mechanics, French Language, Spanish Language, Computer Science Principles, Drawing, 2D Art and Design, and Art History.

All sophomores and juniors enrolled in AP classes are expected 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. Seniors may opt out of taking an AP Exam with the approval of the College Counselor, the AP teacher, the student's parents, and a member of the administration.

Course Selection and Placement

Grades 7 & 8

With the exception of world language (French, Mandarin, or Spanish) and math courses, 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, Mandarin, or Spanish class is based on prior experience, placement exam results 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 world 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 Precalculus 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 for students in 9th–12th grades, 15% for students in 8th grade, and 10% for students in 7th 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 a 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:

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

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

World Language—2 years

French/Spanish/Mandarin 1A or Spanish 1 Accelerated
French/Spanish/Mandarin 1B or 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, Technology, and Engineering 7 (one semester)
Computer Science, Technology, and Engineering 8 (one semester)

Arts Curriculum—1 year

Art 7, Communications 7, and Musical Theatre 7 (one semester—6 week rotations)
Art 8, Design and Engineering 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—1.5 years

Writing 9 (one semester)

Writing 10 (one semester)

AP English Language and Composition (one semester)

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)

World Language—3 years

French/Spanish/Mandarin 1

French/Spanish/Mandarin 2 or Spanish 2 Advanced

French/Spanish/Mandarin 3 or Spanish 3 Advanced

French/Spanish/Mandarin (beginning 2022–23) 4 or Spanish 4 Honors

(regardless of level, French, Spanish, or Mandarin 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, United States History Honors 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 1 or Honors Biology 1

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)

Studio Art 1, Music Theory 1, or Theatre 1 (one semester)

Studio Art 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

Advanced Computer Science, Anatomy and Physiology, AP Computer Science Principles, AP Art History*, AP Statistics, AP Drawing, AP 2-D Art and Design, Digital Photography, Economics*, Film as Literature, Fundamentals of Computer Science, Graphic Design 1 & 2, Marine Biology, Mobile App Development, Organic Chemistry*, Psychology*, Statistics*

**course may not be offered every year*

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/Mandarin 1A or Spanish 1 Accelerated

Physical Education/Health 7

Computer Science, Technology, and Engineering 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/Mandarin 1B or Spanish 2 Accelerated

Physical Education/Health 8

Computer Science, Technology, and Engineering 8 (one semester)

Arts Curriculum (one semester)—Art 8, Design and Engineering 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/Mandarin 1, French 2 or Spanish 2/2 Adv, or French 3 or Spanish 3/3 Adv

World Cultures and Religions (one semester)

Humanities (one semester)

Exploring Computer Science (one semester)

Physical Education/Health 9

optional electives

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

Tenth Grade

required

Literature 10: World
Writing 10 (one semester)
Geometry, Algebra 2/2 Adv, or Precalculus Trig/Precalculus Trig Honors
Chemistry and Lab or Chemistry and Lab Honors
French/Mandarin/Spanish 2 or Spanish 2 Adv, French/Spanish 3 or Spanish 3 Adv, or French/Spanish 4 or Spanish 4 Honors
World History or AP World History
Studio Art 1, Music Theory 1, or Theatre 1 (one semester)
Physical Education/Health 10

optional electives

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

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 1 or Honors Biology 1
French/Mandarin/Spanish 3 or Spanish 3 Adv (if not completed by 10th grade)
United States History, United States History Honors, or AP United States History
Studio Art 2, Music Theory 2, or Theatre 2 (one semester)

recommended

Precalculus Trig/Precalculus Trig Honors, Calculus, or AP Calculus AB
French/Spanish 4 or Spanish 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
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 Trig Honors, Calculus, AP Calculus AB, or AP Calculus BC
French 4 or Spanish 4/4 Honors, French/Spanish 5, or AP French/Spanish
Honors Biology 2, AP Chemistry, AP Physics or science elective

optional electives

Advanced Computer Science*, Anatomy and Physiology*, AP Art History*, AP Computer Science Principles*, AP Statistics*, AP Drawing*, AP 2-D Art and Design*, Dance Fitness, Debate, Digital Photography*, Drama, Economics*, Film as Literature*, French Film, Culture and Conversation, Fundamentals of Computer Science*, Graphic Design 1 & 2*, Hispanic Film and Culture, Journalism, Marine Biology*, Mobile App Development*, Organic Chemistry*, Pinewood Singers, Psychology*, Statistics*, Technical Theatre, Women's Chorus, Yearbook.

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

COURSE 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
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, Technology, and Engineering 7
Computer Science, Technology, and Engineering 8
Design and Engineering 8

Communications

Communications 7
Junior High Speech and Debate

World Languages

French 1A/Spanish 1A/Mandarin 1A
Spanish 1 Accelerated
French 1B/Spanish 1B/Mandarin 1B
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

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 C: Mechanics
Chemistry and Lab
Chemistry and Lab Honors
AP Chemistry
Biology 1
Honors Biology 1
Honors Biology 2: Adv Topics
Anatomy and Physiology
Marine Biology
Organic Chemistry*

Visual and Performing Arts

Humanities
Studio Art 1 & 2
Music Theory 1 & 2
Theatre 1 & 2
Graphic Design 1 & 2
Digital Photography
AP Art History*
AP Drawing*
AP 2-D Art and Design*
Film as Literature
Dance Fitness
Drama
Technical Theatre

Computer Science

Exploring Computer Science
Fundamentals of Computer Science
Mobile App Development
Advanced Computer Science
AP Computer Science Principles*

Physical Education/Health

Physical Education 9
Physical Education 10
Health 9
Health 10
Dance/Fitness

** course may not be offered every year*

Social Studies

World Cultures and Religions
World History
AP World History: Modern
United States History
United States History Honors
AP United States History
American Government
AP United States Government and Politics
Psychology*
Economics*
Social Entrepreneurship 1 & 2

Modern Language

French 1*/Spanish 1/Mandarin 1
French 2/Spanish 2/Mandarin 2
Spanish 2 Advanced
French 3/Spanish 3/Mandarin 3
Spanish 3 Advanced
French 4/Spanish 4/Mandarin 4 (2022–23)
Spanish 4 Honors
French Film, Culture, and Conversation
Hispanic Film and Culture
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. Literature and writing 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 effective literary analyses with quotations to support their arguments.

Selections may include the following:

The Breadwinner, Deborah Ellis

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, thereby enhancing 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

Literature 8 students explore the following genres of literature: the short story, novel/novella, drama, and poetry. As they explore, students place both classics and contemporary works into social, political, and historical context. The analysis of the literature itself focuses on lit-

erary elements such as theme, characterization, symbolism, and figurative language. To integrate and process the concepts, students engage in projects, presentations, papers, and assessments.

Selections may include the following:

Little Women, Louisa May Alcott
The Adventures of Tom Sawyer, Mark Twain
Of Mice and Men, John Steinbeck
Romeo and Juliet, William Shakespeare
Fahrenheit 451, Ray Bradbury
To Kill a Mockingbird, Harper Lee
Raisin in the Sun, Lorraine Hansberry
Piecing Me Together, Renée Watson
The Marrow Thieves, Cherie Dimaline
Selected poetry and short stories

Writing 8

Grade 8

3 units, one year

Writing 8 students study grammar, vocabulary, writing concepts, and writing modes. Students practice writing concisely with an emphasis on organization, clarity, and style. Students write essays in various genres such as descriptive, expository, and persuasive, while integrating grammar concepts and expanded vocabulary into their writing. They also practice the art of crafting 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 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 & 1.5 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 includes a study of the hero's journey, or monomyth, and centers around developing understanding of some of the earliest myths and motifs in literature and how they are manifested in subsequent literary works, thus highlighting connections between ancient and contemporary stories. Students read and annotate texts, take assessments, collaborate on projects, and write essays.

