



Pinewood School

Course Catalog

2025–2026

Grades 7–12

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Course Catalog 2025–26

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Mission Statement

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

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

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

Portrait of a Graduate

Pinewood's student WISCRs outline our goals for student growth and integrate our mission into the daily school experience.

Pinewood graduates are...

Well-rounded Individuals

Pinewood graduates never stop learning and participating as they honor their passions while embracing new challenges.

Insightful and Critical Thinkers

Pinewood graduates develop solutions to complex problems through thoughtful exploration, critical analysis, and the effective application of knowledge.

Self-Motivated

Pinewood graduates lead by example with confidence and tenacity, embracing responsibility as an opportunity to grow and improve.

Clear Communicators

Pinewood graduates employ their exceptional listening and observation skills to deeply connect with others through a variety of media—written, spoken, and visual.

Respectful Individuals of Character

Pinewood graduates demonstrate integrity while honoring the differences of each individual and seeking to resolve conflicts through kindness and compassion.

Portrait of an Educator

Pinewood's faculty WISCRs detail our aspirations for every educator, guiding us in achieving our mission and our student learning outcomes.

Pinewood educators are...

Welcoming

Pinewood educators value everyone's unique experiences and perspectives, promoting an inclusive environment where everyone can be themselves.

Inspiring

Pinewood educators foster a culture of learning by sharing their specialized knowledge and passion, sparking curiosity in students and encouraging them to embrace new challenges.

Student-Centered

Pinewood educators prioritize each individual student's growth, believing strongly in their unlimited potential.

Community-Focused

Pinewood educators build meaningful relationships with colleagues, students, and families, creating a supportive community.

Role Models

Pinewood educators live by our values of compassion, joy, purpose, belonging, and respect, acting as role models as they guide students to become confident individuals of character.

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 affect positive change within our community and in the world beyond.

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, AT, and Honors Courses

Pinewood offers a broad range of AP (Advanced Placement), AT (Advanced Topics), 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/AT or Honors course and are not recommended may be admitted through a petition process. The maximum number of AP/AT classes in which students may enroll is limited to five (5) AP/AT classes for seniors, and four (4) AP/AT classes for juniors (not including AP English Language). Honors courses are offered in Algebra 2, Biology, 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, United States History, United States Government and Politics, World History, Statistics, Chemistry, Physics C: Mechanics, Chinese Language, French Language, Spanish Language, Computer Science A, Computer Science Principles, Drawing, 2D Art and Design, and Art History. We offer AT Biology and AT Calculus C + Applications, both of which prepare students for the concurrent AP exams, AP Biology and AP Calculus BC. We also offer AT Data Science and Machine Learning, our most advanced computer science class.

All sophomores and juniors enrolled in AP classes are expected to take the corresponding College Board AP Exam 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 and 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 test 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 submit the Course Requests through Veracross. (Families new to Pinewood will complete this process 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 be placed in an honors level class in Algebra 2, Chemistry, French 4, Mandarin 4, Spanish 4, 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 in grades 9–11 will meet 1:1 with an academic advisor to facilitate the course request process. Students who receive recommendations for Advanced, Honors, or AP/AT 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/AT 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. Although optional electives are not required for 9th and 10th grade students, they would also use the Course Request page to add electives that are available to them. Parents and students are expected to review the recommendations and then confirm Course Requests through Veracross. (Families NEW to Pinewood will complete this process through DocuSign).

When working through the Course Request process, students and parents should keep in mind that courses that fulfill graduation requirements must be completed at Pinewood. Courses taken externally cannot replace Pinewood graduation requirements or be used for advancement. This includes any external course taken for advancement, e.g., taking Chemistry over the summer between 9th and 10th grades to fulfill the 10th grade Chemistry requirement.

Grades, Grade Scale and GPA Calculation

Grades

While teachers are free to set grading policies within their classes, overall grading policies and grade scale 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.

Grade Scale

Pinewood uses a graduated grade scale 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 grade scale 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 are not calculated in the student's GPA. With few exceptions, all classes receive 1.5 units per semester. If a class receives less than 1.5 units, it will be noted in the course description. Honors and AP/AT courses receive an additional grade point in GPA calculation.

Graduation Requirements

Junior High: Grades 7 & 8

Grades 7 & 8

English: Literature—2 years

Literature 7
Literature 8

English: Writing—2 years

Writing 7
Writing 8

Math—2 years

Algebra 1A or Algebra 1 (JH)
Algebra 1B or Geometry (JH)

World Language—2 years

French/Mandarin/Spanish 1A or Spanish 1 Accelerated
French/Mandarin/SPANish 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 and Engineering 7 (one semester)
Computer Science 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 Honors

(regardless of level, a math class must be taken in 9th, 10th, and 11th grades)

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

Chemistry or Chemistry Honors

Biology or Biology Honors

Physical Education—2 years

Physical Education/Health or Dance and Choreography

(2 semesters must be taken in 9th grade; in 10th grade, 2 semesters can be satisfied by athletic team participation through the waiver system, one semester of athletic participation must be in 10th grade)

Visual and Performing Arts—1.5 years

Humanities (one semester)

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

Studio Art 2, Music Theory and Composition 2, or Theatre 2 (one semester)

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

Computer Science—1 semester

Exploring Computer Science or Fundamentals of Computer Science

(depending on 9th grade course placement)

Upper Division Electives—2 courses from the following list

Fundamentals of Computer Science
Advanced Computer Science
Mobile App Development
AP Computer Science Principles
AP Computer Science A
AT Data Science and Machine Learning
Statistics
AP Statistics
Digital Photography 1 & 2
Graphic Design 1 & 2
Graphic Design Honors: UX and UI
AP Art History*
AP Drawing
AP 2-D Art and Design
AP Chemistry
AP Physics
AT Biology 2
Marine Biology
Anatomy and Physiology
Social Entrepreneurship 1 & 2 Honors
Audio/Video Production
Business and Technology*
Personal Finance*
Digital Fabrication and Production
Film Studies
Psychology*
Theatre Production and Leadership

**course may not be offered every year*

Course Requirements by Grade

Junior High: Grades 7 & 8

Seventh Grade

required

Literature 7

Writing 7

United States History 7

Algebra 1A or Algebra 1 (JH)

Science 7

French/Mandarin/Spanish 1A or Spanish 1 Accelerated

Physical Education/Health 7

Computer Science and Engineering 7 (one semester)

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

extracurricular programs

Junior High Choir

Tabula Rasa

Junior High Dance Team

Junior High Yearbook

Junior High Debate

Junior High Robotics

Junior High Mock Trial

Eighth Grade

required

Literature 8

Writing 8

World History 8

Algebra 1B or Geometry (JH)

Science 8

French/Mandarin/Spanish 1B or Spanish 2 Accelerated

Physical Education/Health 8

Computer Science and Engineering 8 (one semester)

Arts Curriculum (one semester)—Art 8, Design and Engineering 8, or Musical Theatre 8

extracurricular programs

Junior High Choir

Tabula Rasa

Junior High Dance Team

Junior High Yearbook

Junior High Debate

Junior High Robotics

Junior High Mock Trial

High School: Grades 9–12

Ninth Grade

required

Literature 9: Myths and Motifs

Writing 9 (one semester)

Algebra 1, Geometry, Algebra 2, or Algebra 2 Honors

Physics and Lab

French/Mandarin/Spanish 1, French/Mandarin/Spanish 2 or Spanish 2 Adv, or
French/Mandarin/Spanish 3 or Spanish 3 Adv
Human Geography (one semester)
Humanities (one semester)
Exploring Computer Science or Fundamentals of Computer Science (one semester)
Physical Education/Health 9 or Dance and Choreography

optional electives

Pinewood Singers	Audio/Video Production
Technical Theatre	Digital Fabrication and Production
Fundamentals of Computer Science	

extracurricular programs

Art Independent Study	A Cappella Ensemble—Pinewood Take Note
Drama	Robotics
Journalism	Speech and Debate
Yearbook	Mock Trial
Tabula Rasa	

Tenth Grade

required

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

optional electives

Pinewood Singers	Audio/Video Production
Technical Theatre	Digital Fabrication and Production
Fundamentals of Computer Science	Mobile App Development
Advanced Computer Science	

extracurricular programs

Art Independent Study	A Cappella Ensemble—Pinewood Take Note
Drama	Robotics
Journalism	Speech and Debate
Yearbook	Mock Trial
Tabula Rasa	

Students in Grades 11 and 12 must take a minimum of six (6) courses per semester, five (5) if taking three (3) or more AP/AT classes. AP/AT 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. Participation in extracurricular program activities including Journalism, Yearbook, Drama, Robotics, Speech and Debate, Art Independent Study, A Cappella Ensemble, Mock Trial, Mock Trial, and Tabula Rasa will not be counted in the six (or five) class minimum.

