Pinewood School

Course Catalog 2024–2025

Grades 7–12

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

21st Century Learning

At Pinewood, we empower students to embrace and navigate the challenges faced in the technologically advanced, globally connected society of the 21st Century. Our curriculum includes a full breadth of 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.

DEI Statement

Pinewood's Diversity, Equity, and Inclusion initiatives aspire to create an inclusive community where individuality is honored and each member feels a sense of belonging. We recognize that a deeper understanding and appreciation of the diversity in our identities, ideas, experiences, and cultures uplift all members of the community. Pinewood strives to create empathy through character building, vulnerable conversations, the pursuit of knowledge, and the sharing of joyful experiences. To this end, we are committed to teaching and practicing equity and inclusion so that our students as well as our entire Pinewood community may gain perspective and develop skills to effect positive change within our community and in the world beyond.

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.
- maximize awareness of personal learning styles to fulfill academic potential.

- develop innovative ideas to evaluate, clarify, and solve problems.
- effectively and creatively utilize available resources and technologies.

Self-motivated Individuals who:

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

Clear Communicators who:

- speak effectively in a variety of formats and venues.
- incorporate a variety of communication techniques and technologies.
- organize and present ideas in a logical and well-prepared manner.
- demonstrate appropriate written and verbal skills.
- understand, observe, and utilize proper social skills in real and virtual environments.

Respectful Individuals of Character who:

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

Academics

Curriculum

As a college preparatory school, Pinewood's curriculum path is designed to meet or surpass the minimum course requirements for college/university admission. Regardless of potential college selectivity, a student's course load should reflect both academic ability and intellectual 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 challenges 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 through a petition process. 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, French 4*, Graphic Design, Literature 11, Mandarin 4*, Precalculus with Trigonometry, and Spanish 4. AP classes are offered in English Literature and Composition, English Language and Composition, Calculus AB and BC, United States History, United States Government and Politics, World History, Statistics, Chemistry, Physics C: Mechanics, Chinese Language, 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.

** class may be taught concurrently with French 4 or Mandarin 4*

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 confirm Course Requests through Docusign.

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, French 4, Mandarin 4, Spanish 4, or Precalculus or an AP level class in World History with the respective required 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 Portal. Students who receive recommenddations for Advanced, Honors, or AP level classes may choose to take those classes, 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 complete the course petition process and receive department/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, social studies, and the arts. Parents and students are expected to review the recommendations and then confirm Course Requests through Docusign.

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 “C-” to receive credit for a class. Final exams or projects are required in some academic classes for students in 9th–12th grades and account for 20% of the semester grade. An “I” (incomplete) may be given in cases of illness, emergency, or by previous arrangement, but will become an “F” if the work is not completed by a mutually agreed upon date. Make-up work is the responsibility of the student.

Pinewood School has an academically challenging curriculum and high learning standards that meet or exceed the requirements of colleges and universities across the country. To codify these standards, the School has set the grade that a student must obtain to pass a course at 70% (C-). This ensures that passing grades on a Pinewood School transcript align with expectations and admission requirements for all colleges and universities, including those in California’s UC and CSU systems.

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:

Passing Grades

	%	pts	h/ap		%	pts	h/ap		%	pts	h/ap
A	= 93–100	4.00	5.00	B+	= 87–89	3.30	4.30	C+	= 77–79	2.30	3.30
A-	= 90–92	3.70	4.70	B	= 83–86	3.00	4.00	C	= 73–76	2.00	3.00
				B-	= 80–82	2.70	3.70	C-	= 70–72	1.70	2.70

No Credit

D+	= 67–69	1.30	2.30	F = 0–59	0.00	0.00
D	= 63–66	1.00	2.00			
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
Math 7, Algebra 1A or Algebra 1 (JH)
Math 8, Algebra 1B or Geometry (JH)

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/Mandarin/Spanish 1
French/Mandarin/Spanish 2 or Spanish 2 Advanced
French/Mandarin/Spanish 3 or Spanish 3 Advanced
French/Mandarin/Spanish 4 or French/Mandarin/Spanish 4 Honors
(regardless of level, French, Mandarin, or Spanish must be taken in 9th and 10th grades)

Social Studies—3 years

Human Geography (one semester)
World History or AP World History
United States History or AP United States History
American Government (one semester) or AP United States Government and Politics

Science—3 years

Physics and Lab
Chemistry and Lab or Chemistry and Lab Honors
Biology 1 or Honors Biology 1

Physical Education—2 years

Physical Education/Health
(2 semesters must be taken in 9th grade; 2 semesters can be satisfied by athletic team participation, one semester must be in 10th grade)

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
AP Sciences when taken as a second science
Audio/Video Production
Business and Technology*
Computer Science Advanced Topics: Data Science
Digital Fabrication and Production
Digital Photography 1 & 2
Film Studies
Fundamentals of Computer Science
Graphic Design 1 & 2
Honors Graphic Design: UX and UI
Marine Biology
Mobile App Development
Psychology*
Statistics
Theatre Production and Leadership

**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
Math 7, Algebra 1A or Algebra 1 (JH)
Science 7
French/Mandarin/Spanish 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
Math 8, Algebra 1B or Geometry (JH)
Science 8
French/Mandarin/Spanish 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/Mandarin/Spanish 1, French/Mandarin/Spanish 2 or Spanish 2 Adv, or
French/Mandarin/Spanish 3 or Spanish 3/3 Adv
Human Geography (one semester)
Humanities (one semester)
Exploring Computer Science (one semester)
Physical Education/Health 9

optional electives

Art Independent Study, Audio/Video Production, Drama, Journalism, Pinewood Singers, Treble Choir, 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/Mandarin/Spanish 3 or Spanish 3 Adv, or French/Mandarin/Spanish 4 or French/Mandarin/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, Audio/Video Production, Drama, Journalism, Pinewood Singers, Treble Choir, 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 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/Mandarin/Spanish 4 or French/Mandarin/Spanish 4 Honors, French/Mandarin/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/Mandarin/Spanish 4 or Spanish 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*
Art History*
Audio/Video Production*
Business and Technology*
Computer Science Advanced Topics: Data Science*
Dance Fitness
Debate
Digital Fabrication and Production*
Digital Photography 1 & 2*
Drama
Film Studies*
Fundamentals of Computer Science*
Graphic Design 1 & 2*
Honors Graphic Design*
Journalism
Marine Biology*
Mobile App Development*
Pinewood Singers, Psychology*
Statistics*
Technical Theatre
Theatre Production and Leadership*
Treble Choir
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

Mathematics

Math 7
Algebra 1A
Algebra 1 (JH)
Math 8
Algebra 1B
Geometry (JH)

Science

Science 7
Science 8

Computer Science

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

Social Studies

United States History 7
World History 8

Communications

Communications 7
Junior High Speech and Debate

Visual and Performing Arts

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

World Languages

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

Physical Education/Health

Physical Education 7
Physical Education 8
Health 7
Health 8

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
Social Entrepreneurship 1
Social Entrepreneurship 2

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
Chemistry and Lab
Chemistry and lab Honors
AP Chemistry
Biology 1
Honors Biology 1
Honors Biology 2: Advanced Topics
Anatomy and Physiology
Marine Biology
Psychology*