Selections may include the following:

The Secret Life of Bees, Sue Monk Kidd
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 Book Thief, Markus Zusak
The Kite Runner, Khaled Hosseini
The Namesake, Jhumpa Lahiri

Marcelo and the Real World, Francisco Stork
The Poet X, Elizabeth Acevedo
Haroun and the Sea of Stories, Salmon Rushdie
Oedipus the King, Sophocles
Selected Greek Myths
Selected short works and poems

Writing 9

Grade 9

1.5 units, one semester

Writing 9 explores a wide variety of writing genres in an effort to help students become more comfortable and confident with the craft. Students write often while incorporating what they learned from lessons on vocabulary, conventions, and writing skills. As a class, we read model writing to look for patterns of argument, organization, and rhetorical devices that we may want to mimic in our own writing. Also, since reading and writing are closely linked, students are asked to read regularly with a particular emphasis on nonfiction. Students also strengthen their research and analytical skills by engaging in a multifaceted research project where they explore a topic of societal significance (the Societal Awareness Project).

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 non-fiction. The literature itself provides topics for discussion, as well as models for composition. The course also develops the necessary skills 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 the nuances of societal expectations that cross cultures and time periods.

Selections may include the following:

Selections from *World Literature* (anthology), Holt, Rinehart, Winston, including
"The Metamorphosis," and other short stories and Biblical passages

Our Twisted Hero, Yi Mun-yol

Persepolis, Marjane Satrapi

Chronicle of a Death Foretold, Gabriel Garcia Marquez

The Memory Police, Yoko Ogawa

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, Sophocles

Selected Stories by Katherine Mansfield

Writing 10

Grade 10

1.5 units, one semester

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 or-

ganizational skills at the paragraph and essay level; in addition, they practice writing varied and sophisticated sentences, and use the assigned readings to broaden their vocabulary.

Selections may include:

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 that unite these works. The course emphasizes critical thinking and writing for literary analysis.

Selections may include the following:

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

Their Eyes Were Watching God, Zora Neale Hurston

The Color Purple, Alice Walker

Snow Falling on Cedars, David Guterson

The Bear, William Faulkner

The Piano Lesson, August Wilson

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 that unite the works. This course requires a serious commitment to engaging in seminar-style discussions and gives special emphasis to advanced critical thinking and writing, including engagement with different schools of literary thought.

Selections may include the following:

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

The Things They Carried, Tim O'Brien

Ethan Frome, Edith Wharton

The Sound and the Fury, William Faulkner

Selected short stories, poetry, and essays

AP English Language and Composition (*taken by all students in 11th grade*)

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, argument, and 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.

Selections may include the following:

Outliers, Malcolm Gladwell

The Right Stuff, Tom Wolfe

CliffsNotes AP English Language and Composition 5th Edition, Barbara V. Swovelin

Selected readings from *The Norton Reader*

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, students develop their literary criticism skills through oral commentaries.

Selections may include the following:

The Importance of Being Earnest, Oscar Wilde

Sir Gawain and the Green Knight

Beowulf, Seamus Heaney translation

Much Ado About Nothing, William Shakespeare

Frankenstein, Mary Shelley

Hitchhiker's Guide to the Galaxy, Douglas Adams

Never Let Me Go, Kazuo Ishiguro

Klara and the Sun, Kazuo Ishiguro

The Icarus Girl, Helen Oyoyemi

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, concen-

trating on works of recognized literary merit. Students also receive extensive practice in analytical, expository, and argumentative essays, both timed and untimed.

Selections may include the following:

Jane Eyre, Charlotte Brontë

The Talented Mr. Ripley, Patricia Highsmith

Hamlet, William Shakespeare

Heart of Darkness, Joseph Conrad

Frankenstein, Mary Shelley

Handmaid's Tale, Margaret Atwood

Beloved, Toni Morrison

The Remains of the Day, Kazuo Ishiguro

Selected poetry

MATHEMATICS CURRICULUM

From Algebra 1A & 1B 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. Students will learn to simplify variable expressions, solve equations, inequalities, and word problems, define the major number sets, apply the order of operations, and employ the properties of real numbers. Graphing and the three forms of a line will be taught as well as linear systems. There will be extensive teachings on the use of the TI-84 Graphing Calculator to support derived results.

Note: some Algebra 1A and Algebra 1B topics may swap due to the current text book organization.

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 by applying order of operations and the properties of real numbers. Topics centered on linear equations will expand on slope, systems of equations, inequalities, introduction to domain and range from a graph, and optimization for linear systems. Quadratic functions will introduce the concepts of factoring, the nature of roots, applications of quadratic solutions, and more work on domain and range through algebraic restrictions. We will also work with radical and rational functions and inequalities. 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 topics such as properties of integer exponents, naming, simplifying and factoring polynomials, and an introduction to rational exponents and the set of irrational numbers. Students will learn to simplify irrational expressions as well as complex fractions. Quadratics are introduced with factoring, graphing, and

solving for their real roots. Factoring topics will cover the scope of greatest common factor, factoring trinomials, use of quadratic formula, completing the square, 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.

Note: some Algebra 1A and Algebra 1B topics may swap due to the current text book organization.

Geometry

Grade 8

3 units, one year

Geometry provides a complete introduction to the properties of two-dimensional figures. Topics will include angles, parallel lines, similar and congruent figures, quadrilaterals, right triangles, circles, volume, and area. Students will learn constructions and will be expected to create two-column proofs from scratch. iPad applications will be used to support results and to discover and verify geometric properties. Further topics may include right-triangle trigonometry and the geometry of three-dimensional figures.

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 by applying the 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 the calculation of area, surface area, and volume. Proof and application of theorems will center on students' ability to draw and support logical conclusions.

Algebra 2

Grades 9, 10, 11

3 units, one year

Algebra 2 builds upon the core concepts from Algebra 1. The introduction of complex numbers will enable students to graph, factor, manipulate, find real and complex roots of quadratics, and determine the nature of zeros of higher order polynomial functions. Students manipulate and graph functions using translations and transformations from parent functions, expand on their understanding of the differences between functions and relations, explore domain and range, and solve exponential and logarithmic equations. The TI-84 graphing calculator will continue to be used to solve basic and real-world problems, including through the introduction of several new programs.

Algebra 2 Advanced

Grades 9, 10, 11

3 units, one year

Algebra 2 Advanced begins with an expeditious review of Algebra 1 concepts while deepening students' understanding of the representations and relationships of the main parent functions including linear, quadratic, cubic, absolute value, square root, cube root, reciprocal and inverse functions. The use of technology and the TI-84 calculator will work to deepen students' understanding of graphing behaviors of relations. Further topics will include matrices, conic sections, sequences and series, probability, and an introduction to the unit circle.