Eleventh Grade

required

Literature 11: American or Literature 11: American Honors
AP English Language and Composition (one semester)
Algebra 2, Algebra 2 Honors, Precalculus Trig, Precalculus Trig Honors, Statistics, Calculus, or AP Calculus AB (Algebra 2 at a minimum, but regardless of level, a math class must be taken in junior year)
Biology or Biology Honors
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 and Composition 2, or Theatre 2 (one semester)

recommended

French/Mandarin/Spanish 4 or French/Mandarin/Spanish 4 Honors,
French/Mandarin 5, Hispanic Film and Culture, or AP Chinese/French/Spanish
Upper Division Elective

optional electives

Pinewood Singers	Technical Theatre
Dance and Choreography	Theatre Production and Leadership

extracurricular programs

Art Independent Study	A Cappella Ensemble—Pinewood Take Note
Drama	Robotics
Journalism	Speech and Debate
Yearbook	Mock Trial
Tabula Rasa	

Upper Division Electives

Fundamentals of Computer Science	Social Entrepreneurship 1 Honors
Advanced Computer Science	Digital Photography 1 & 2
Mobile App Development	Graphic Design 1 & 2
AP Computer Science Principles	Graphic Design Honors: UX and UI
AP Computer Science A	AP 2-D Art and Design
AT Data Science and Machine Learning	AP Art History
Statistics	Audio/Video Production
AP Chemistry	Business and Technology
AP Physics	Personal Finance
Film Studies	Digital Fabrication and Production
Marine Biology	Psychology
Anatomy and Physiology	

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 by junior year

recommended

Precalculus Trig, Precalculus Trig Honors, Calculus, AP Calculus AB, AT Calculus C + Applications, Statistics, or AP Statistics

French/Mandarin/Spanish 4 or French/Mandarin/Spanish 4 Honors, French/Mandarin 5,
Hispanic Film and Culture, or AP Chinese/French/Spanish
AT Biology, AP Chemistry, AP Physics or science elective

optional electives

Pinewood Singers	Technical Theatre
Dance and Choreography	Theatre Production and Leadership

extracurricular programs

Art Independent Study	A Cappella Ensemble—Pinewood Take Note
Drama	Robotics
Journalism	Speech and Debate
Yearbook	Mock Trial
Tabula Rasa	

Upper Division Electives

Fundamentals of Computer Science	Social Entrepreneurship 2 Honors
Advanced Computer Science	Digital Photography 1 & 2
Mobile App Development	Graphic Design 1 & 2
AP Computer Science Principles	Graphic Design Honors: UX and UI
AP Computer Science A	AP 2-D Art and Design
AT Data Science and Machine Learning	AP Drawing
Statistics	AP Art History
AP Statistics	Audio/Video Production
AP Chemistry	Business and Technology
AP Physics	Personal Finance
AT Biology	Digital Fabrication and Production
Marine Biology	Psychology
Anatomy and Physiology	Film Studies

Course Offerings by Department

Junior High: Grades 7 & 8

English

Literature 7
Writing 7
Literature 8
Writing 8

Science

Science 7
Science 8

Social Studies

United States History 7
World History 8

Visual and Performing Arts

Art 7
Art 8
Musical Theatre 7
Musical Theatre 8

Physical Education/Health

Physical Education 7
Physical Education 8
Health 7
Health 8

Mathematics

Algebra 1A
Algebra 1 (JH)
Algebra 1B
Geometry (JH)

Computer Science

Computer Science and Engineering 7
Computer Science and Engineering 8
Design and Engineering 8

Business and Communications

Communications 7

World Languages

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

Extracurricular Programs

Junior High Choir
Junior High Speech and Debate
Junior High Dance Team
Junior High Mock Trial
Junior High Robotics
Junior High Yearbook
Tabula Rasa

High School: Grades 9–12

English

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

Mathematics

Algebra 1
Geometry
Algebra 2
Algebra 2 Honors
Precalculus with Trigonometry
Precalculus with Trigonometry Honors
Calculus
AP Calculus AB
AT Calculus C + Applications
Statistics
AP Statistics

Science

Physics
 AP Physics C
 Chemistry
 Chemistry Honors
 AP Chemistry
 Biology
 Biology Honors
 AT Biology
 Anatomy and Physiology
 Marine Biology
 Psychology*

Visual and Performing Arts

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

Computer Science

Exploring Computer Science
 Fundamentals of Computer Science
 Mobile App Development
 Advanced Computer Science
 AP Computer Science Principles
 AP Computer Science A
 AT Data Science and Machine Learning

Business and Communications

Social Entrepreneurship 1 Honors
 Social Entrepreneurship 2 Honors
 Business and Technology
 Personal Finance
 Audio Video Production

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

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
 French/Mandarin 5
 AP Chinese Language and Culture
 AP French Language and Culture
 AP Spanish Language and Culture
 Hispanic Film and Culture*

Physical Education/Health

Physical Education 9
 Physical Education 10
 Health 9
 Health 10
 Dance and Choreography

Extracurricular Programs

A Cappella Ensemble—Pinewood Take Note
 Drama
 Journalism
 Yearbook
 Robotics
 Tabula Rasa
 Art Independent Study
 Speech and Debate
 Mock Trial

**course may not be offered every year*

Electives and Extracurricular Programs by Grade Level

Junior High: Grades 7 & 8

Seventh Grade

Extracurricular Programs

Junior High Choir
Junior High Dance Team
Junior High Robotics
Junior High Speech and Debate
Junior High Mock Trial
Junior High Yearbook
Tabula Rasa

Eighth Grade

Extracurricular Programs

Junior High Choir
Junior High Dance Team
Junior High Robotics
Junior High Speech and Debate
Junior High Mock Trial
Junior High Yearbook
Tabula Rasa

High School: Grades 9–12

Ninth Grade

Electives open to all students

Digital Fabrication and Production
Audio Video Production
Pinewood Singers
Technical Theatre
Fundamentals of Computer Science
Advanced Computer Science
Mobile App Development

Extracurricular Programs

Journalism (*by application*)
Yearbook (*by application*)
Drama (*by audition*)
A Cappella Ensemble (*by audition*)
Art Independent Study
Robotics
Speech and Debate
Tabula Rasa

Tenth Grade

Electives open to all students

Digital Fabrication and Production
Audio Video Production
Pinewood Singers
Technical Theatre
Fundamentals of Computer Science
Advanced Computer Science
Mobile App Development

Electives open to those students who waive PE for Athletic participation

Psychology
Business and Technology
Personal Finance
Digital Photography 1 and 2
Graphic Design 1 and 2
Film Studies
AP Art History

Extracurricular Programs

Journalism (*by application*)
Yearbook (*by application*)
Drama (*by audition*)
A Cappella Ensemble (*by audition*)
Art Independent Study
Robotics
Speech and Debate
Tabula Rasa