Social Studies

Human Geography
World History
AP World History: Modern
United States History
AP United States History
American Government
AP United States Government and Politics
Business and Technology*

Visual and Performing Arts

Humanities
Studio Art 1 and 2
Music Theory 1 and 2
Theatre 1 and 2
Graphic Design 1 and 2
Honors Graphic Design: UX & UI
Digital Photography 1 and 2
Film Studies
AP Art History*
AP Drawing*
AP 2-D Art and Design*
Treble Choir
Pinewood Singers
Dance Fitness
Drama
Technical Theatre
Theatre Production and Leadership

World Languages

French*/Mandarin/Spanish 1
French/Mandarin/Spanish 2
Spanish 2 Advanced
French/Mandarin/Spanish 3
Spanish 3 Advanced
French/Mandarin/Spanish 4
French/Mandarin/Spanish 4 Honors
Mandarin 5
AP Chinese Language and Culture
AP French Language and Culture
AP Spanish Language and Culture
Francophone Film, Culture, and Conversation*
Hispanic Film and Culture*

Computer Science

Exploring Computer Science
Fundamentals of Computer Science
Mobile App Development
Advanced Computer Science
AP Computer Science Principles
Advanced Topics: Data Science
Digital Production and Fabrication

Physical Education/Health

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

Communications

Speech and Debate
Journalism
Audio/Video Production
Yearbook

**course may not be offered every year*

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 close reading, discussion, and writing as avenues to comprehend and contemplate the assigned texts. Students learn how to become "literary detectives" who investigate how writers use plot structure and literary devices as tools to tell their stories. The ultimate goal is to teach students to think beyond the plot and reach deeper levels of interpretation.

Course materials may include the following:
The Breadwinner, Deborah Ellis
The Giver, Lois Lowry
Mississippi Trial, 1955, Chris Crowe
The House on Mango Street, Sandra Cisneros
Refugee, Alan Gratz

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.

Course materials may include the following:
It's Trevor Noah: Born a Crime, Trevor Noah
Sadlier Vocabulary Workshop, Level

Literature 8

Grade 8 *3 units, one year*

Literature 8 students explore the following genres of literature: the novel/novella, short story, 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 literary elements such as theme, characterization, symbolism, and figurative language. To integrate and process the concepts, students engage in presentations, papers, projects, and assessments.

Course materials may include the following:
Little Women, Louisa May Alcott
The Adventures of Tom Sawyer, Mark Twain
Of Mice and Men, John Steinbeck
Fahrenheit 451, Ray Bradbury
In the Key of Nira Ghani, Natasha Dean
Romeo and Juliet, William Shakespeare
To Kill a Mockingbird, Harper Lee
Selected short stories and poetry

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 may include the following:
Anne Frank: The Diary of a Young Girl, Anne Frank
Sadlier Vocabulary Workshop, Level D
Sadlier Grammar for Writing, Grade 9

High School: Grades 9–12

Minimum graduation requirement Grades 9–12: 4 years literature and 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.

Course materials may include the following:
The Secret Life of Bees, Sue Monk Kidd
Ender's Game, Orson Scott Card
Twelfth Night, William Shakespeare
The Catcher in the Rye, JD Salinger
*The Book Thie*f, Markus Zusak
The Poet X, Elizabeth Acevedo
The Alchemist, Paulo Coelho
Oedipus the King, Sophocles
Selected Greek Myths

Writing 9

Grade 9 *1.5 units, one semester*

Writing 9 provides a comprehensive introduction to the study of writing at the high school level. The class is centered on three primary areas—conventions, vocabulary, and writing skills—and students are exposed to a wide range of materials in an effort to help them become more comfortable and confident with the craft. Through regular reading of model texts, students learn to identify patterns of argument, organization, and rhetorical devices they can mimic in their own writing. By the end of the semester, students will have written in a variety of genres, including personal narrative, poetry, and argumentative essay. They will also complete a multifaceted research project on a self-selected topic that includes both a paper and a presentation (the Societal Awareness Project)

Course materials may include the following:
Sadlier Vocabulary Workshop, Level E
Student-selected nonfiction book related to the SAP

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.

Course materials may include the following:
Selections from *World Literature* (anthology), Holt, Rinehart, Winston, and other short stories and Biblical passages
Our Twisted Hero, Yi Munyol
Chronicle of a Death Foretold, Gabriel Garcia Marquez
Macbeth, William Shakespeare
Independence, Chitra Banerjee Divakaruni
Convenience Store Woman, Sayaka Murata
Brave New World, Aldous Huxley

The Joy Luck Club, Amy Tan
Things Fall Apart, Chinua Achebe
The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus, Sophocles
Selected short stories and poetry

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 strategies and devices. Students then apply rhetorical practices and strategies to their own writing and construct arguments on particular topics relevant to their lives and to the questions developed in their classwork. Assignments include essays of varied length focused on rhetorical analysis, personal narrative, and persuasive positions, as well as a major research paper on a justice issue, with the topic determined by the student and involving extensive critical inquiry. Students continue to hone their organizational and revision skills at the paragraph and essay level; in addition, they practice writing varied and sophisticated sentences, build mastery of complex syntax and grammar, and develop their vocabulary range and usage.

Course materials may include the following:
Just Mercy, Brian Stevenson
The Norton Reader (15th ed.)
Sadlier Vocabulary Workshop, Level F

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.

Course materials 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 Great Gatsby, F. Scott Fitzgerald
Their Eyes Were Watching God, Zora Neale Hurston
The Bear, William Faulkner
Recitatif, Toni Morrison
Additional readings include various short stories, poems, and essays by American authors.

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.

Course materials may include the following:
East of Eden, John Steinbeck
Interpreter of Maladies, Jhumpa Lahiri
The Glass Menagerie, Tennessee Williams
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
The Sound and the Fury, William Faulkner

AP English Language and Composition

Grade 11 (primarily), 12 *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.

Course materials may include the following:
Selected readings from *The Norton Reader*
The Right Stuff, Tom Wolfe
Outliers, Malcolm Gladwell
CliffsNotes AP English Language and Composition, Barbara V. Swovelin
The Princeton Review AP English Language and Composition Premium Prep 2023

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.

Course materials may include the following:
The Picture of Dorian Gray, Oscar Wilde
Sir Gawain and the Green Knight
Much Ado About Nothing, William Shakespeare
Frankenstein, Mary Shelley
Klara and the Sun, Kazuo Ishiguro
the curious incident of the dog in the night-time, Mark Haddon
Home Fire, Kamila Shamsie

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 1600s to the present. Through the close reading of selected texts, students deepen their understanding of the methods writers use to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such elements as the use of figurative language, imagery, symbolism, and tone. An introduction to critical theory provides students with further analytical tools. This seminar course aligns to an introductory college literature course and requires thoughtful discussion and writing about representative works from various genres and periods, concentrating on works of recognized literary merit. Students also receive extensive practice in analytical, expository, and argumentative essays, both timed and untimed.