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 with technology including the TI-84 calculator. These concepts include functions, transformation and translations, inverses, and sequences and series. In the second semester, the course covers polynomial factoring and sketching, logarithms, trigonometry concepts beginning with right triangle trigonometry, then moving on to the six main functions and their inverses, the unit circle, solving equations, 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 on their prior knowledge of functions, including inverses, and the use of the TI-84 graphing calculator. The course then goes deeper into high degree polynomial functions and introduces exponential and logarithmic functions. In the second semester, the six trigonometric functions are introduced, followed by vectors and solving systems of equations. After mastering these topics, students begin calculus with an introduction to limits.

Calculus

Grades 11, 12

3 units, one year

Calculus begins with a review of the basic functions and the study of limits. The course then introduces derivatives of first and second order, indefinite and definite integrals, and their applications. 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, ad-

vanced 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 the mathematics of collecting, analyzing, interpreting, and presenting data. The field is divided into several parts. Descriptive statistics is concerned with the presentation of data which already exists, while sampling and experimental design are concerned with the collection or the production of data. Inferential statistics is built on the foundation of probability and is concerned with drawing conclusions from the data. This one-semester elective course introduces students to descriptive statistics and to sampling and experimental design. At the conclusion of the course, students apply their knowledge by designing and carrying out a statistical study. Students present their results both orally and in a written report.

AP Statistics

Grades 11, 12

3 units, one year

AP Statistics is equivalent to two semesters of introductory, non-calculus based college-level probability and 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.

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.

The Next Generation Science Standards (NGSS) are a set of science standards for grades K–12 designed with the idea that students should have a science education that they can use in their lives. It should empower students to be able to make sense of the world around them and give them the critical thinking, problem solving, data analysis, and interpretation skills they can use in any career to help them make decisions that affect themselves, their families, and their communities.

The NGSS call for science learning in which students do not just memorize a set of science facts, but rather engage in figuring out how and why things happen. Core ideas in life science, Earth science, physical science, and engineering, build their understanding over time, and they can see the connection between different ideas and across disciplines. Students engage in the same practices that real scientists and engineers do; to develop and use models, analyze data, and make evidence-based arguments, use crosscutting concepts to make connections across different areas of science and engineering.

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. Each unit of the curriculum has students engage as scientists or engineers in making explanation or designing solutions as they figure out a real-world problem. Student scientists will examine the microbiome, metabolism, traits and reproduction, populations and resources, energy and matter in ecosystems, natural selection, and evolutionary history. 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. Using their critical thinking skills, students will combine pieces of information in new ways to better develop their synthesis ability and identify cause and effect. Students will 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. Each unit of the curriculum has students engage as scientists or engineers in making explanations or designing solutions as they figure out a real-world problem. Student scientists will examine the geology on Mars, plate motion, rock formations, the relationship between Earth, the moon and the sun, how the ocean, atmosphere and climate work together, weather patterns and Earth's changing climate. 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 Subject Test 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 1

Grade 11

3 units, one year

Biology 1 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.

Honors Biology 1

Grade 11

3 units, one year

Honors Biology 1 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 meth-

ods including projects, presentations as well as laboratory work. This course is a foundation for students who desire to continue with Honors Biology 2: Advanced Topics.

Honors Biology 2: Advanced Topics

Grade 12

3 units, one year

Honors Biology 2: Advanced Topics is a second-year course that focuses on advanced, in-depth, and current topics in biology. Broad areas of study include evolutionary forces, genetics and biotechnology, ecology and global climate change, and cell biology and communication. Building off prerequisites including Honors Chemistry and Honors Biology 1, students focus deeply within these units, strengthening science practices, and developing a more mature understanding of scientific models, interconnections within the broad fields of biology and the significance of recent discoveries and developments. Requirements include an original research project or meta-analysis paper of a research topic and communication of findings to the Pinewood community of fellow student scientists..

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.

Organic Chemistry

Grades 11, 12

1.5 units, one semester

The one-semester **Organic Chemistry** class will serve as an introduction to the chemistry of carbon containing compounds. It is appropriate for any student who anticipates taking organic chemistry in college, or who has particular interest in chemistry or biology. Completion of Chemistry or Chemistry Honors is a pre-requisite. Major concepts include nomenclature, bonding, drawing structures, functional groups and their properties, modern analytical techniques, stereochemistry, and synthesis. Students will develop problem-solving skills throughout the course. The laboratory component of the course will provide students with hands-on experience with common synthetic pathways.

(course is not offered every year)

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 ele-

vate 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: Modern

Grade 10

3 units, one year

AP World History: Modern is a rigorous college-level, year-long survey course which covers from roughly 1200 CE 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 AP World History exam through document-based questions (DBQs), in-class essays, and multiple-choice exams. Project-based learning augments 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.

United States History Honors

Grade 11

3 units, one year

U.S. History Honors is a year-long chronological survey course which will encourage students to develop an understanding of the heritage of their nation. Students will study the interrelationships among political, social, economic, and intellectual forces that have shaped America. U.S. History Honors is part of the Pinewood Scholars program and students will also take Social Entrepreneurship, where the goal is to create personal projects to benefit their community. As part of the Pinewood Scholars program, U.S. History Honors seeks to teach participants to develop advanced research skills, and to learn project management through historical investigation. U.S. History Honors students will produce and present a college-level research paper based around local history in the first semester of the course. In order to build upon their project management skills students will plan and participate in field trips to the lo-

cal historical sites they have researched in the second semester. Another goal of the project would be to develop community partnerships and show the connection between historical events and the present day.

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 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 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)

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.

(course may not be offered every year)

Social Entrepreneurship 1

Grade 11

1.5 units, one semester

Social Entrepreneurship 1 engages students in the process of exploring significant global problems and developing innovative solutions that drive transformative social change. The course helps students understand some of the strategies that social entrepreneurs employ to create high-impact ventures, highlighting unique models for social problem-solving that offer bold solutions to complex and entrenched societal issues. Students will learn about real organizations and interact with entrepreneurs leading this work. Case studies, complemented by articles and guest speakers, will show different approaches to social entrepreneurship and illustrate the strengths and weaknesses of various models and strategies. The course demands active participation from each student and includes written assignments where students apply the methodological frameworks presented in each unit.

Social Entrepreneurship 2

Grade 12

3 units, one year

Social Entrepreneurship is more than a set of tools and techniques for starting and growing a business. It's a mindset, a way of looking at things that is problem/opportunity focused and creative. It's about students finding passion -- doing what they love. It's about creating wealth in all its forms: economic value, social innovation and sustainability, and making a difference in the communities Pinewood students serve. This course asks students: What matters to me, and what do I want to do about it?

Social Entrepreneurship 2 introduces students to both theory and practice of social entrepreneurship through highly experiential, interactive, and collaborative workshops. In Social Entrepreneurship 1, students worked in a team and on a social issue they cared about. As seniors, students will build upon the skills and the lessons learned in their junior year and apply them to a new, individual, social impact project. Students will learn system thinking skills, entrepreneurial mindset, skills, and tools to start up their own social venture to make a difference in the world.

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, Spanish, or Mandarin. 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, Spanish, or Mandarin 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, Spanish, or Mandarin as they become thoughtful, engaged citizens in the ever expanding global society of the 21st Century.