Eleventh Grade

*Upper Division Electives**

Fundamentals of Computer Science
Advanced Computer Science
Mobile App Development
AP Computer Science Principles
AP Computer Science A
AT Data Science
Statistics
Digital Photography 1 & 2
Graphic Design 1 & 2
Graphic Design Honors: UX and UI
AP Art History
AP 2-D Art and Design
AP Chemistry
AP Physics
Marine Biology
Anatomy and Physiology
Audio/Video Production
Business and Technology
Personal Finance
Digital Fabrication and Production
Film Studies
Psychology
Social Entrepreneurship 1 Honors

** unless the course is taken to satisfy a specific departmental graduation requirement*

Electives

Pinewood Singers
Technical Theatre
Theatre Production and Leadership
Dance and Choreography

Extracurricular Programs

Journalism (*by application*)
Yearbook (*by application*)
A Cappella Ensemble (*by audition*)
Drama (*by audition*)
Art Independent Study
Robotics
Speech and Debate
Tabula Rasa
Mock Trial

Twelfth Grade

*Upper Division Electives**

Fundamentals of Computer Science
Advanced Computer Science
Mobile App Development
AP Computer Science Principles
AP Computer Science A
AT Data Science
Statistics
AP Statistics
Digital Photography 1 & 2
Graphic Design 1 & 2
Graphic Design Honors: UX and UI
AP Art History
AP Drawing
AP 2-D Art and Design
AP Chemistry
AP Physics
AT Biology
Marine Biology
Anatomy and Physiology
Audio/Video Production
Business and Technology
Personal Finance
Digital Fabrication and Production
Film Studies
Psychology
Social Entrepreneurship 2 Honors

Electives

Pinewood Singers
Technical Theatre
Theatre Production and Leadership
Dance and Choreography

Extracurricular Programs

Journalism (*by application*)
Yearbook (*by application*)
A Cappella Ensemble (*by audition*)
Drama (*by audition*)
Art Independent Study
Robotics
Speech and Debate
Tabula Rasa
Mock Trial

English

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 English Curriculum: Grades 7 & 8

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

Literature 7

Grade 7

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:

Mississippi Trial, 1955, Chris Crowe

Refugee, Alan Gratz

The Breadwinner, Deborah Ellis

The Giver, Lois Lowry

The House on Mango Street, Sandra Cisneros

Writing 7

Grade 7

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

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:

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

Writing 8

Grade 8

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 Grammar for Writing, Grade 9
Sadlier Vocabulary Workshop, Level D

High School English Curriculum: Grades 9–12

Minimum graduation requirement Grades 9–12: 4 years literature and 1.5 years writing

Literature 9: Myths and Motifs in Literature

Grade 9

one year

Literature 9: Myths and Motifs in Literature 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. They also work with the Poetry Out Loud curriculum.

Course materials may include the following:

Ender's Game, Orson Scott Card
Lord of the Flies, William Golding
Oedipus the King, Sophocles
The Alchemist, Paulo Coelho
The Book Thief, Markus Zusak

The Poet X, Elizabeth Acevedo
The Tempest, William Shakespeare
Selected myths, short stories, and poetry selections

Writing 9

Grade 9

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 narrative, poetry, synthesis, and argumentative. They will also launch their Societal Awareness Project, a multi-year research project on a self-selected topic that includes both a paper and a presentation. The SAP is a strong foundation for students who wish to pursue social entrepreneurship in later years via the Pinewood Scholars Program (PSP).

Course materials may include the following:

Membean (for vocabulary training)
NoRedInk
Student-selected nonfiction book related to the SAP

Literature 10: World

Grade 10

one year

Literature 10: World explores writings from around the globe. The thematic units cover the four basic genres of literature: poetry, drama, and fiction (both short stories and novels). 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:

Brave New World, Aldous Huxley
Chronicle of a Death Foretold, Gabriel Garcia Marquez
Convenience Store Woman, Sayaka Murata
Independence, Chitra Banerjee Divakaruni
Macbeth, William Shakespeare
Our Twisted Hero, Yi Munyol
The Joy Luck Club, Amy Tan
The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus, Sophocles
Things Fall Apart, Chinua Achebe
Selections from *World Literature* (anthology), Holt, Rinehart, Winston, and other short stories, poetry, and Biblical passages

Writing 10

Grade 10

one semester

Writing 10 students continue to build skills introduced in Writing 9, such as argumentation,

synthesis, and analysis. Students critically examine a range of nonfiction texts to analyze meaning and the use of rhetorical strategies and devices. Students also develop their organization, composition, and revision skills at the paragraph and essay level; to that end they practice writing varied and sophisticated sentences, build mastery of complex syntax and grammar, and expand their vocabulary range and usage. Assignments include essays of varied length focused on rhetorical analysis, personal narrative, and persuasive argument, as well as a personal/creative writing component. Over the course of the semester, students bring their Societal Awareness Project (SAP) to culmination, further focusing the critical inquiry and argumentation begun in Writing 9. Those students applying to the Pinewood Scholars Program (PSP) will present their SAP work as part of their application.

Course materials may include the following:

Membean (for vocabulary training)

NoRedInk

Student-selected nonfiction book related to social justice (e.g. *Caste*, *Just Mercy*)

The Norton Reader (15th ed.)

Literature 11: American

Grade 11

one year

Literature 11: American explores a wide range of American novels, plays, poetry, short stories, and nonfiction. 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, as well as connections to the students' lived experiences.

Course materials may include the following:

Dear Evan Hanson, (musical and novel) Steven Levenson, Benj Pasek, Val Emmich, and Justin Paul

Death of a Salesman, Arthur Miller

East of Eden, John Steinbeck

Recitatif, Toni Morrison

"The Americans" and "Someone Else Besides You", Viet Thanh Nguyen

The Bear, William Faulkner

The Glass Menagerie, Tennessee Williams

The Great Gatsby, F. Scott Fitzgerald

The Things They Carried, Tim O'Brien

Their Eyes Were Watching God, Zora Neale Hurston

When Mr. Pirzada Came to Dine and *The Third and Final Continent*, Jhumpa Lahiri

Additional readings include various short stories, poems, and essays by American authors

Literature 11: American Honors

Grade 11

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:

Death of A Salesman, Arthur Miller
East of Eden, John Steinbeck
Interpreter of Maladies, Jhumpa Lahiri
The Glass Menagerie, Tennessee Williams
The Great Gatsby, F. Scott Fitzgerald
The Sound and the Fury, William Faulkner
The Things They Carried, Tim O'Brien
Their Eyes Were Watching God, Zora Neale Hurston

AP English Language and Composition

Grade 11 (primarily), 12

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:

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

Literature 12: British

Grade 12

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:

1984, George Orwell
Frankenstein, Mary Shelley
Home Fire, Kamila Shamsie
Klara and the Sun, Kazuo Ishiguro
Much Ado About Nothing, William Shakespeare
Sir Gawain and the Green Knight
the curious incident of the dog in the night-time, Mark Haddon
Selected short stories

AP English Literature and Composition

Grade 12

one year

AP English Literature engages students in the careful reading and critical analysis of imaginative literature from the distant past to the present. Through the close reading of selected texts, students deepen their understanding of the methods writers deploy 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 with 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:

Beloved, Toni Morrison
Brideshead Revisited, Evelyn Waugh
Hamlet, William Shakespeare
Handmaid's Tale, Margaret Atwood
Kafka on the Shore, Haruki Murakami
Wuthering Heights, Emily Brontë

Criteria for Placement and Advancement

All students in 7th grade take Literature 7 and Writing 7 followed by Literature 8 and Writing 8 in 8th grade.