Course materials may include the following:
Wuthering Heights, Emily Brontë
Hamlet, William Shakespeare
Handmaid's Tale, Margaret Atwood
Beloved, Toni Morrison
Brideshead Revisited, Evelyn Waugh
A Tale for the Time Being, Ruth Ozeki

Social Entrepreneurship 1

Grade 11 *3 units, one year*

Social Entrepreneurship 1 engages students in the process of exploring significant global problems and developing innovative solutions that drive transformative social change. 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 solutions-focused and creative. It's about students finding passion doing what they love, and executing on their unique solution to address social issues in their world. Students will learn about entrepreneurial mindsets, project management skills, marketing techniques, public speaking to start up their own social venture to make a difference in the world. By the end of the year, these students will have created mission-driven, impactful projects that will last beyond their years at Pinewood. This course asks students: what matters to me, but more importantly, what do I want to do about it?

Social Entrepreneurship 2

Grade 12 *1.5 units, one semester*

Social Entrepreneurship 2 introduces students to the theories that underpin social entrepreneurship through highly experiential, interactive, and collaborative workshops in topics such as ethics and systems thinking. Students will revisit their junior year projects using the conceptual frameworks discussed in the class. The course helps students understand the strategies that social entrepreneurs employ to create high-impact ventures. Social Entrepreneurship 2 explores 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, articles, documentaries, and guest speakers will 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. Students will walk away from this program with a deep theoretical understanding of approaches within social entrepreneurship and understand how their choices impact those constructs.

Mathematics Curriculum

From Math 7 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. In addition to the curriculum below, selected topics from statistics and probability are reviewed and taught across all non-AP class levels. 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. A TI-84 CE calculator is required for every math class.

Junior High: Grades 7 & 8

Requirement for Grades 7 and 8: 2 years

Math 7

Grade 7 *3 units, one year*

Math 7 develops mastery of some essential pre-Algebra topics including: integer arithmetic; prime numbers, factors, and multiples; fractions and mixed numbers; ratios and proportions: decimals. Across these topics students will apply the order of operations rules, simplify linear and polynomial expressions, solve simple linear equations, and work on real life applications. Following Math 7, students proceed to Math 8 to complete their preparation for high school math classes. Learning will be enhanced through an introduction to the basic features of the TI-84 graphing calculator, which will be used in all further math classes.

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 basic fraction, decimal, and percent skills, the course moves through the first half of the Algebra 1 curriculum applying skills learned in earlier mathematics courses. Students will define the major number sets, apply the order of operations, learn to simplify variable expressions, to solve equations and inequalities by applying the properties of real numbers, and work on word problems. 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 switch depending on the order of chapters in the current textbook.

Algebra 1

Grade 7 *3 units, one year*

Algebra 1 (JH) 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 cover slope, systems of equations, inequalities, an 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, and applications of quadratic solutions. Students will also work with radical and rational functions

and inequalities, considering domain and range, and algebraic restrictions. Learning will be enhanced through continued use of core functions of the TI-84 graphing calculator.

Math 8

Grade 8 *3 units, one year*

Math 8 completes mastery of the remaining essential pre-Algebra topics including: powers and roots; percents and applications; basic geometry concepts; graphing; mapping and number machines. The final topics covered cross into Algebra 1 skills, including solving multi-step linear equations, solving simple inequalities, and working with formulas. Following Math 8, students enroll in Algebra 1. Learning will be enhanced through an introduction to some additional features of the TI-84 graphing calculator, which will be used in all further classes.

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. Students will learn to simplify radical and rational expressions and solve radical and rational equations. Quadratics are introduced with factoring, graphing, and solving for real roots. Quadratic equations will be solved by factoring using the greatest common factor, factoring trinomials, perfect square and difference of squares formulas, the quadratic formula, the square root property, and completing the square. The TI-84 graphing calculator will be used to support results and to find and check solutions.

Note: some Algebra 1A and Algebra 1B topics may switch depending on the order of chapters in the current textbook.

Geometry

Grade 8 *3 units, one year*

Geometry (JH) 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 demonstrate constructions and will be expected to create two-column proofs, coordinate proofs, and paragraph proofs from scratch. iPad applications will be used to support results, demonstrate constructions, and to discover and verify geometric properties. Further topics include right-triangle trigonometry and the geometry of three-dimensional figures.

High School: Grades 9–12

Minimum graduation requirement Grades 9–12: 3 years (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 graphing, slope and its applications, the three linear forms, and systems of equations and inequalities. Quadratic functions will introduce the concepts of factoring, graphing, the nature of roots, and applications of quadratic solutions. Students will solve linear, quadratic, radical, and rational equations. 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 properties of two-dimensional plane 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. Students will complete and create two column and paragraph proofs. Further topics will include right-triangle trigonometry. iPad applications will be used to support results, demonstrate constructions, and to discover and verify geometric properties.

Algebra 2

Grades 9, 10, 11 *3 units, one year*

Algebra 2 begins with a review of Algebra 1 concepts, then 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 graph functions including quadratic, cubic, absolute value, square root, cube root, reciprocal, rational, and piecewise using translations and transformations from parent functions; they expand on their understanding of the differences between functions and relations, and explore domain and range. Students are introduced to logarithms, then simplify 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 builds upon the core concepts from Algebra 1 while deepening students' understanding of the representations and relationships of the main parent functions including linear, quadratic, cubic, absolute value, square root, cube root, radical, reciprocal, rational, piecewise, and inverse functions. The use of technology and the TI-84 graphing calculator will work to deepen students' understanding of graphing behaviors of relations. Further topics will include exponential and logarithmic functions, matrices, conic sections, sequences and series, probability, and an introduction to trigonometry including 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 graphing calculator. These concepts include functions, transformation and translations, inverses, and sequences and series. In the second semester, the course covers polynomial factoring and sketching, exponential and logarithmic functions.

Students next study several trigonometry topics beginning with right triangle trigonometry before moving on to the six main functions and their inverses, the unit circle, solving equations, graphs and application problems.

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, inverses, including piecewise functions, and the use of the TI-84 graphing calculator to support their work. 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 studied in depth, 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 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. Students calculate arc length and area under a curve. Other applications include distance, velocity, and acceleration problems. Calculus is a preparatory class for AP Calculus AB or college calculus classes and includes an introduction to topics from both AP Calculus AB and AP Calculus BC. The TI-84 graphing calculator is used extensively.

AP Calculus AB

Grades 11, 12 *3 units, one year*

AP Calculus AB teaches students to derive, understand and apply basic calculus techniques. Students study limits, continuity, derivatives of first and second order, indefinite and definite integrals, and differential equations. 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-84 graphing calculator is highly stressed throughout the course.

AP Calculus BC

Grades 11, 12 *3 units, one year*

AP Calculus BC gives students a deeper understanding of differential equations, introduces advanced integration techniques, infinite series, and their applications. Students apply calculus to parametric and polar equations, and explore several 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. The TI-84 graphing calculator continues to be used throughout this course. The course includes college level techniques and topics beyond the AP syllabus, to prepare students for multivariate calculus and other advanced math courses.

Statistics

Grades 11, 12 *3 units, one year*

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 course introduces students to descriptive statistics, probability and to sampling and experimental design. The TI-84 graphing calculator is used throughout this course. Statistics is a preparatory class for AP Statistics.

AP Statistics

Grade 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 college level 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. The TI-84 graphing calculator continues to be used throughout this course.