The World Language Department strongly encourages students to take four years of high school level language classes in order to achieve maximum proficiency in reading, writing, speaking and listening proficiency standards as determined by the American Council of Teachers of Foreign Languages (ACTFL). Upon entrance into our World Language program, students are given a placement exam to ensure they will be enrolled in a course that aligns with their current proficiency level. In addition, all students enrolled in our program take an annual proficiency exam. The exam report is sent to families and students at the end of each school year to demonstrate student achievement and areas of growth from year to year.

The proficiency levels referred to in the course descriptions come from the American Council of Teachers of Foreign Languages (ACTFL) proficiency guidelines:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

Junior High: Grades 7 & 8 French

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

French 1A

Grade 7

3 units, one year

French 1A is an introductory course designed for students who have had little or no exposure to the subject. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange and present information, concepts and ideas on everyday topics using high frequency vocabulary. Students will develop an understanding of the products, practices and perspectives of French and Francophone cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in the French for real life purposes. The course proficiency goal is *novice mid*. Themes for this course include relationships, school, pastimes and hobbies, family, and celebrations. .

French 1B

Grade 8

3 units, one year

French 1B leads students further on their path to proficiency. The curriculum prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and

present information, concepts and ideas on a variety of familiar topics. Students will develop an understanding of the products, practices and perspectives of the French and Francophone cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in the French for real life purposes. The course proficiency goal is *novice high*. Themes for this course may include pastimes and hobbies, stages of life and family celebrations, Mardi Gras, clothing and fashion in France, travels, French Polynesia.

Junior High: Grades 7 & 8 Spanish

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

Spanish 1A

Grade 7

3 units, one year

Spanish 1A is an introductory course designed for students who have had little or no exposure to the subject. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange and present information, concepts and ideas on everyday topics using high frequency vocabulary. Students will develop an understanding of the products, practices and perspectives of the Spanish-speaking cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in Spanish for real life purposes. The course proficiency goal is *novice mid*. Themes for this course may include family, school, pastimes and hobbies, and famous people from the Spanish-speaking world.

Spanish 1 Accelerated

Grade 7

3 units, one year

Spanish 1 Accelerated is a communicative novice-level course for students that have previous experience with the Spanish language. Students will continue to develop their proficiency through extensive interaction in Spanish. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar topics. Students will develop an understanding of the products, practices and perspectives of Spanish-speaking cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in Spanish for real life purposes. A focus on more complex communication prepares students for Spanish 2 Accelerated. The course proficiency goal is *novice high*. Themes for this course may include identities, school, family, celebrations, food, and communities.

Spanish 1B

Grade 8

3 units, one year

Spanish 1B leads students further on their path to proficiency. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar topics. Students will develop

an understanding of the products, practices and perspectives of Spanish-speaking cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in Spanish for real life purposes. The course proficiency goal is *novice high*. Themes for this course may include social media/technology, Day of the Dead, Afro Latinx culture, daily routines, street food, Felipe Alou, and homes around the Spanish-speaking world.

Spanish 2 Accelerated

Grade 8

3 units, one year

Spanish 2 Accelerated continues to develop students' oral and written proficiency in Spanish. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the intermediate range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar topics. Students will develop an understanding of the relationship among the products, practices and perspectives of Spanish-speaking cultures and other cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in Spanish for real life purposes. The course proficiency goal is *intermediate low*. A more rigorous curriculum with a focus on more complex communication will prepare students for Spanish 3 Advanced. Themes for this course may include storytelling, Day of the Dead, childhood memories, sustainable fashion, Cuban culture and history, Selena Quintanilla, travel and Afro Latinx culture.

Junior High: Grades 7 & 8 Mandarin

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

Mandarin 1A

Grade 7

3 units, one year

Mandarin 1A is designed to provide beginners the basic communication skills in Mandarin. In this introductory course, The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on everyday topics. Students will develop an understanding of the products, practices and perspectives of the Chinese culture as well as develop insight into their own language and culture. Students will be learning pinyin (the Romanization system for standard Chinese) and four tones in Chinese. Students will develop their use of Chinese characters to include radicals and strokes and the way Chinese characters are structured. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in Mandarin for real life purposes. Themes presented in this course may include Chinese into pinyin, identities, family, communities, family, school, and introductions and greetings.

Mandarin 1B

Grade 8

3 units, one year

Mandarin 1B leads students further on their path to proficiency. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar topics. Students will develop

an understanding of the products, practices and perspectives of Chinese culture as well as develop insight into their own language and culture. Students will use pinyin (the Romanization system for standard Chinese) as a tool to enhance their language development. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in the Mandarin for real life purposes. Themes for this course may include a review of pinyin, clothing, hobbies, relationships, food, and sports.

High School: Grades 9–12 French

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

French 1

Grade 9

3 units, one year

French 1 is designed for students who have had little or no exposure to the subject. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange and present information, concepts and ideas on a variety of familiar and everyday topics using high frequency vocabulary. Students will develop an understanding of the products, practices and perspectives of French and Francophone cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in French for real life purposes. The course proficiency goal is *novice high*. Themes for this course may include French diversity and the Francophone world, history, geography, school, pastimes and hobbies, places and activities around town, family, stages of life, celebrations and fashion.

(course may not be offered every year)

French 2

Grades 9, 10

3 units, one year

French 2 leads students further on their path to proficiency. The curriculum prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice to intermediate range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar topics. Students will develop an understanding of the relationship among the products, practices and perspectives of French and Francophone cultures and other cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in French for real life purposes. The course proficiency goal is *intermediate low*. Themes for this course may include diversity of France and its people, typical foods in French and Québécois restaurants, the role of sports in French society, home life and accommodations in France, travel and transportation.

French 3

Grades 9, 10, 11

3 units, one year

French 3 continues to refine students' oral and written communication. The curriculum prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the intermediate low to mid range on the ACTFL Proficiency Guidelines. Students

will interpret, exchange, and present information, concepts and ideas on a variety of familiar and more complex topics. Students begin to make comparisons between the products, practices and perspectives of French and Francophone cultures and other cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate effectively in French with more accuracy in authentic real world situations. The course proficiency goal is *emerging intermediate mid*. Themes for this course may include daily routines, household duties, outdoor activities and the environment, shopping, travel, cities and city life, relationships and family life, and university studies and careers.

French 4

Grades 10, 11, 12

3 units, one year

French 4 provides students an opportunity to demonstrate their proficiency in a variety of contexts. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the intermediate mid to high range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a wide variety of topics including current events as well as social and global challenges. Students will be able to make comparisons between the products, practices and perspectives of French and Francophone cultures and other cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate effectively and accurately in French using more complex structures and vocabulary in authentic and meaningful ways.. Students will continue to develop their proficiency at the *intermediate mid to high level*. Themes for this course may include cultural stereotypes, housing in France and Francophone countries, food and dining, eating habits in France and US, famine in the world, Parisian arts and museums, dreams and aspirations, technology, news, movies and Festival de Cannes.