All students in 9th grade take Literature 9: *Myths and Motifs* and Writing 9, and all students in 10th grade take Literature 10: *World* and Writing 10. 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 90% or higher in Literature 10: World
- a grade of 90% 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

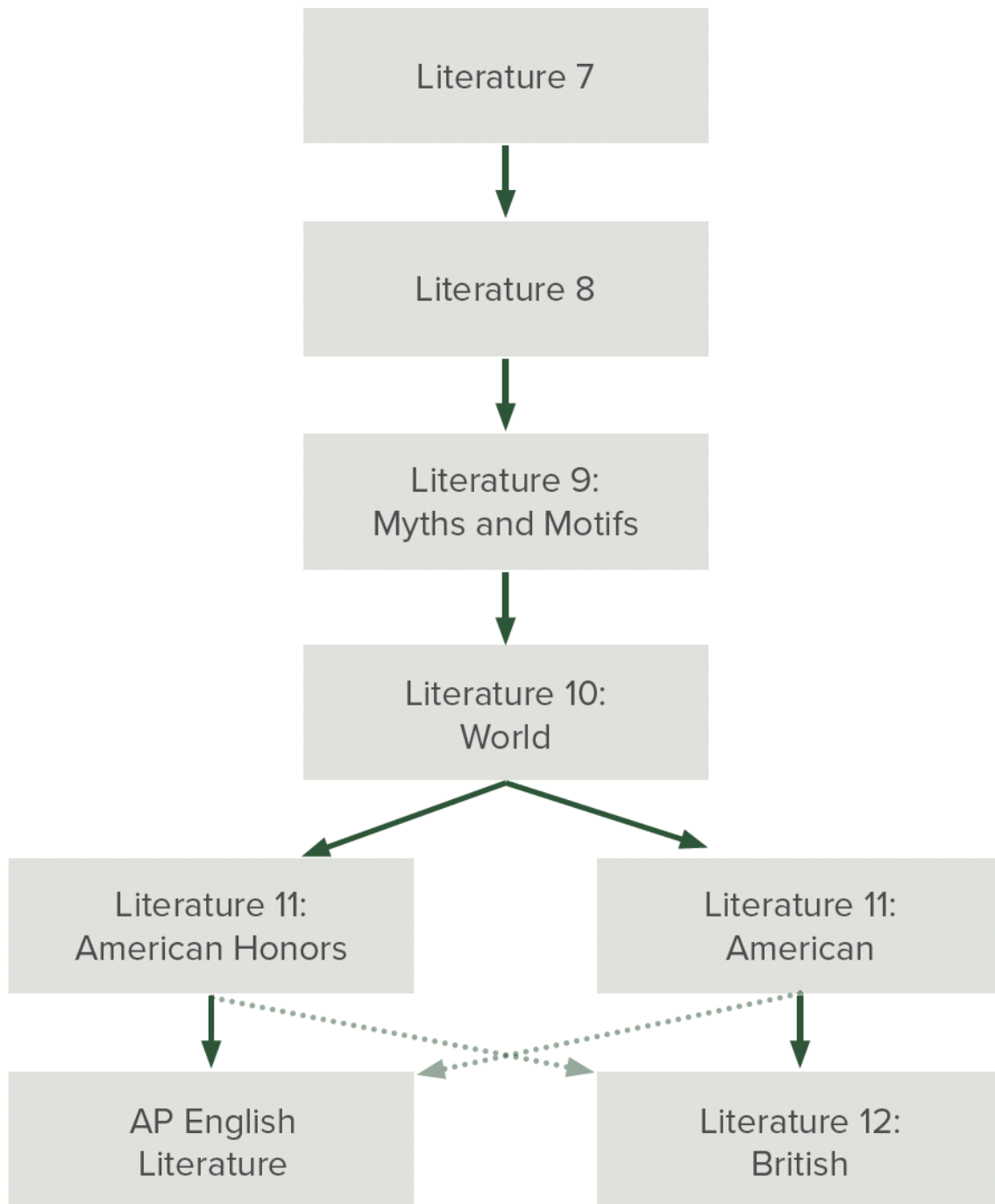
AP English Literature and Composition

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

- a grade of 87% or higher in Literature 11: American Honors*
- a grade of 87% 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

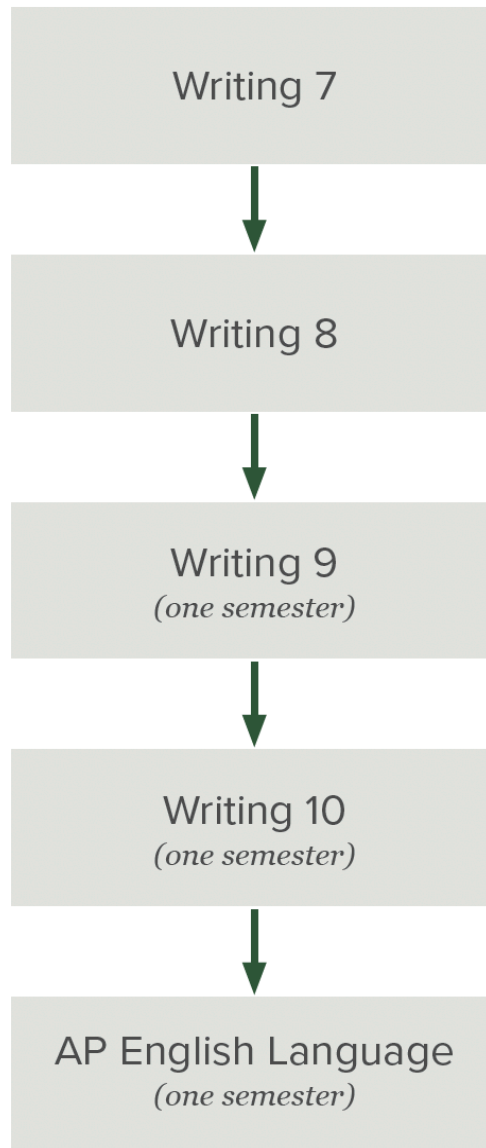
**As Literature 11: American is not an honors course and, therefore, not designed to prepare students for AP Literature, advancement from Literature 11: American to AP Literature is dependent solely on teacher recommendation.*

Literature Curriculum Progression



Extracurricular Program
Grades 7–12
Tabula Rasa

Writing Curriculum Progression



*Extracurricular Program
Grades 7–12*

Tabula Rasa

Mathematics

From Algebra 1A to AT Calculus C + Applications 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 challenging 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 Math Curriculum: Grades 7 & 8

Requirement for Grades 7 and 8: 2 years

Algebra 1A

Grade 7

one year

Algebra 1A is the first half of a two-year course. Beginning with a review of integer operations as well as basic fraction, decimal, and percent skills, the course moves through the first half of the Algebra 1 curriculum using skills learned in earlier mathematics courses. Students will define the major number sets, apply the order of operations, learn to simplify variable expressions, solve equations and inequalities by using the properties of real numbers, and work on application problems. Students will be taught linear graphing and the three forms of a straight line, as well as solution of linear systems using algebraic methods and graphing. Students will learn the properties of integer exponents, classify, simplify and factor simple polynomials. There will be extensive teaching and use of the TI-84 graphing calculator to support derived results.

Note: some Algebra 1A and Algebra 1B topics may switch depending on the textbook used.

Algebra 1

Grade 7

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, and solve 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, system of inequalities, and an introduction to domain and range from a graph. 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, considering domain and range, and algebraic restrictions, and will solve equations involving radical and rational expressions. Learning will be enhanced through continued use of core functions of the TI-84 graphing calculator.

Algebra 1B

Grade 8

one year

Algebra 1B is the second half of a two-year course. This course will review topics covered in Algebra 1A and complete the Algebra 1 curriculum. 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. Students will learn about relations and functions, how to simplify radical and rational expressions, and how to solve radical and rational equations, and systems of equations. The TI-84 graphing calculator will be used to support results and to check solutions.