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 explanations 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 provides students with 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, and ecology. 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 various 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, and ecology. Lab activities and projects are an essential component of this course and are opportunities to develop science process skills. Science

writing is particularly emphasized including writing laboratory reports, conclusions, and analyses of laboratory results. Students demonstrate their mastery through a variety of assessment methods including projects, presentations as well as laboratory work. This course is a foundation for students who desire to continue with 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 10, 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 10, 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.

Psychology

Grades 10, 11, 12 *1.5 units, one semester*

Psychology introduces students to the scientific study of human behavior and mental processes. Grounded in science, psychology offers applications to everyday life. While considering the psychologists and studies that have shaped the field, students explore and apply

psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, human development, motivation, emotion, and personality, positive psychology, social psychology, psychological disorders, and clinical psychology. Instructional methods include class discussions, lectures, videos, surveys, and experiential activities. The class culminates with student-led lessons on topics of interest such as sports psychology, ethical decision-making, and emotional wellness.

The course will be broken into two one-semester classes. Students can opt to take one or both semesters in either order.

(course may not be offered every year or offered both semesters)

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

Human Geography

Grade 9 *1.5 units, one semester*

Human Geography is a semester-long course that studies the relationship between people, places, and the environment. By incorporating thematic elements of population, culture, agriculture, and industrialization, as well as employing geographic concepts, students will examine the effects of human movements and developments throughout history. Students will study how humans organize themselves socially, economically, and politically to analyze

the modern environmental makeup. Throughout the semester, students will engage with contemporary global issues and multicultural viewpoints to expand their worldview and develop critical thinking skills. Case studies and project-based learning activities will be instrumental in connecting geographic factors to human issues.

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 C.E. to the present. The course is chronological and covers many important societies around the world. A major focus of the course is the interaction between various societies, how global forces impact societies in different or similar ways, and how various societies react to external forces. Major skills emphasized include historical argumentation, using relevant historical evidence to prove arguments, cause and effect in history, and comparison and contextualization of historical developments. The course also prepares students to take the 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.

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. Through free response and multiple-choice practice exams in the AP format, the course prepares students to take the AP exam in May. 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.

Business and Technology

Grades 10, 11, 12 *1.5 units, one semester*

Business and Technology lays the groundwork for a solid understanding of knowledge essential to the business world and develops technical proficiency in relevant technical skills to ensure that students thrive in a global economy. Aligned with The Common Career Technical Core and the International Society for Technology Education's Student Standards, the course covers key topics such as professional ethics, product pricing strategies, and marketing. Additionally, the curriculum emphasizes developing 21st-century skills to prepare students for future academic and professional engagement. Through project-based learning, students enhance their technical abilities around creating and giving presentations and processing software, along with effective spreadsheet usage.

(course may not be offered every year or offered both semesters)

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, Mandarin, or Spanish. Students learn that effective communication is the key to understanding, relating to, and respectfully engaging with other cultures. To that end, total language immersion is practiced at every level, and students are encouraged to use their French, Mandarin, or Spanish language skills in and out of school in order to solidify their knowledge and broaden their cultural experiences. The goal of the world language program is to prepare students to successfully communicate in either French, Mandarin, or Spanish 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 and 8: 2 years of French, Mandarin, or Spanish

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 French for real life purposes. The course proficiency goal is *novice mid*. Themes for this course include celebrations, identities, pastimes and hobbies, school life and family and relationships. All these themes focus on different francophone countries.

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 Franco-

phone 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 identities, family units, pastimes and hobbies, stages of life and family celebrations, clothing and fashion, traditional food, French revolution, and countries such as Senegal and Madagascar.

Junior High: Grades 7 & 8 Mandarin

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

Mandarin 1A

Grade 7 *3 units, one year*

Mandarin 1A is designed to provide beginners with 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 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 Mandarin for real life purposes. Themes for this course may include a review of pinyin, clothing, hobbies, relationships, food, and sports.

Junior High: Grades 7 & 8 Spanish

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

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 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 identity, family, pastimes and hobbies, people, and celebrations and traditions 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 who 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, Cuba and immigration, homes around the Spanish-speaking world, and celebrations and traditions of the Spanish-speaking world..

Spanish 2 Accelerated

Grade 8 *3 units, one year*

Spanish 2 Accelerated continues to develop students' oral and written Spanish 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 *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, living sustainably, Yanga and Spanish colonization, the life of Selena Quintanilla, Colombian culture, and celebrations and traditions of the Spanish-speaking world..

High School: Grades 9–12 French

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

French 1

Grade 9 *3 units, one year*

French 1 is a project-based learning 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. Through hands-on activities, 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. Through engaging and interactive sessions, students will actively communicate in the target language with peers from around the world. They will exchange information about their school, city, community, pastimes and hobbies, family unit, and celebrations. Simultaneously, these interactions will deepen their comprehension of the varied history, culture, social dynamics, and geography of Francophone countries. The course proficiency goal is *novice high*.

(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 include school life, food, work and volunteering, city life (focusing mostly on Paris), transportation, health and travel. All these themes focus on different francophone countries.

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 identities, daily routines, relationships, future careers, technology and environmental responsibilities, art, and aesthetics.

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* level on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts, and ideas on a wide variety of topics including current events and 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 include relationships, city life, media and technology, justice and politics, immi- gration, family, progress and research, pastimes and work.

French 4 Honors

Grades 10, 11, 12 *3 units, one year*

French 4 Honors builds on the language development from previous courses and 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 and 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. After successfully completing this course, students are prepared for AP French Language.

Francophone Film, Culture, and Conversation

Grades 11, 12 *3 units, one year*

Francophone Film, Culture, and Conversation provides an immersive journey into the richness of French-speaking societies through the extensive production of Francophone cinema (France, Senegal, Caribbean, Quebec, Indian Ocean, etc), and popular culture. Designed to cultivate a nuanced understanding of diverse perspectives, the curriculum actively fosters critical thinking skills. Students will delve into various contemporary aspects of Francophone countries, exploring the dynamics of modern social, political, and economic landscapes. Throughout the course, students will engage with authentic resources, ranging from live-action and animated films to stand-up comedies, social media, commercials, and speeches.

Key topics covered include:

- Youth and Education
- Social Justice
- Family Life
- Racism and Tolerance
- Identity and Gender
- Post-colonialism
- Immigration

(course may not be offered every year)

AP French Language and Culture

Grades 11, 12 *3 units, one year*

AP French Language and Culture is designed to prepare students for the AP French Language and Culture examination. It is taught exclusively in French. Students enrolling in this class must have a solid foundation in the following four language skills: speaking, writing, listening and reading. The role of this class will be mainly to fine tune these skills while focusing primarily on communication especially interpersonal, interpretive and presentational communication.

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, Mandarin, or Spanish 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 com-

municative 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 learn 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 structure of Chinese characters. 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

Grades 9, 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 *emerging intermediate low* 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 structure of Chinese characters. 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 *emerging 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

Grades 9, 10, 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* 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 structure of Chinese characters. 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 the *intermediate low* range. Themes for this course may include a review of pinyin, physical attributes, expressing preferences, sports, leisure activities, travel and transportation.