French 5: Film, Culture, Conversation

Grades 11, 12

3 units, one year

French 5 This course will introduce aspects of French-speaking societies through French and Francophone films. The class will explore not only social, political and economic aspects of modern France but also important events in French history and influential people from various time periods. Students will gain a thorough understanding of the influences that have shaped French civilization through the perspective of art and literature. Students will interact with a variety of authentic resources including, but not limited to podcasts, short films and TV5 Monde. This course includes a review of the following topics:

- French cuisine and its significance
- high fashion
- justice
- business
- racism and tolerance
- youth and education

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, Spanish, or Mandarin in grades 9 and 10, AND level 3 must be completed

Spanish 1

Grade 9

3 units, one year

Spanish 1 is designed for students who have had little or no exposure to the subject. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange and present information, concepts and ideas on a variety of familiar and everyday topics using high frequency vocabulary. Students will develop an understanding of the products, practices and perspectives of Spanish-speaking cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in Spanish for real life purposes. The course proficiency goal is *novice high*. Themes for this course may include family, school, pastimes and hobbies, and famous people from the Spanish-speaking world.

Spanish 2

Grades 9, 10

3 units, one year

Spanish 2 leads students further on their path to proficiency. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice to intermediate range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar topics. Students will develop an understanding of the relationship among the products, practices, and perspectives of Spanish-speaking cultures and other cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in Spanish for real life purposes. The course proficiency goal is *emerging intermediate low*. Themes for this course may include street art, fashion, ecotourism in Costa Rica, travel, Celia Cruz and salsa music, and notable Afro Latinx.

Spanish 2 Advanced

Grades 9, 10

3 units, one year

Spanish 2 Advanced leads students further on their path to proficiency. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the intermediate range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar topics. Students will develop an understanding of the relationship among the products, practices and perspectives of Spanish-speaking cultures and other cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in Spanish for real life purposes. The course proficiency goal is *intermedi-*

ate low. A more rigorous curriculum with a focus on more complex communication will prepare students for Spanish 3 Advanced. Themes for this course may include attitudes during challenging times, daily routines, sustainable fashion, Afro Latinx identities, and habits of a healthy lifestyle.

Spanish 3

Grades 9, 10, 11

3 units, one year

Spanish 3 continues to refine students' oral and written communication. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the intermediate low to mid range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar and more complex topics. Students begin to make comparisons between the products, practices and perspectives of Spanish-speaking cultures and other cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate effectively with more accuracy in authentic real world situations. The course proficiency goal is *emerging intermediate mid*. Themes for this course may include Afro Latinx identities, sustainable communities, healthy lifestyles, work life and digital citizenship.

Spanish 3 Advanced

Grades 9, 10, 11

3 units, one year

Spanish 3 Advanced leads students further on their path to proficiency. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the intermediate mid range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar topics. Students begin to make comparisons between the products, practices and perspectives of Spanish-speaking cultures and other cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate effectively with more accuracy in authentic real world situations. The course proficiency goal is *intermediate mid*. A rigorous curriculum with a focus on more complex communication will prepare students for Spanish 4 Honors. Themes for this course may include Sandra Cisneros, Frida Kahlo, Guerra Sucia, Nicolás Guillen and the Christmas lottery in Spain.

Spanish 4

Grades 10, 11, 12

3 units, one year

Spanish 4 provides students an opportunity to demonstrate their proficiency in a variety of contexts. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the intermediate mid range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a wide variety of topics including current events as well as social and global challenges. Students will be able to make comparisons between the products, practices and perspectives of Spanish-speaking cultures and other cultures as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate effectively and accurately using more complex structures and vocabulary in Spanish in authentic and meaningful ways. Students will continue to develop their proficiency at the *intermediate mid level*. Themes for this course may include ecotourism, chefs and recipes, sports, our communities, and the contributions of women.

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: Film and Culture

Grades 11, 12

3 units, one year

Spanish 5: Film and Culture presents a general introduction to the main aspects of Hispanic Culture and Society through cinematographic representation in various films. The class will cover social, political, and economic aspects of Hispanic life from the twentieth century until today, with special emphasis on current affairs. Analysis of films and, occasionally, some written sources will help to illustrate the different realities of the countries that compose the Hispanic world. Classes will be structured considering the central topics which have marked the history of some Spanish speaking nations: the struggle between urban vs. rural environments, the role of women in society, youth problems and education, film as ideological propaganda, and cultural and national diversity. Additionally, students will be exposed to the way in which films offer multiple perspectives of Hispanic identity while learning about the famous directors of each film.

AP Spanish Language and Culture

Grades 11, 12

3 units, one year

The **AP Spanish Language** course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP course strives not to overemphasize grammatical accuracy at the expense of communication. The course is taught exclusively in Spanish. In this course students engage in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

The course is organized thematically into six units.

- Families and Communities
- Science and Technology
- Beauty and Aesthetics
- Contemporary Life
- Global Challenges
- Personal and Public Identities

High School: Grades 9–12 Mandarin

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

Mandarin 1

Grade 9

3 units, one year

Mandarin 1 is designed for students who have had little or no exposure to the subject. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL Proficiency Guidelines. Students will interpret, exchange and present information, concepts and ideas on a variety of familiar and everyday topics using high frequency vocabulary. Students will develop an understanding of the products, practices and perspectives of Chinese culture as well as develop insight into their own language and culture. Students will be learning pinyin (the Romanization system for standard Chinese) and four tones in Chinese. Students will develop their use of Chinese characters to include radicals and strokes and the way Chinese characters are structured. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate, meaningfully, effectively, and creatively in Mandarin for real life purposes. The course proficiency goal is *novice high*. Themes for this course may include Chinese into pinyin, identities, family, communities, family, school, and introductions and greetings.

Mandarin 2

Grade 10

3 units, one year

Mandarin 2 leads students further on their path to proficiency. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice to intermediate range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar topics. Students will develop an understanding of the relationship among the products, practices and perspectives of Chinese culture and other cultures as well as develop insight into their own language and culture. Students will continue to hone their use of pinyin (the Romanization system for standard Chinese) as a tool to enhance their language development. Students will refine their use of Chinese characters to include radicals and strokes and the way Chinese characters are structured. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate effectively and creatively in Mandarin for real life purposes. The course proficiency goal is *intermediate low*. Themes for this course may include a review of pinyin, shopping, getting around town, hobbies, daily routines, weather, and a trip to China.

Mandarin 3

Grade 11

3 units, one year

Mandarin 3 continues to refine students' oral and written communication. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the intermediate low to mid range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts and ideas on a variety of familiar and more complex topics. Students continue to learn about Chinese culture such as Chinese traditional festivals and begin to make comparisons between the products, practices and perspectives of Chinese culture and other cultures. Students will continue to use pinyin (the Romanization system for standard Chinese) as a tool to enhance their language development. Students will refine their use of Chinese characters to include radicals and strokes and

the way Chinese characters are structured. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate effectively with more accuracy in Mandarin for real life purposes. The course proficiency goal is emerging intermediate mid. Themes for this course may include a review of pinyin, physical attributes, expressing preferences, sports, leisure activities, travel and transportation.

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.

Design and Engineering 8

Grade 8

1.5 units, one semester

Design and Engineering 8 is a project-based course in which students will evaluate complex problems, as they invent, design, prototype, test, and communicate about each project they undertake. Expanding on prior experience and knowledge, students will be inspired to design and create using new tools, skills, and software, including 3D printers and laser cutters. Through an ePortfolio, students will create their own Engineering Journal to document and reflect on the design process as it relates to each class challenge. Failure and risk, inherent aspects of the design thinking process will provide added potential for gaining knowledge and learning new skills. Throughout the semester, students will take an active role in deciding the scope and content of the projects with fun and creativity being key cornerstones of the class.