Note: some Algebra 1A and Algebra 1B topics may switch depending on the textbook used.

Geometry

Grade 8

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. Students will use the TI-84 graphing calculator for trigonometric functions.

High School Math Curriculum: Grades 9–12

Minimum graduation requirement Grades 9–12: at a minimum Algebra 1, Geometry, and Algebra 2 must be completed, AND a math class must be taken in grades 9, 10, and 11 regardless of level.

Algebra 1

Grade 9

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

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, transformations, right-triangle trigonometry, and the calculation of area. Proof and application of theorems will center on students' ability to draw and support logical conclusions. Students will complete two column proofs and understand how to support their work with both written and verbal explanations. The TI-84 graphing calculator will be used to support all work done in this class.

Algebra 2

Grades 9, 10, 11

one year

Algebra 2 begins with a review of Algebra 1 concepts and 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 Honors

Grades 9, 10, 11

one year

Algebra 2 Honors 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, conic sections, sequences and series, probability, and an introduction to trigonometry including the unit circle.

Precalculus with Trigonometry

Grades 10, 11, 12

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

one year

Precalculus with Trigonometry Honors is the bridge between Algebra 2 Honors 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 and Desmos 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

one year

Calculus begins with a review of the basic functions and the study of limits. The course then introduces derivatives of first and second order, indefinite and definite integrals, and their applications. 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 AT Calculus C + Applications. The TI-84 and Desmos are used extensively.

AP Calculus AB

Grades 11, 12

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 AB is a preparatory class for AT Calculus C + Applications.

AT Calculus C + Applications

Grades 11, 12

one year

AT Calculus C + Applications is an advanced topics college level course, which also prepares students to take the AP Calculus BC exam. The course includes college level techniques and topics beyond the AP syllabus to prepare students for multivariate calculus and other advanced math courses. This class 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. There is a focus on 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.

Statistics

Grades 11, 12

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

one year

AP Statistics is equivalent to two semesters of introductory, non-calculus based college-level probability and statistics. It is a fast-paced course that requires students to understand and apply both the theoretical and practical aspects of statistics. Students summarize data using charts, histograms, plots, regression, measures of central tendency and measures of dispersion. Students learn the basic principles of probability including independence, properties of distributions, the normal distribution, and the Central Limit Theorem, and they analyze data using confidence intervals, hypothesis tests, tests of means or proportions, tests of differences of means or proportions, chi-square tests for one and two-way categorical data, and regression analysis. Students learn to use technology to summarize and analyze data. The TI-84 graphing calculator continues to be used throughout this course.

Criteria for Placement and Advancement

Algebra 1A (7th grade)

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

Placement into Algebra 1A is based on several factors including teacher recommendation 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 Algebra 1A (the first year of a two-year Algebra 1 class), or Algebra 1 (JH) (a one-year Algebra 1 class).

Placement into Algebra 1 (JH) is based on several factors including teacher recommendation 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

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 Honors
- students who achieve over 70%, but do not place into Algebra 2 Honors, will enroll in Algebra 2
- students who achieve below 70% will retake Geometry in high school

Algebra 1

This course is for high school students who place into Algebra 1 based on teacher

recommendation, placement test results, and previous math 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 achieve below 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 Honors
- students who do not achieve above 70% will retake Geometry
- an Algebra 2 placement test 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 receive a teacher recommendation, and
 - have a record of high grades in previous math classes
 - achieve over 93% in Algebra 2
 - complete the Pinewood summer bridge advancement course (see below for more details)
- 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 Honors

This course is for students who achieve over 95% in Geometry or over 93% in Geometry (JH) and over 95% in Algebra 1 or over 93% in Algebra 1 (JH), and receive a teacher recommendation.

Advancement:

- students in Algebra 2 Honors who achieve over 90% and have a teacher recommendation may enroll in Precalculus with Trigonometry Honors
- students who achieve over 75% in Algebra 2 Honors may enroll in Precalculus with Trigonometry
- students who achieve below 70% must enroll in Algebra 2
- students who achieve at least 80% in Algebra 2 Honors 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.Honors

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 Honors
- achieve over 75% in Algebra 2 Honors or over 93% in Algebra 2 and
 - have a record of high grades in previous math classes
 - successfully complete the Pinewood summer bridge advancement course (see below for details)

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 in 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 Honors or Calculus.

Students with a record of high grades in Precalculus with Trigonometry and previous math classes may, with a teacher recommendation, advance to AP Calculus AB through successful summer study (see below for details).

Advancement:

- students who achieve over 85% in AP Calculus AB and have a teacher recommendation may enroll in AT Calculus C + Applications

AT Calculus C + Applications

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, or
- achieve over 80% in Algebra 2 Honors

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 Honors

Math Summer Work: Grades 7–12

The following summer offerings require teacher recommendation. With the exception of the Bridge to AP Calculus AB which is an independent self-study program, daily attendance is required. Classes will meet for a maximum of 25 hours per week and run for three to five weeks between early June and early July.

Summer Algebra 1B

Rising Grades 8, 9, 10

four weeks

Summer Algebra 1B covers the non-linear topics of the Algebra 1 curriculum. It is intended for students who demonstrate mastery of all linear (Algebra 1A) topics, but have not mastered or completed the study of quadratics, and all the topics that require application of quadratics, including rational and radical equations and expressions. The TI-84 graphing calculator will be used to support results and to check solutions. A teacher recommendation is required for summer classes. Students who pass this class will proceed to Geometry. Daily in person attendance is required.

Summer Geometry

Rising Grades 9, 10

four weeks

Summer 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, transformations, right-triangle trigonometry, and the calculation of area. Proof and application of theorems will center on students' ability to draw and support logical conclusions. Students will complete and create two column proofs and understand how to support one's work with both written and verbal explanations. TI-84 graphing calculator will be used to support all work done in this class. Daily in person attendance is required.

Bridge to Precalculus with Trigonometry Honors

Rising Grades 10, 11

three weeks

The **Bridge to Precalculus with Trigonometry Honors** is a 3-week class that focuses on filling the skill gaps between Algebra 2 and Algebra 2 Honors, in terms of both level of difficulty of problems and the units covered. It is suitable for Algebra 2 students with exceptional grades as a means of advancement to the honors track, and as remediation for Algebra 2 Honors students whose current grades would not enable them to stay on the honors track. Topics covered in depth include advanced trigonometry, conic sections, and the binomial theorem. Daily in person attendance is required.

Bridge to AP Calculus AB

Rising Grade 11, 12

self-study

The **Bridge to AP Calculus AB** is a self-study class for students looking to advance from

Precalculus with Trigonometry directly to AP Calculus AB. Students will receive guidance and information on the additional topics and units they will need to study.

Criteria for Placement and Advancement: Summer Work

Summer Algebra 1B

The summer Algebra 1B class is for rising 8th and 9th grade students whose grades and linear algebra skills demonstrate they are ready for and will benefit from advancement. Rising 10th grade students) with weak Algebra 1 skills may also benefit from this summer class. A teacher recommendation is required.

Advancement:

- rising 8th grade students who have a teacher recommendation and achieve over 75% in summer Algebra 1B will enroll in Geometry (JH) in 8th grade
- rising 9th grade students who have a teacher recommendation and achieve over 75% in summer Algebra 1B will enroll in high school Geometry in 9th grade
- rising 8th grade students who achieve below 75% in summer Algebra 1 will take the regular Algebra 1B class in 8th grade
- rising 9th grade students who achieve below 75% in summer Algebra 1 will take the regular high school Algebra 1 class in 9th grade

Summer Geometry

The summer Geometry class is for students whose grades and algebra skills demonstrate they are ready for and will benefit from advancement. A teacher recommendation is required.