Mandarin 4

Grades 10, 11, 12 *3 units, one year*

Mandarin 4 continues to provide students an opportunity to demonstrate their proficiency in a variety of contexts. The curriculum continues to prepare students to perform interpersonal, interpretive, and presentational communicative tasks within the *intermediate low* to *emerging intermediate mid* range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts, and ideas on a wide variety of topics. The units for this course may include media and technology, holiday and celebration, environment, health and travel. Students will be able to make comparisons between the products, practices, and perspectives of Chinese-speaking cultures and other cultures and 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 Chinese using more complex structures and vocabulary in authentic and meaningful ways. Students also begin to use paragraphs to express their oral and written communication and use transition words to improve their overall fluency.

Mandarin 4 Honors

Grades 10, 11, 12 *3 units, one year*

Mandarin 4 Honors continues to provide students an opportunity to demonstrate their proficiency in a variety of contexts while preparing them to perform interpersonal, interpretive and presentational communicative tasks within the *intermediate mid* to *intermediate high* range on the ACTFL Proficiency Guidelines. Students will practice communication skills in more complex situations and accomplish a wider range of tasks. They will participate in discussions, express opinions and emotions. The topics they learn include holidays, geography, and social settings. Students can understand and produce more complex questions and statements by using different time frames and switching between time frames accurately. They will be able to maintain a conversation with some fluency.

Mandarin 5

Grades 11, 12 *3 units, one year*

Mandarin 5 continues to provide students an opportunity to demonstrate their proficiency in a variety of contexts. The curriculum continues to prepare students to perform interpersonal, interpretive and presentational communicative tasks within the *intermediate mid* range on the ACTFL Proficiency Guidelines. At this level, students will demonstrate the ability to create enough language that shows the beginning of connectedness. Students will be able to create strings of sentences with complexity and using transition words. Connectedness begins to emerge as they create groupings of sentences. The topics they learn include holidays, geography, and social settings. Students will begin to transfer previously learned skills and language to new structures/functions.

AP Chinese Language and Culture

Grades 11, 12 *3 units, one year*

The **AP Chinese Language and Culture** course is designed to foster effective communication in the Chinese language, prioritizing the application of interpersonal, interpretive, and presentation skills within authentic context. Through immersive language experiences, students will enhance their vocabulary usage, language control, communication strategies and cultural awareness. The primary goal of the course is to develop students' ability to understand and express themselves in Chinese, placing an emphasis on meaningful communication rather than rigid grammatical accuracy.

This course is taught exclusively in Chinese. Other than enhancing language proficiency, students will also explore various aspects of Chinese culture, including literature, history, art, customs and contemporary issues. The course aims to form a balance between linguistic mastery and cultural insight, preparing students not only for success in the AP Chinese Language and Culture Exam but also to build Chinese culture insight and seek a deeper understanding towards one's own culture and identity.

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 Spanish

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

Spanish 1

Grade 9 *3 units, one year*

Spanish 1 i 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 *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 living sustainably, storytelling, the life of Selena Quintanilla, Yanga and Spanish colonization, Colombian culture, and celebrations and traditions of the Spanish speaking world.

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 and 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.

Hispanic Film and Culture

Grades 11, 12 *3 units, one year*

Hispanic 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 student‘s 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

Visual and Performing Arts Curriculum

The Visual and Performing Arts program focuses on creating competent, confident performers, 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 choirs. The visual arts curriculum encourages experimentation and helps young artists communicate their unique voice, develop proficiency in various media, cultivate a growth mindset, and appreciate art history and contemporary art.

Junior High: Grades 7 & 8

Minimum requirement Grades 7 and 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 Design and Engineering 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 art show.

Musical Theatre 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 repertoire, perform monologues and scenes, and learn different styles of dance. This course 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 units, 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 8

Grade 8 *1.5 units, one semester*

Musical Theatre Performance 8 gives students a more in-depth experience developing the techniques and skills learned in Musical Theatre 7 through the rehearsal and presentation of a fully-staged and produced musical theatre production. Students will audition for roles, and learn songs, scenes, and choreography within the context of the show. 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. 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 and Design

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, 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 requirement.

Graphic Design 1

Grades 10, 11, 12 *1.5 units, one semester*

Graphic Design I incorporates a number of different design and computer skills that challenge creativity. The creative design programs, Adobe Procreate, 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 ranging 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.

Honors Graphic Design: UX and UI Design

Grades 11, 12 *1.5 units, one semester*

Honors Graphic Design: UX and UI Design provides students with an in-depth exploration of

the tools and techniques used in graphic design and User Experience Design, the field of graphic design devoted to how elements appear on websites and apps and how the user interacts with this design. Students will learn to use industry-standard software such as Adobe Creative Suite and Figma to create and edit visual designs. Students will develop typography, layout, color theory, and image manipulation skills. Additionally, they will learn the principles of visual communication and how to create designs that effectively convey a message. The class will also cover the history and theory of graphic design, real-world applications, and professional practices in the field. Students will learn to use design thinking to develop and evaluate their designs and have the opportunity to work on real-world projects that address real-world problems.

Students work on personal projects that result in the website of their designs. Examples could include tee shirts, logos, festival posters, and wire-framing for apps (designed, not coded).

(Honors Design does not fulfill the VPA requirement, and GD1 & GD2 are prerequisites for enrollment. Course may be repeated)

Digital Photography 1

Grades 10, 11, 12 *1.5 units, one semester*

Digital Photography 1 is a fun-filled introductory photography course in which students look at land- scapes, 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 programs, Adobe Lightroom and Adobe Photoshop. Students express themselves creating unique projects that are thought-provoking and attractive.

Required materials:
DSLR Camera

Digital Photography 2

Grades 11, 12 *1.5 units, one semester*

Digital Photography 2 builds on the skills and concepts learned in Digital Photography 1, and delves deeper into the art and science of digital photography. Students will explore advanced techniques in lighting, composition, and exposure, and will use these skills to produce photographs with greater technical precision and creative expression. Students will do five projects resulting in printed digital images and work independently in our class time. By the end of the course, students will have a sophisticated understanding of the technical and creative aspects of digital photography, as well as a strong portfolio of professional work that demonstrates their unique artistic vision.

Required materials:
DSLR Camera

Art Independent Study

Grades 9, 10, 11, 12 *0.5 units, one semester*

Art independent Study is a project-based course which is student focused. The instructor provides a thematic prompt and students create work to correspond to this prompt. This class is intended for beginners or for advanced students who want to have time to focus on shorter sustained projects. Art mediums range from drawing, painting, digital art, design, sculpture, or photography. Direction for the projects and the medium used is chosen by the students in this fun and flexible class. Taught two days a week at lunch.

AP 2D Art and Design

Grades 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.

AP Drawing

Grades 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, and 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 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.

(course may not be offered every year)

Film Studies

Grades 10, 11, 12 *1.5 units, one semester*

Film Studies 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 beyond 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.