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 Studio Art, Music Theory, or Theatre (1 semester will be taken in 10th grade, one semester in 11th grade)

Studio Art 1

Grade 10

1.5 units, one semester

Studio Art 1 is an introductory art 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.

Studio Art 2

Grade 11

1.5 units, one semester

Studio Art 2 is an intermediate art 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.

Graphic Design 1

Grades 10, 11, 12

1.5 units, one semester

Graphic Design 1 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 emotion 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 Drawing

Grade 11, 12

3 units, one year

AP 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 2D Art and Design

Grade 11, 12

3 units, one year

AP 2D Art and 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 Art and 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.

Film as Literature

Grade 11, 12

1.5 units, one semester

Film as Literature develops students' skills in reading, thinking, writing, listening, and speaking through in-depth study of films in a variety of genres. Students discover how to "read" a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. Students view films as an art form and as a means of communication be-

yond their entertainment purposes. Students examine how film reflects the culture and times in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society.

Due to the mature nature of the content, parent permission is required to join this class.

Course Materials:

<i>2001: A Space Odyssey</i>	<i>The Graduate</i>
<i>Rear Window</i>	<i>Jaws</i>
<i>Vertigo</i>	<i>Run Lola Run</i>
<i>A Bronx Tale</i>	<i>Memento</i>
<i>The Godfather</i>	<i>Amelie</i>
<i>Pulp Fiction</i>	<i>American Beauty</i>
<i>Shawshank Redemption</i>	<i>Truman Show</i>
<i>One Flew Over the Cuckoo's Nest</i>	<i>Election</i>
<i>The Martian</i>	<i>In the Mood for Love</i>

Architecture and Urban Design

Grade 11, 12

1.5 units, one semester

Architecture and Urban Design is a survey of the history of architecture and urban design from the ancient world to the present day that incorporates a studio component during which students will produce their own original designs. Class time will include presentations, demonstrations, discussion and studio work. Examining the architectural record with a critical eye, we will pay particular attention to the role political and philosophical belief systems have played in shaping the built environment of the past and present. Drawing inspiration from radical designers such as Frank Gehry, Rem Koolhaas and Zaha Hadid, students will complete presentations and exploratory sketches throughout the semester. The course will conclude with a portfolio of individual drawings and the plans for a team-designed structure or space. Students will learn and utilize SketchUp and Adobe Photoshop to create their final project designs and visualization.

High School: Grades 9–12 Music

Minimum graduation requirement Grades 9–12: 1 year of Studio Art, 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. 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 com

positional activities. 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.

Women's Chorus

Grades 9, 10

3 units, one year

Women's Chorus is a 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 traditions, and to participate in concerts, festivals, and competitions. In rehearsal, students learn vocal technique, stage presence, performance, ear training skills, choral singing (up to 3 or 4 part harmony), and work on solo and/or small group singing and creative projects. 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 traditions, and participates in concerts, festivals, and competitions. In rehearsal, students learn vocal technique, stage presence, performance, ear training skills, choral singing (up to 6 part harmony), and work on solo and/or small group singing and creative projects. Each year, students may participate in a touring opportunity, generally rotating between international and national tours.

(course may be taken multiple times)

A Cappella Ensemble—Take Note

Grades 9–12 (audition required)

3 units, one year

This year-long course is designed to give students an intermediate/advanced understanding of vocal technique, harmony, rhythm, and musical expression through the rehearsal and performance of small ensemble contemporary pop and jazz a cappella music. Solo and ensemble performance technique will be taught and practiced, and choreography may be added to certain pieces. Students may also have the opportunity to learn about a cappella arranging. Enrollment in Take Note is determined by an audition held at the end of the previous school year. Each year, the group has opportunities to perform in concerts, competitions, festivals, and other local gigs. The group also produces a professional studio recording of 2–3 songs each year.

(course may be taken multiple times)

High School: Grades 9–12 Theatre

Minimum graduation requirement Grades 9–12: 1 year of Studio Art, 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 confi-

dence 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 one-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 one-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)

Dance Fitness

Grades 9, 10, 11, 12

pass/no pass, one semester

Dance Fitness gives students the opportunity to develop their skills and technique in dance. Students will learn various genres of dance, learn basic choreographic skills, build stamina and have performance opportunities both on-campus and in the community.

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.

Incorporation of the Design Thinking and the Engineering Design Process EDP model will help students explore prototyping, iterations, testing, making, and communicating—a natural partner to Computer Science and Technology. In addition solving problems by applying computational thinking concepts and practices to logic based processes. Student Centered Learning, RISK taking, accepting and embracing change is the approach we model and express. A variety of content and methods will be presented to empower students. A key skill and factor for success in the 21st century world will be embracing and accepting change.

Junior High: Grades 7 & 8

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

Computer Science, Technology, and Engineering 7

Grade 7

0.5 unit, one semester

Computer Science, Technology, and Engineering 7 focuses on providing a solid foundation and understanding of computer science by delving into technology concepts and developing critical thinking skills. This course covers computer fundamentals, an introduction to coding languages and web design, block programming, technology concepts and trends, computer/network troubleshooting, extensive technology vocabulary, and digital citizenship. A well rounded approach includes ensuring that students are efficient and comfortable with design thinking concepts such as problem solving, communicating, ideation, prototyping, and testing.

Computer Science, Technology, and Engineering 8

Grade 8

0.5 unit, one semester

Computer Science, Technology, and Engineering 8 builds upon previous knowledge and skills acquired in the 7th grade computer science class by delving into technology concepts and applying Design and Computational Thinking problem solving methodologies. This course covers design thinking, computational thinking, programming concepts, physical programming, robot programming, HTML/CSS/JavaScript, and prototyping tools proficiency. Students will keep an online engineering-type journal to follow, organize, share, reflect, and communicate their journey. Advanced students will be challenged with additional projects, as well as the opportunity to assist the teacher with other students, thus providing a more in-depth understanding of the material and concepts.

Design and Engineering 8

Grade 8

1.5 units, one semester

Design and Engineering 8 is a project-based course in which students will evaluate complex problems, as they invent, design, prototype, test, and communicate about each project they undertake. Expanding on prior experience and knowledge, students will be inspired to design and create using new tools, skills, and software, including 3D printers and laser cutters.

Through an ePortfolio, students will create their own Engineering Journal to document and reflect on the design process as it relates to each class challenge. Failure and risk, inherent aspects of the design thinking process will provide added potential for gaining knowledge and learning new skills. Throughout the semester, students will take an active role in deciding the scope and content of the projects with fun and creativity being key cornerstones of the class.

(Design and Engineering 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.

Fundamentals of Computer Science

Grades 10, 11, 12

1.5 units, one semester

Fundamentals 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 Fundamentals 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 efficiently 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 on their own schedule, as long as they stay on the course timeline and complete projects and assignments in sync with the other students in this “virtual class.”

AP Computer Science Principles

Grade 11, 12

1.5 units, one semester

AP Computer Science Principles (AP CSP) teaches students to effectively create abstractions, models, and simulations of phenomena and processes, and gain knowledge and skills which are an important “literacy,” both personally and to society as a whole.