Advancement:

- students who achieve over 70% in summer Geometry will enroll in Algebra 2 for the regular school year
- students who achieve over 95% in both summer Geometry and Algebra 1, and receive a teacher recommendation, may be offered placement in Algebra 2 Honors
- students with grades below 70% will retake a regular one-year Geometry class during the school year
- an Algebra 2 placement test may be given

Bridge to Precalculus with Trigonometry Honors

The summer bridge to Precalculus with Trigonometry Honors is for students whose grades and algebra skills demonstrate they are ready for and will benefit from advancement. Discussions about advancement occur during the 3rd quarter. A teacher recommendation is required.

Advancement:

- students who complete the bridge course and achieve over 85% will place into Precalculus with Trigonometry Honors

Bridge to AP Calculus AB

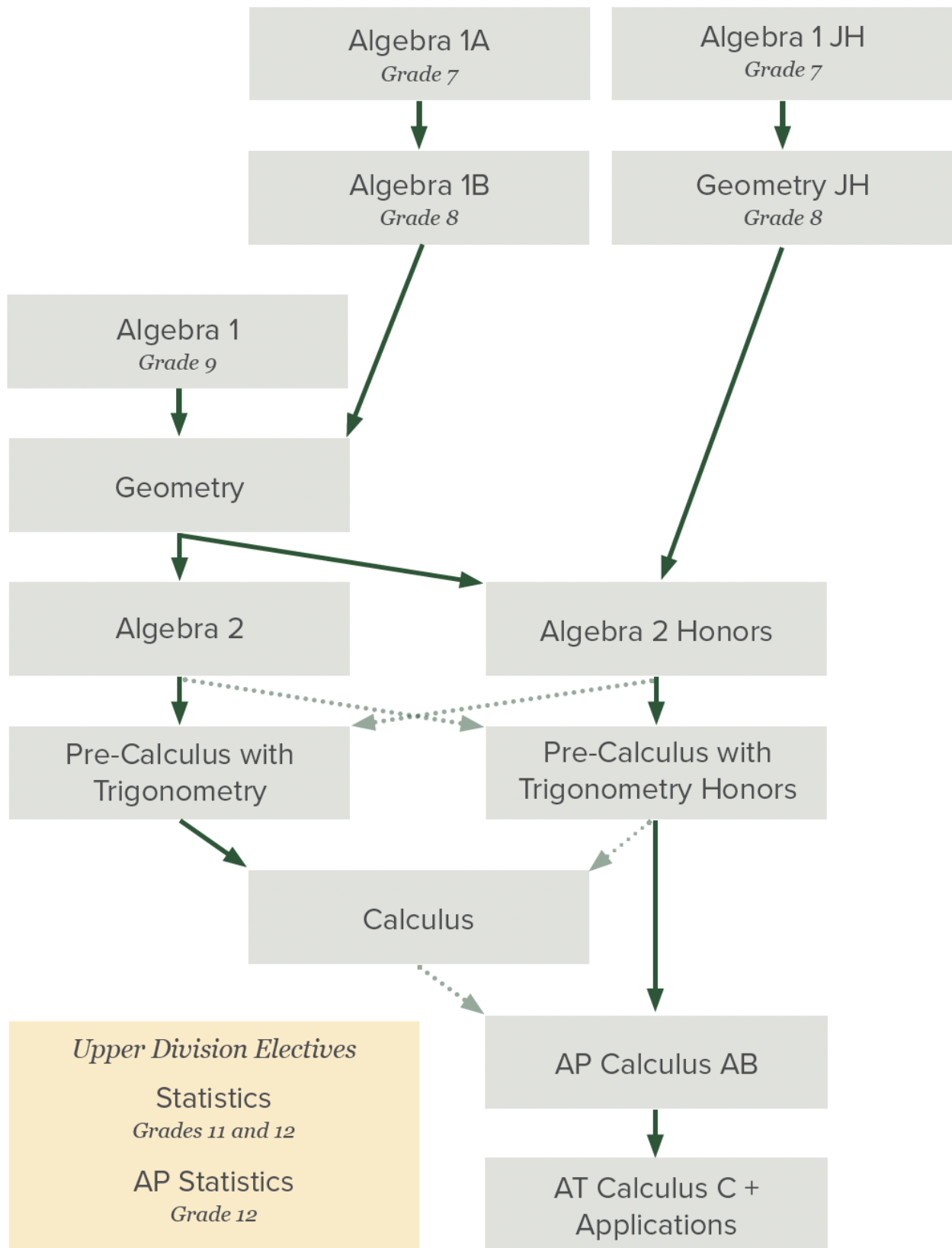
The summer bridge to AP Calculus AB is for students whose grades and algebra skills demonstrate they are ready for and will benefit from advancement. Discussions about advancement occur during the 3rd quarter. A teacher recommendation is required.

Advancement:

- students who achieve over 90% on both Precalculus with Trigonometry Honors semester final exams (given when the student has completed the required summer

work) may place into AP Calculus AB

Mathematics Curriculum Progression



Science

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 and Advanced Topics 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 Science Curriculum: Grades 7 & 8

Science 7

Grade 7

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

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 Science Curriculum: Grades 9–12

Physics

Grade 9

one year

Physics is intended to introduce high school level STEM topics in a low-risk environment. Students will develop conceptual understanding of the fundamental principles of physics through laboratory activities and investigations. Students will come to understand the process of problem-solving in varying scenarios and explain everyday scientific phenomena. The course will also support the use of mathematical concepts and analysis to reinforce the course content.

AP Physics C: Mechanics

Grades 11, 12

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: Mechanics Exam in May.

Chemistry

Grade 10

one year

Chemistry provides an understanding of the fundamental concepts of chemistry. Starting in first semester students learn how the structures of atoms and compounds inform their macroscopic properties. In the second semester we explore what changes those compounds and elements undergo and why. Major concepts include atomic structure, nuclear chemistry, periodic trends, chemical bonding, chemical reactions, gas laws, aqueous solutions, thermochemistry, and acid-base 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 learn how to collaborate with peers, troubleshoot during labs, and effectively communicate their lab results.

Chemistry Honors

Grade 10

one year

Chemistry Honors is a challenging course that gives students an understanding of the

fundamental concepts of chemistry. Starting in first semester students learn how the structures of atoms and compounds inform their macroscopic properties. In the second semester, we explore what changes those compounds and elements undergo and why. Major concepts include atomic structure, nuclear chemistry, periodic trends, chemical bonding, chemical reactions, gas laws, aqueous solutions, thermochemistry, and acid-base 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 learn how to collaborate with peers, troubleshoot during labs, and effectively communicate their lab results. Chemistry Honors covers more material than regular level Chemistry and moves at a faster pace. Students are expected to apply their understanding of concepts to unfamiliar scenarios both during labs and on assessments. Chemistry Honors is designed to prepare students for college level material in AP Chemistry.

AP Chemistry

Grades 11, 12

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 a highly collaborative laboratory work environment and are expected to design and troubleshoot their own procedures in order to answer a driving question. Students master a variety of lab techniques and apply them as needed. They understand the language of chemistry necessary to clearly and concisely communicate their findings, and are able to make connections between concepts covered at various points in the curriculum. Tests include AP-style multiple choice and free response questions. All of these skills prepare students to successfully complete the AP Chemistry Exam and to pursue a STEM field in college and beyond.

Biology

Grade 11

one year

Biology 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.

Biology Honors

Grade 11

one year

Biology Honors offers highly motivated students a chance to master an introductory biological sciences course at an advanced high school level. Students develop a strong conceptual framework for modern biology by studying principles of cell biology, biochemistry, genetics, and evolution. 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 Advanced Topics Biology.

Advanced Topics Biology

Grade 12

one year

Advanced Topics Biology is a second-year course that focuses on advanced, indepth, 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 Chemistry Honors and Biology Honors, 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. Students interested in taking the AP Biology Exam in the spring will be supported and provided with review and preparation materials and strategies.