Possible Film List:

2001: A Space Odyssey *The Graduate*

Rear Window
Vertigo
A Bronx Tale
The Godfather
Pulp Fiction
Shawshank Redemption
One Flew Over the Cuckoo's Nest
The Martian
Parasite
Jaws
Run Lola Run
Memento
Amelie
American Beauty
Truman Show
Election
In the Mood for Love
The Shining

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, basic keyboard skills, and creative composition activities, beginning with simple note and rhythm reading and advancing to basic melodic analysis and musical composition. 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, basic keyboard skills, and creative composition activities. This course fulfills half of the Visual and Performing Arts requirement.

Treble Choir

Grades 9, 10 *3 units, one year*

Treble Choir is a choir for altos and sopranos 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, and festivals. 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 Treble Choir 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 (basses and tenors) 11, 12 (all vocal ranges) *3 units, one year*

Pinewood Singers is a mixed voice vocal ensemble for basses and tenors in grades 9–12 and altos and sopranos 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, and festivals. 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—Pinewood Take Note

Grades 9, 10, 11, 12 (audition required) *3 units, one year*

Pinewood Take Note 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. Enrollment in Pinewood Take Note is determined by an audition held at the end of the previous school year and students must be concurrently enrolled in either Treble Choir or Pinewood Singers. 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 three to four 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 confidence in performance on stage and off. Students will study and perform exercises designed to build skills in character development, vocal projection and voice, face, and body expressiveness. Some of the specific areas of study may include improvisation, storytelling, method acting, memorization techniques, and non-verbal communication. Students will communicate their understanding of concepts covered in this class through short essays on character analysis and dramatic criticism, and through peer evaluations and oral presentations. This course fulfills 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 filmed 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 *1.5 units, 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 have the opportunity to participate during evening hours to work back-stage during dress rehearsals and during the run of the show.

(course may be taken multiple times)

Theatre Production and Leadership

Grades 11, 12 *1.5 units, one semester*

Theatre Production will continue to build upon the fundamental elements taught in Technical Theater in the areas of stagecraft, lighting, sound, and stage management. Emphasis will be placed on leadership and project management. Students who take Theater Production will be asked to direct student teams, ensure execution of assigned projects, and maximize safety standards.

(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. 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 ten 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 *1 unit, one year*

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 cardiovascular stamina, and have performance opportunities both on-campus and in the community.

(course may be taken multiple times)

Computer Science Curriculum

The Computer Science curriculum prepares students for the 21st century by providing them with foundational knowledge, concepts, and critical thinking skills in a project-based learning environment. Students engage in active learning through collaborative as well as individual projects. Knowledge, concepts, reflections, problem solving, and analytical skills are practiced in all classes.

Incorporation of the design thinking and engineering process model will help students explore prototyping, iterations, testing, making, and communicating—a natural partner to computer science and technology. In addition, students learn and practice solving problems by applying computational thinking concepts and skills to logic-based processes and challenges. Student-centered learning, risk-taking, and accepting and embracing change is the approach modeled and expressed. A variety of content and methods are presented to empower students. A key skill and factor for success in the 21st century world is embracing and accepting change and continued improvement.

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 on our lives. 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.

Digital Production and Fabrication

Grades 9, 10, 11, 12 *1.5 units, one semester*

Digital Production and Fabrication will focus on expansive usage of makerspace tools and equipment and the digital applications that inform them. In addition to using a variety of professional platforms to design and create digital projects, students will also learn how to properly calibrate and customize machines, drivers, and workflows to best suit each project's specific needs and features. Students will be encouraged to push the limits of their imaginations and the tools that help bring their digital creations to life.

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, learn to process and manipulate digital images, and solve various problems using algorithms designed for effectiveness and efficiency. In addition to programming, this course covers computing topics, such as abstraction, recursion, design, concurrency, simulation, and the limits of computation.

Mobile App Development

Grades 10, 11, 12 *1.5 units, one semester*

Mobile App Development takes the knowledge and skills gained in the Exploring Computer Science and Fundamentals 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 design 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 effective collaboration.

Required materials:
Students taking Mobile App Development must have access to a personal laptop for the semester. As laptop availability should not be a barrier to taking this course, please speak with our Director of Technology if this is an issue.

Advanced Computer Science

Grades 10, 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 computer science curriculum, this course covers and reinforces topics such as data and functional 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

Grades 11, 12 *1.5 units, one semester*

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

The course deepens the understanding and skills taught in previous prerequisite courses, around computing topics such as creativity, networking, abstraction, programming, big data, privacy, security, 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.

Computer Science Advanced Topics: Data Science

Grades 11, 12 *1.5 units, one semester*

Data Science is a follow-on course to AP Computer Science Principles, and covers topics, concepts, and skills relevant to Big (and small) Data collection, processing, analysis, and visualization. Using the Python programming language and its rich and powerful set of

modules and tools, students learn how to extract and clean data from various sources. Students also learn how to query the data and use different analysis and visualization techniques and tools to gain insights and answer questions relevant to them personally, and to society as a whole. This course uses data from fields like business, economics, psychology, and sociology, and applies various programming and analysis methods to learn about different phenomena and ask more insightful follow up questions.

This is a “blended online + in-class” course, which means that students can take the lessons on their own schedule, as long as they follow the course timeline and complete projects and assignments per the published schedule. The entire class meets on a regular basis (during one period, every two weeks) for in-person discussions, tutorials, workshops, reviews, and Q&As.

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: Grade 7

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, 10, 11, 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, 10, 11, 12 *1 unit, one year*

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, 10, 11, 12 *pass/no pass, one year*

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. Enrollment in Yearbook is a full-year commitment due to the ongoing nature of producing an annual yearbook.

(course may be taken multiple times)

Audio/Video Production

Grades 10, 11, 12 *1.5 units, one semester*

In **Audio/Video Production** students will explore the exciting world of audio and video production. This dynamic and hands-on course is designed to provide a comprehensive understanding of the technical and creative aspects of producing high-quality audio and video content. Students will learn the fundamentals of camera operation, video editing, audio recording, and storytelling techniques. Through a combination of lectures, demonstrations, and practical projects, students will gain the skills and knowledge necessary to plan, shoot, and edit their own audio and video productions. Whether you aspire to become a filmmaker, YouTuber, podcaster, or simply want to enhance your multimedia skills, this course will empower you to bring your creative visions to life.

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 level.

Junior High: Grades 7 & 8

Physical Education 7 | Physical Education 8

Grades 7 and 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, human development and reproduction, 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

PE/Athletics

Grades 9 & 10 — *1 unit, one year (each grade level)*

PE/Athletics (taken in grades 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.

Student Athletes may fulfill the 10th grade PE/Athletics requirement by playing on a Pinewood athletic team or on an approved competitive team outside of Pinewood for a minimum of two seasons. This can be a mix of sports, e.g Girls Tennis in Semester 1 and Girls Soccer in Semester 2. One sport season must be completed in 10th grade. One sport season is equal to one semester of PE/Athletics.

Health 9

Grade 9 *no credit, two weeks*

Heath 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 *1 unit, one year*

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 cardiovascular stamina, and have performance opportunities both on-campus and in the community.

(course may be taken multiple times)

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 semester 1 and quarter 3 grades and teacher recommendation.

Mathematics

Math 7 (7th grade)

All incoming 7th graders will be enrolled in either Math 7, Algebra 1A (the first year of a two-year Algebra 1 class), or Algebra 1 (a one-year Algebra 1 class).