The course deepens the understanding and skills taught in previous prerequisite courses, around the “Big Ideas” of computing, like creativity, abstraction, programming, big data, algorithms, and more. The curriculum emphasizes making connections between computing and other knowledge domains, and researching the potentially beneficial and harmful impacts of computing on individuals and society.

As part of the course, students are completing the in-course Performance Tasks defined by the College Board, and are prepared to take the AP CSP exam in May.

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, *The Perennial*, giving 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, illustration, 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. Illustrators create comics and graphic design elements to add visual impact. Editors learn journalistic editing skills and how to mentor younger writers. This class meets regularly twice a week, plus outside hours when necessary to meet deadlines.

(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.

Dance Fitness

Grades 9, 10, 11, 12

pass/no pass, one semester

Dance Fitness gives students the opportunity to develop their skills and technique in dance. Students will learn various genres of dance, learn basic choreographic skills, build stamina and have performance opportunities both on-campus and in the community.

CRITERIA FOR PLACEMENT AND ADVANCEMENT

Junior High: Grades 7 & 8

With the exception of math and world language courses, placement in 7th and 8th grade classes is based on student grade level with all students in the grade taking the same course. For students entering 7th grade, placement in math is based on teacher recommendation and placement test scores. Placement in a 7th grade French, Mandarin, or Spanish class is based on prior experience, placement exam, and teacher recommendation. Placement in 8th grade math and world language classes is based on year-end grades and teacher recommendation.

Mathematics

Algebra 1A (7th grade)

Algebra 1A is the primary math class for entering 7th graders. Some entering 7th grade students will be placed in Algebra 1 Accelerated.

Algebra 1 Accelerated (7th grade)

To be considered for placement in Algebra 1 Accelerated, students will need:

- an excellent academic record in 6th grade
- teacher recommendation
- grade of 90% or higher on 7th Grade Placement Exam (if offered)

Algebra 1B (8th grade)

Students in Algebra 1A continue to Algebra 1B.

Geometry (8th grade)

To be considered for placement in Geometry, students will need:

- a grade of 70% or higher in Algebra 1 Accelerated.

World Languages

For new 7th and 8th grade students, course placement is based on a combination of the results of our online placement or proficiency exam and teacher recommendation. We use the Avant PLACE exam for new students and the STAMP 4s for current students. Students are placed according to this [chart](#). Occasionally, teacher recommendation supersedes the PLACE or STAMP 4s score.

For students new to Pinewood, placement is based on the following criteria:

- PLACE exam results
- previous coursework
- teacher recommendation

High School: Grades 9–12

Course placement in high school depends on grade level as well as specific department and course placement guidelines. For example in 9th and 10th grades, students take the same Literature class (Literature 9 and Literature 10 respectively) while students in 11th and 12th grade do not all take the same literature classes. In

general, the higher the grade level, the more course differentiation there is.

Placement in Advanced, Honors and AP level classes require teacher recommendation. Listed below are specific grade-related criteria students must satisfy to receive a placement recommendation. Please keep in mind that in addition to these criteria, the ultimate recommendation is at the discretion of each teacher and may take into consideration subjective information such as intellectual curiosity, work ethic, academic skills and classroom behavior.

Literature

All students in 9th grade take Literature 9: Myths and Motifs, and all students in 10th grade take Literature 10: World. There are two literature classes offered in 11th grade, a regular and an honors version of Literature 11: American, and two literature classes offered in 12th grade, Literature 12: British and AP English Literature and Composition. The goal of the Pinewood English Department is to ensure that students are placed in the appropriate literature class for junior and senior years. Teacher recommendations are required for the following classes.

Literature 11: American Honors

To be considered for placement in Literature 11: American Honors, students will need:

- a grade of A- or higher in Literature 10: World
- a grade of B+ or higher in Writing 10
- a teacher recommendation based on the following criteria:
 - strong writing skills
 - intellectual curiosity
 - thoughtful class participation
 - critical thinking ability
 - timed-writing ability
 - level of commitment and maturity
 - attendance
 - interest in the subject matter
 - ability and willingness to collaborate with peers

AP English Literature and Composition

To be considered for placement in AP English Literature, students will need:

- a grade of A- or higher in Literature 11: American, or a grade of B+ or higher in Literature 11: American Honors
- a grade of B+ or higher in AP Language and Composition
- a teacher recommendation based on the following criteria:
 - strong writing skills
 - intellectual curiosity
 - thoughtful class participation
 - critical thinking ability
 - timed-writing ability
 - level of commitment and maturity
 - attendance
 - interest in the subject matter
 - ability and willingness to collaborate with peers

Mathematics

Algebra 1 (high school)

This course is for students new to Pinewood who have not previously taken Algebra 1, or those 8th grade students who did not achieve above a 70% in Algebra 1B.

Geometry

To be considered for placement in Geometry, students will need:

- a grade of C (70%) or higher in Algebra 1 Accelerated (7th grade) or Algebra 1B (8th grade) or Algebra 1 (high school)

Algebra 2

To be considered for placement in Algebra 2, students will need:

- a grade of C (70%) or higher in Geometry (8th grade or high school)

Algebra 2 Advanced

To be considered for placement in Algebra 2 Advanced, students will need:

- a grade of A (93%) or higher in Geometry (8th grade), and
 - a grade of A (93%) or higher in Algebra 1 Accelerated (7th grade), and
 - a teacher recommendation
- or
- a grade of A (95%) or higher in Geometry (high school), and
 - a grade of A (95%) or higher in Algebra 1 (high school) or Algebra 1B (8th grade), and
 - a teacher recommendation

Precalculus with Trigonometry

To be considered for placement in Precalculus with Trig, students will need:

- a grade of B- (80%) or higher in Algebra 2, or
- a grade of C (75%) or higher in Algebra 2 Advanced

Precalculus with Trigonometry Honors

To be considered for placement in Precalculus with Trig Honors, students will need:

- a grade of A- (90%) or higher in Algebra 2 Advanced, and
- a teacher recommendation

Calculus

To be considered for placement in Calculus, students will need:

- a grade of B- (80%) or higher in Precalculus with Trig or Precalculus with Trig Honors

AP Calculus AB

To be considered for placement in AP Calculus AB, students will need:

- a grade of A- (90%) or higher in Precalculus with Trig Honors, and
 - a teacher recommendation
- or
- a grade of A- (90%) or higher in Calculus, and
 - a teacher recommendation

AP Calculus BC

To be considered for placement in AP Calculus BC, students will need:

- a grade of B+ (87%) or higher in AP Calculus AB, and
- a teacher recommendation

Statistics

To be considered for placement in Statistics, students will need:

- to be entering junior or senior year, and
- a grade of B- (80%) or higher in Algebra 2, Algebra 2 Advanced, Precalculus with Trig, Precalculus with Trig Honors, or Calculus

AP Statistics

To be considered for placement in AP Statistics, students will need:

- to be entering junior or senior year, and
- a grade of A- (90%) or higher in Algebra 2 Advanced, Precalculus with Trig Honors, AP Calculus AB, and
- a teacher recommendation

Science

All students in 9th grade take Physics and Lab. After 9th grade, science advancement will be as follows:

Chemistry

All 10th grade students not recommended for Chemistry Honors will take general Chemistry.