Anatomy and Physiology

Grades 11, 12

one semester

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

Marine Biology

Grades 11, 12

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 group projects. Labs include microscopy, observing specimens, dissections, and more. The coursework allows students to survey a wide diversity of marine organisms, understand various ecosystems, and analyze how those organisms and ecosystems are affected by human behavior. Students engage in discussions of current research related to marine biology after reading publications and watching documentaries. The class culminates with a final project and presentation.

Psychology

Grades 10, 11, 12

one semester

Psychology introduces students to the scientific study of the mind and human behavior, emphasizing its practical applications to everyday life. While considering the psychologists and studies that have shaped the field, students explore topics such as biological bases of behavior, cognition, memory, development, learning, social psychology, personality, positive psychology, and psychological disorders and their treatment. Instructional methods include class discussions, lectures, videos, surveys, and experiential activities. The class culminates with student-led lessons on topics of personal interest, such as sports or forensic psychology.

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

Criteria for Placement and Advancement

Science 7 and Science 8

All students in 7th grade take Science 7 followed by Science 8 in 8th grade.

Physics

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

Advancement:

- to be considered for Chemistry 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

Chemistry

This course is the standard science course for all 10th grade students.

Advancement:

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

Chemistry Honors

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

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 Biology Honors
- students who achieve below 87% will enroll in Biology
- students who achieve at least 90% in Chemistry Honors may be recommended for AP Chemistry

Biology

This course is the standard science course for all 11th grade students.

Advancement:

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

Biology Honors

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, or students who achieve 93% or above in Chemistry and receive a teacher recommendation.

Advancement:

- students who achieve a 82% or higher in Biology Honors and show strong motivation, and good academic habits can ask to be recommended to Advanced Topics Biology
- students can also be recommended for AP Physics C if they are in an approved math class (preferably AT Calculus C + Applications; students enrolling in AP Calculus AB will be asked to complete summer work)

AP Chemistry

This course is for 11th and/or 12th grade students who achieve a 90% or higher in Chemistry Honors. Students scoring less than 90% in Chemistry Honors may enroll with a teacher recommendation. If needed, placement and waitlist order will be determined by the second semester grade in Chemistry Honors.

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 Biology Honors teacher. Concurrent enrollment or completion of a calculus course (Calculus C + is recommended) and a high confidence in problem-solving skills. Those enrolling into AP Calculus AB will be asked to complete a summer packet in preparation for the course material.

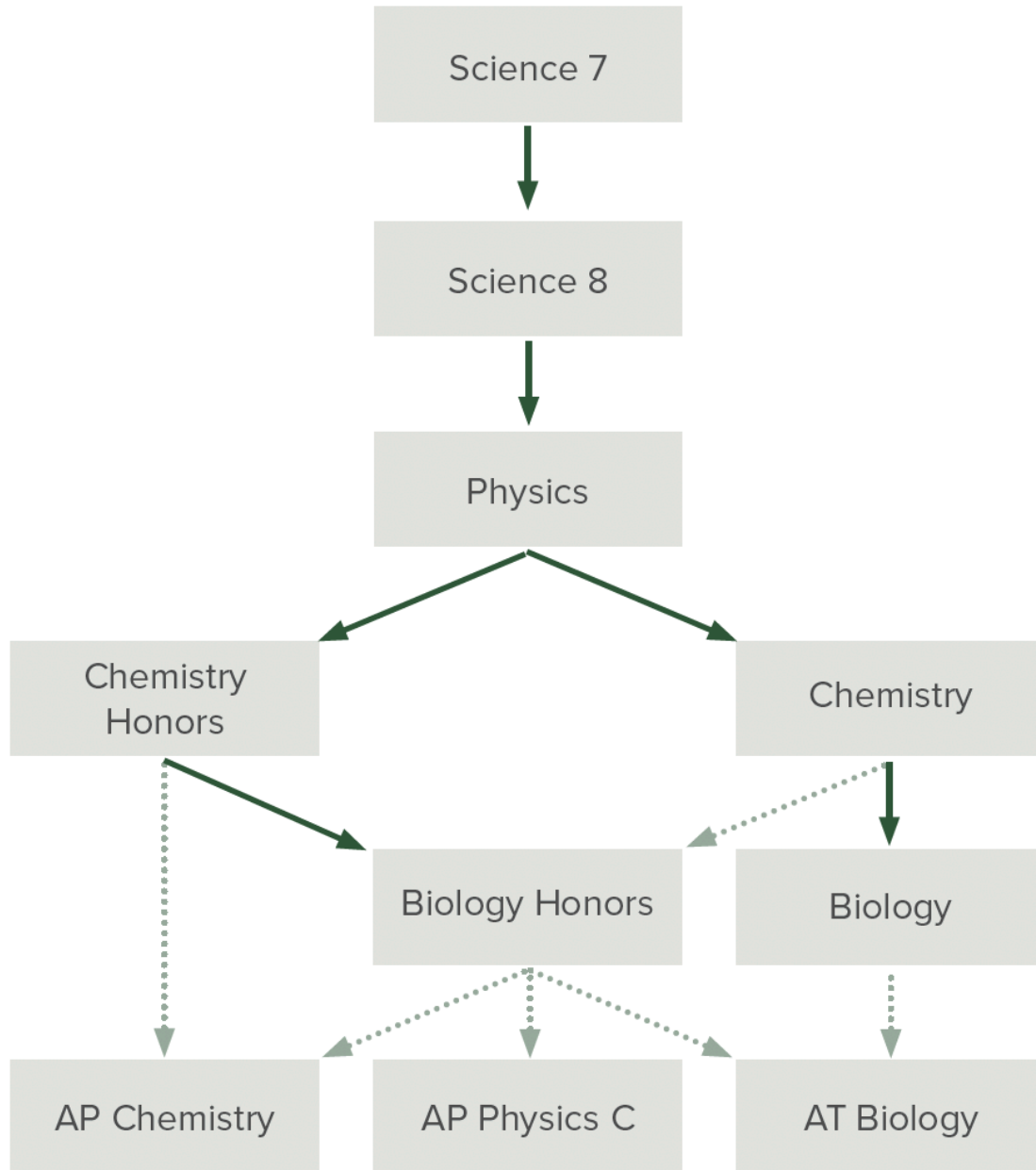
Double Science Enrollment

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.

Science Curriculum Progression



Upper Division Electives

Grades 11 and 12

Anatomy and Physiology *(one semester)*

Marine Biology *(one semester)*

Psychology *(one semester)*

Social Studies

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 Social Studies Curriculum: Grades 7 & 8

Minimum requirement Grades 7 & 8: 2 years

United States History 7

Grade 7

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

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 skills in historical context and reasoning, as well as analysis in preparation for high school. Students continue to engage in project-based learning and further develop their presentation skills.

High School Social Studies Curriculum: Grades 9–12

Minimum graduation requirement Grades 9–12: 3 years

Human Geography

Grade 9

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

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

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

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

one year

AP United States History is a rigorous, year-long college-level survey class which covers roughly the pre-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. Through preparation and perfection of document

based questions (DBQs), in-class essays, short answer questions, and multiple-choice exams in the revised AP format, the course also prepares students to take the AP United States History Exam.

American Government

Grade 12

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. Current events are a focus point through which students apply the knowledge that they are accessing in class. Students continue to perfect their critical thinking, essay writing, and analytical and research skills in preparation for college.

AP United States Government and Politics

Grade 12

one year

AP United States Government and Politics provides an in-depth study of American government, electoral politics, constitutional developments, and 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 critical thinking, essay writing, and analytical and research skills in preparation for college. Students explore how to be civically engaged and put this into practice through writing a research paper and participating in a mock trial and congress.

Criteria for Placement and Advancement

United States History 7

All students in 7th grade take United States History 7.