Placement into Math 7 is based on several factors including teacher recommendations and a placement test.

Advancement:

- students in Math 7 continue to Math 8

Algebra 1A (7th grade)

All incoming 7th graders will be enrolled in either Math 7, Algebra 1A (the first year of a two-year Algebra 1 class), or Algebra 1 (a one-year Algebra 1 class).

Placement into Algebra 1A is based on several factors including teacher recommendations and a placement test.

Advancement:

- students in Algebra 1A continue to Algebra 1B

Algebra 1 (JH)

All incoming 7th graders will be enrolled in either Math 7, Algebra 1A (the first year of a two-year Algebra 1 class), or Algebra 1 (a one-year Algebra 1 class).

Placement into Algebra 1 (JH) is based on several factors including teacher recommenddations and a placement test.

Advancement:

- students who demonstrate full mastery of all prerequisite math skills in Algebra 1 (JH) and who achieve over 75% and have a teacher recommendation will enroll in Geometry (JH) in 8th grade
- students who achieve below 75% will enroll in Algebra 1B

Math 8 (8th grade)

Students in Math 7 continue to Math 8

Advancement:

- students in Math 8 continue to Algebra 1

Algebra 1B (8th grade)

Students in Algebra 1A continue to Algebra 1B.

Advancement:

- all Algebra 1B students take an algebra skills placement test for high school math placement
- students in Algebra 1B (8th grade) who have a teacher recommendation and achieve over 75% will enroll in high school Geometry in 9th grade
- students who achieve below 75% in Algebra 1B will enroll in a one-year high school Algebra 1 class in 9th grade

Geometry (JH)

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

- a grade of 75% or higher in Algebra 1 (JH), and
- a teacher recommendation

Advancement:

- all Geometry (JH) students take an algebra skills placement test for high school math placement.
- students in Geometry (JH) who achieve over 93%, and who also achieved over 93% in Algebra 1 (JH), with teacher recommendation. are offered placement in Algebra 2 Advanced
- students who achieve over 70%, but do not place into Algebra 2 Advanced, will enroll in Algebra 2
- students who achieve below 70% re-enroll in high school Geometry

World Languages

For all students entering 7th grade (this includes students coming from Pinewood's Middle Campus) and new students entering 8th grade, 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 students new to Pinewood, 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 grade-specific Literature class (Literature 9 and Literature 10 respectively) but in 11th and 12th grades, there are two literature classes offered in each grade. 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 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

Note: *As American Literature is not an honors course and, therefore, not designed to prepare students for AP Literature, the teacher recommendation is the deciding factor for placement into AP Literature.*

Mathematics

Algebra 1

This course is for students who place into Algebra 1 based on teacher recommendation, placement test results, and previous classes.

Advancement:

- advancement is based on teacher recommendation and grades from both semesters
- students who achieve 70% in Algebra 1 will enroll in Geometry

- students who do not achieve above 70% will retake Algebra 1

Geometry

This course is for students who achieve 70% or higher in Algebra 1 or 75% or higher in Algebra 1B.

Advancement:

- students in Geometry who achieve 70% will enroll in Algebra 2
- students who achieve over 95% in Geometry and over 95% in Algebra 1, and receive a teacher recommendation, may be offered placement in Algebra 2 Advanced
- students who do not achieve above 70% will retake Geometry
- an Algebra 2 placement exam may be given

Algebra 2

This course is for students who demonstrate Algebra 1 competency and achieve 70% or higher in Geometry.

Advancement:

- students in Algebra 2 who achieve over 80% and have a teacher recommendation may enroll in Precalculus with Trigonometry
- students who do not achieve above 70% will retake Algebra 2
- students who wish to enroll in Precalculus with Trigonometry Honors need to achieve over 93% in Algebra 2, and
  - have a record of high grades in previous math classes
  - receive a teacher recommendation, or
  - complete a Pinewood advancement summer course
- students who achieve at least 85% in Algebra 2 may enroll in Statistics in junior or senior year
- students who achieve over 90% and receive a teacher recommendation, may enroll in AP Statistics in senior year

Algebra 2 Advanced

This course is for students who achieve over 95% in Geometry and over 95% in Algebra 1 , and receive a teacher recommendation.

Advancement:

- students in Algebra 2 Advanced who achieve over 90% and have a teacher recommendation may enroll in Precalculus with Trigonometry Honors
- students who achieve over 75% in Algebra 2 Advanced may enroll in Precalculus with Trigonometry
- students who do not achieve above 70% must enroll in Algebra 2
- students who achieve at least 80% in Algebra 2 Advanced may enroll in Statistics in junior or senior year
- students who achieve over 85% and receive a teacher recommendation, may enroll in AP Statistics in senior year

Precalculus with Trigonometry

This course is for students who receive a teacher recommendation and achieve over 80% in Algebra 2 or over 75% in Algebra 2 Advanced.

Advancement:

- students in Precalculus with Trigonometry who achieve over 90% and have a teacher recommendation may enroll in Calculus

Precalculus with Trigonometry Honors

This course is for students who receive a teacher recommendation and

- achieve over 90% in Algebra 2 Advanced
- achieve over 75% in Algebra 2 Advanced or over 93% in Algebra 2 and
  - have a record of high grades in previous math classes
  - complete a Pinewood advancement summer course

Advancement:

- students in Precalculus with Trigonometry Honors who achieve over 90% and have a teacher recommendation may enroll in AP Calculus AB
- students in Precalculus with Trigonometry Honors who achieve at least 80% and have a teacher recommendation may enroll Calculus

Calculus

This course is for students who have a teacher recommendation and achieve over 90% in Precalculus with Trigonometry or achieve over 80% in Precalculus with Trigonometry Honors.

Advancement:

- students in Calculus who achieve over 90% and have a teacher recommendation may enroll in AP Calculus AB

AP Calculus AB

This course is for students who have a teacher recommendation and achieve over 90% in Precalculus with Trigonometry or Calculus.

Advancement:

- students who achieve over 85% in AP Calculus AB and have a teacher recommendation may enroll in AP Calculus BC

AP Calculus BC

This course is for students who have a teacher recommendation and achieve over 85% in AP Calculus AB.

Statistics

This course is for junior or senior year students who

- achieve over 85% in Algebra 2
- achieve over 80% in Algebra 2 Advanced

Advancement:

- students in who achieve over 85% in Statistics and have a teacher recommendation may enroll in AP Statistics

AP Statistics

This course is for senior year students who have a teacher recommendation and

- achieve over 90% in Algebra 2
- achieve over 85% in Algebra 2 Advanced

Science

Physics and Lab

All students in 9th grade take Physics and Lab. At the end of 9th grade, students will be placed in either Chemistry and Lab or Chemistry and Lab Honors.

Advancement:

- to be considered for Chemistry and Lab Honors, students must
  - earn at least 90% for both semesters of Physics
  - earn at least 90% on both semester final exams in Physics
  - demonstrate thoughtful class participation
  - show a high level of commitment and maturity
  - have an interest in the subject matter
  - demonstrate strong math and analytical skills
- students who do not meet the above criteria, will continue to Chemistry and Lab

Chemistry and Lab

This course is for all 10th grade students not recommended for Chemistry Honors.