Chemistry Honors

To be considered for placement in Chemistry Honors, students will need:

- a grade of B (85%) or higher in 9th grade Physics, and
- concurrent math class placement in Algebra 2 (preferably Algebra 2 Advanced) or higher, and
- maturing analytical and mathematical skills, and
- a teacher recommendation

Biology 1

Students who completed Chemistry in 10th grade will normally be placed into Biology 1 for 11th grade.

Honors Biology 1

To be considered for placement in Honors Biology 1, students will need:

- a teacher recommendation and
- well-developed organizational, analytical, and problem-solving skills, and
- a grade of B+ (87%) or higher in Chemistry Honors, or
- a grade of A- (90%) in Chemistry regular and exhibit a strong interest in biology

Honors Biology 2: Advanced Topics

To be considered for placement in Honors Biology 2: Advanced Topics, students will need:

- a teacher recommendation and
- show strong motivation and good academic habits
- a grade of 82% or higher in Honors Biology 1, or
- a grade of A- (90%) or higher in Biology 1

AP Chemistry

To be considered for placement in AP Chemistry, students will need:

- a recommendation from their prior Chemistry Honors teacher, and
- a grade of A (93%) or higher in Chemistry Honors

AP Physics C: Mechanics

To be considered for placement in AP Physics C, students will need:

- a recommendation from their prior Chemistry Honors or Honors Biology teacher, and
- concurrent or prior enrollment in AP Calculus AB

Science Note 1: students in 11th and 12th grades may double-up science classes by adding an AP Science class and/or any science elective.

Science Note 2: students in 11th and 12th grades may enroll in any science elective without specific teacher recommendation.

Social Studies

All students in 9th grade take the one-semester World Cultures and Religions course. After 9th grade, Social Studies advancement will be as follows:

World History

World History is the standard history course taken by students in the 10th grade.

AP World History: Modern (WHAP)

To be considered for placement in AP World History, students will need:

- a grade of A (93% or higher) in World Cultures and Religions (WCR)
- a grade of A (93% or higher) in the test/quizzes categories of WCR
- the recommendation of the student's Literature and Writing teachers based on A (range) grades in both classes

All students must demonstrate the following habits

- active and thoughtful participation that elevates class discussion on a regular basis
- strong work ethic: work is consistently turned in on time, complete and thorough.
- the student consistently "goes beyond" merely completing the assignment and looks for ways to excel.

US History

US History is the standard history course taken by students in the 11th grade.

US History Honors (Pinewood Scholars Program)

To be considered for placement in United States History Honors, students coming from WHAP or World History will need:

- a recommendation from the tenth grade history teacher
- complete the PSP application and be accepted into the program
- be willing to make a two-year commitment (junior and senior years)

All students must demonstrate the following habits

- active and thoughtful participation that elevates class discussion on a regular basis
- strong work ethic: work is consistently turned in on time, complete and thorough.
- the student consistently "goes beyond" merely completing the assignment and looks for ways to excel.

AP US History

To be considered for placement in AP US History, students coming from WHAP will need:

- a grade of B+ (87%) or higher in Semester 1 and 2

If coming from World History, students will need:

- an average of A- (90%) or higher in Semester 1 and 2, and
- an average of 92% or higher on assignments in the test/quizzes categories

Behavior, class participation, and work ethic will also be taken into consideration:

- active and thoughtful participation that elevates class discussion on a regular basis
- strong work ethic: work is consistently turned in on time, complete and thorough
- the student consistently “goes beyond” merely completing the assignment and looks for ways to excel
- consistent growth in writing skills and content mastery throughout the year

American Government

American Government is the required one-semester government course for all 12th grade students.

AP US Government and Politics

To be considered for placement in AP US Government and Politics, students coming from APUSH will need:

- an average grade of B+ (87%) or higher for Semester 1 and 2
- behavior, class participation, and work ethic will also be taken into consideration:

If coming from US History, students will need:

- an average grade of B+ (87%) or higher for Semester 1 and 2
- a average of B+ or higher in the Test category
- behavior, class participation, and work ethic will also be taken into consideration

Social Studies Note: Course placements will be re-evaluated after second semester grades are completed, and if a student does not meet the above criteria, the recommendation will be rescinded. Hence, April course placements should be considered subject to change pending final second semester grades.

World Languages

High school world language placement is based on a combination of the results of our online placement or proficiency exam and teacher recommendation. We use the Avant PLACE exam for new students and the STAMP 4s for current students. Students are placed according to this [chart](#). Occasionally, teacher recommendation supersedes the PLACE or STAMP 4s score.

For students new to Pinewood, placement is based on the following criteria:

- PLACE exam results
- previous coursework
- teacher recommendation

Advanced and Honors Level Language Courses

For current students who would like to move from a regular language course to an advanced-level course, placement will be based on the following criteria:

- teacher recommendation
- proficiency exam results (STAMP 4s)
- a grade of B+ or above in current course of study
- strong work ethic

AP French or AP Spanish

To be considered for placement in AP French or AP Spanish, students will need:

- teacher recommendation
- proficiency exam results (STAMP 4s)
- conversation with the AP French or AP Spanish teacher
- a grade of B+ or above in current course of study
- strong work ethic

To ensure students are clear on the AP criteria, the AP instructor will speak with the level 4 and 4 Honors courses in the spring to share the following:

- AP course layout/themes
- AP course expectations during the summer and school year

Visual Arts

Humanities

All students in 9th grade take the one-semester Humanities course.

Studio Art 1 and 2

After taking Humanities in the 9th grade, Pinewood students must choose which Visual and Performing Arts subject area—art, music, theatre—they wish to pursue in 10th and 11th grades. If they choose art, they take one semester of Studio Art 1 in 10th grade, and one semester of Studio Art 2 in 11th grade.

AP 2D Art and Design

To be considered for placement in AP 2D Art and Design, students will need:

- a grade of A in the prerequisite class, Studio Art 1
- meeting with the teacher to discuss the course requirements and get official approval (signature by teacher, student and parent)
- portfolio review (at same time as course requirement meeting)
- complete all assigned summer work

AP Drawing

To be considered for placement in AP 2D Art and Design, students will need:

- a grade of A in the prerequisite class, Studio Art 1
- meeting with the teacher to discuss the course requirements and get official approval (signature by teacher, student and parent)
- portfolio review (at same time as course requirement meeting)
- complete all assigned summer work

Computer Science

Exploring Computer Science

All students in 9th grade take the one-semester Exploring Computer Science class. After 9th grade, students may take computer science electives with teacher recommendation. While most students follow the course progression outlined below, outside study through community college or other programs may substitute for one or more Pinewood course at the discretion of the teacher.

Fundamentals of Computer Science

To be considered for placement in Fundamentals of Computer Science, students will need:

- prerequisite class: Exploring Computer Science, or equivalent course/experience

- approved by the teacher, and
- a teacher recommendation

Mobile App Development

To be considered for placement in Mobile App Development, students will need:

- prerequisite class: Fundamentals of Computer Science, or equivalent course/experience approved by the teacher, and
- a teacher recommendation

Advanced Computer Science

To be considered for placement in Advanced Computer Science, students will need:

- prerequisite class: Fundamentals of Computer Science or equivalent course/experience approved by the teacher, and
- a teacher recommendation

AP Computer Science Principles

To be considered for placement in AP Computer Science Principles, students will need:

- prerequisite classes: Fundamentals of Computer Science, Mobile App Development, and Advanced Computer Science, and
- a teacher recommendation