Advancement:

- most students enrolled in Chemistry and Lab will continue to Biology 1 in 11th grade
- strong students who achieve 90% or higher, can ask for a recommendation to Biology Honors I

Chemistry and Lab Honors

This course is for 10th grade students who earn at least a 90% in Physics and Lab and show maturing analytical and mathematical skills.

Advancement:

- students who achieve an 87% or higher in Chemistry Honors and show well-developed organizational, analytical, and problem-solving skills may be recommended for Honors Biology 1
- students who achieve below 87% will enroll in Biology 1
- students who achieve at least 90% in Chemistry Honors may be recommended for AP Chemistry

Biology 1

This course is for all 11th grade students not recommended for Honors Biology 1.

Advancement:

- students who achieve a 90% or higher in Biology 1 and show strong motivation, and good academic habits can ask to be recommended to Honors Biology II, Advanced Topics

Honors Biology 1

This course is for 11th grade students who achieve an 87% or higher in Chemistry Honors and show well-developed organizational, analytical, and problem-solving skills.

Advancement:

- students who achieve a 82% or higher in Honors Biology 1 and show strong motivation, and good academic habits can ask to be recommended to Honors Biology II, Advanced Topics
- students who achieve below 87% will enroll in Biology 1
- students can also be recommended for AP Physics C if they are in an approved math class (AP Calculus AB, preferably moving to AP Calculus. BC)

AP Chemistry

This course is for 11th and/or 12th grade students who achieve a 90% or higher in Chemistry Honors and receive a teacher recommendation.

AP Physics C

Enrollment in this course is for 11th and/or 12th grade students who receive a recommendation from their Chemistry Honors and/or Honors Biology 1 teacher and are in the process of taking the AP Calculus series (AP Calculus AB/BC).

Double Science Enrollment

11th grade students in any science course may begin doubling up on science courses by taking any science elective or science AP for which they are recommended.

Science Electives

11th and 12th grade students may enroll in any science elective without a specific teacher recommendation.

Social Studies

Human Geography

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

World History

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

AP World History (WHAP)

Oftentimes, students and parents have questions regarding AP World History placements. First and foremost, it should be stated that no other AP course makes such a large developmental jump in academic skills between courses than between World Cultures and Religions and AP World History. As with all AP courses, AP World has a college-level syllabus and students are expected to read and write essays at a college-level pace. A student should be sure that they are willing to take on the college-level workload. The following is required for a recommendation to AP World History:

- a grade of 93% or above in Human Geography
- a grade of 93% or above in the *test/quizzes* categories of Human Geography
- writing assessments in Human Geography will be considered
- students must also 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

United States History

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

AP United States History (APUSH)

Course placements for 11th grade are done in April but are contingent upon completion of the second semester. In order to be recommended into AP United States History, students must meet the following requirements 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

- consistent growth in writing skills and content mastery throughout the year
- writing assessments in sophomore level history courses will be considered

In addition, 10th grade students enrolled in AP World History must achieve

- a grade of 87% or above in Semesters 1 and 2

10th grade students enrolled in World History must achieve

- a grade of 90% or above in Semesters 1 and 2
- a average grade of 92% or above in the *test/quizzes* category

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.

American Government

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

AP United States Government and Politics

Course placements for 12th grade are done in April but are contingent upon completion of the second semester. In order to be recommended into AP United States Government and Politics, students must meet the following requirements 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
- consistent growth in writing skills and content mastery throughout the year

In addition, 11th grade students enrolled in AP United States History must achieve

- a grade of 87% or above in Semesters 1 and 2

11th grade students enrolled in US History and US History Honors must achieve

- a grade of 90% or above in Semesters 1 and 2
- a average grade of 87% or above in the *test/quizzes* category

Course placements will be evaluated at the end of Q3. Placements are subject to reevaluation at the end of Q4.

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 students new to Pinewood, and the STAMP 4s for current students. Students are placed according to this chart. Occasionally, a 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

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

- teacher recommendation*
- proficiency exam results (STAMP 4s)

- grade of 87% or above in current course of study
- strong work ethic

*Teacher recommendation supersedes other criteria

Advanced and Honors Level Language Courses

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

- teacher recommendation
- proficiency exam results (STAMP 4s)
- a grade of 87% or above in current course of study
- strong work ethic

AP Level Courses

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 instructor
- a grade of 87% 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 Art and Design

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, or 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.

Graphic Design 2

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

- to complete Graphic Design 1

Digital Photography 2

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

- to complete Digital Photography 1

Honors Graphic Design

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

- to complete Graphic Design 1 and 2
- meeting with the teacher to discuss the course requirements and get official approval (signature by teacher, student and parent)

AP 2D Art and Design

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

- a grade of 93% 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 Drawing, students will need:

- a grade of 93% 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 Art History

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

- a grade of 93% in the prerequisite class, Humanities
- meeting with the teacher to discuss the course requirements and get official approval (signature by teacher, student and parent)
- 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 courses at the discretion of the teacher.

Advancement:

Students interested in continuing to Fundamentals of Computer Science must demonstrate the following habits:

- thoughtful and substantial written reflection on programming projects on a regular basis.
- thoughtful and substantial presentations on “Computing in the News” on a regular basis
- work is consistently turned in on time, complete and thorough

Fundamentals of Computer Science

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

- to complete Exploring Computer Science, and receive
- a teacher recommendation to continue taking CS elective classes, or
- complete equivalent course/experience approved by the teacher

Advancement:

To receive a recommendation for follow-on CS electives (Mobile App Development, Advanced Computer Science, AP Computer Science Principles, or Computer Science Advanced Topics: Data Science) students must continue to demonstrate the following habits:

- thoughtful and substantial written reflection on programming projects on a regular basis.
- thoughtful and substantial presentations on “Computing in the News” on a regular basis
- work is consistently turned in on time, complete and thorough
- consistent high quality completion of the “Extra Experience” portions of the coding projects

Mobile App Development

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

- to complete Fundamentals of Computer Science, and receive
- a teacher recommendation to continue taking CS elective classes, or
- complete equivalent/course/experience approved by the teacher
- have access to a personal laptop computer (please speak with the Director of Technology if this is an issue

Note: *Students should not take this course in the same semester as Advanced Computer Science.*

Advanced Computer Science

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

- to complete Fundamentals of Computer Science, and receive
- a teacher recommendation to continue taking CS elective classes, or
- complete equivalent/course/experience approved by the teacher

Note: *Students should not take this course in the same semester as Advanced Computer Science.*

AP Computer Science Principles

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

- to complete Fundamentals of Computer Science, Mobile App Development, and Advanced Computer Science, and receive
- a teacher recommendation to continue taking CS elective classes, or
- complete equivalent/course/experience approved by the teacher

Note: *Students may take AP Computer Science Principles and Computer Science Advanced Topics: Data Science in any order.*

Computer Science Advanced Topics: Data Science

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

- to complete Fundamentals of Computer Science, Mobile App Development, and Advanced Computer Science, and receive
- a teacher recommendation to continue taking CS elective classes, or
- complete equivalent/course/experience approved by the teacher

Note: *Students may take AP Computer Science Principles and Computer Science Advanced Topics: Data Science in any order.*