World History 8

All students in 8th grade take World History 8.

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 Human Geography (the 9th grade history course) 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 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

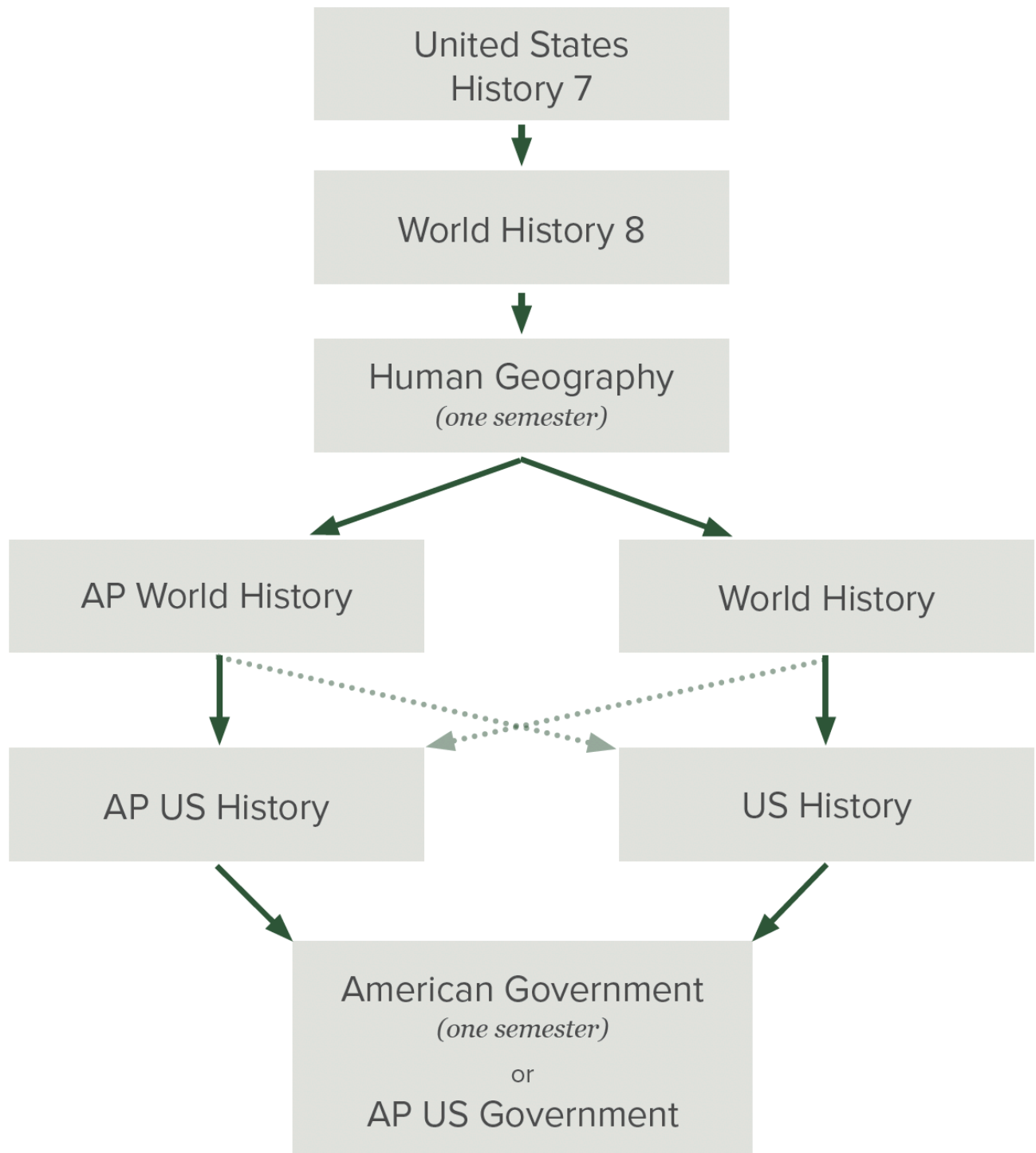
- a grade of 87% or above in Semesters 1 and 2

11th grade students enrolled in US History 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.

Social Studies Curriculum Progression



World Languages

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:

[ACTFL Proficiency Guidelines 2024.pdf](#)

Junior High French Curriculum: Grades 7 & 8

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

French 1A

Grade 7

one year

French 1A is an introductory course designed for students who have had little or no exposure to the French language. 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. All these themes focus on different francophone countries.

French 1B

Grade 8

one year

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

French and francophone cultures, as well as develop insight into their own language and culture. In addition, language learners will practice the four modalities (reading, writing, speaking, listening) in order to communicate meaningfully, effectively, and creatively in 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, traditional food, the French Revolution, and countries such as Senegal and Madagascar.

Junior High Mandarin Curriculum: Grades 7 & 8

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

Mandarin 1A

Grade 7

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, school, and introductions and greetings.

Mandarin 1B

Grade 8

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 Spanish Curriculum: Grades 7 & 8

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

Spanish 1A

Grade 7

one year

Spanish 1A is an introductory course designed for students who have had little or no exposure to the Spanish language. 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

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

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, daily routines with a social justice lens focusing on access to water and education, 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

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 challenging curriculum with a focus on more complex communication will prepare students for Spanish 3 Advanced. Themes for this course may include legends and stories, living sustainably, Yanga and Spanish colonization, the life of Selena Quintanilla, Colombian culture, and celebrations and traditions of the Spanish-speaking world.

High School French Curriculum: Grades 9–12

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

one year

French 1 is a project-based learning course designed for students who have had little or no exposure to the French language. 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

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

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 *intermediate mid* range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts, and ideas on a variety of familiar as well as 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

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 *intermediate high* level. Themes for this course may include families and communities, city life, West African tales, science and technology, multiculturalism in the francophone world, celebrations, and education.

French 4 Honors

Grades 10, 11, 12

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 *intermediate 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 *intermediate high* level. After successfully completing this course, students are prepared for AP French.

French 5

Grades 11, 12

one year

French 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 high* range on the ACTFL Proficiency Guidelines. At this level, students will demonstrate the ability to refine communication skills through more grammatical accuracy and produce strings of simple sentences in paragraph form with more complexity using transitions and elaboration. Connectedness begins to emerge as they create groupings of topics. The topics they learn include holidays, geography, and social settings. Students will begin to transfer previously learned skills and language to new structures/functions.

(course may not be offered every year)

AP French Language and Culture

Grades 11, 12

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 Mandarin Curriculum: Grades 9–12

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

one year

Mandarin 1 is designed for students who have had little or no exposure to the subject. The curriculum prepares students to perform interpersonal, interpretive, and presentational communicative tasks within the *novice* range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts, and ideas on a variety of familiar and everyday topics using high frequency vocabulary. Students will develop an understanding of the products, practices, and perspectives of Chinese culture as well as develop insight into their own language and culture. Students will 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

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

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 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, transportation, sports, leisure activities, and travel.

Mandarin 4

Grades 10, 11, 12

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

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, and 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

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 the use of transition words. Connectedness begins to emerge as students 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 and functions.

(course may not be offered every year)

AP Chinese Language and Culture

Grades 11, 12

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

High School Spanish Curriculum: Grades 9–12

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

one year

Spanish 1 is designed for students who have had little or no exposure to the Spanish language. 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

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 such subjects as the life of Selena Quintanilla, a day getting lost in Medellín, as well as the study of cultures, celebrations, and traditions of the Spanish speaking world.

Spanish 2 Advanced

Grades 9, 10

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 subjects such as the life of Selena Quintanilla, a day getting lost in Medellín, Yanga and Spanish colonization as well as the study of cultures, celebrations, and traditions of the Spanish speaking world.

Spanish 3

Grades 9, 10, 11

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 *intermediate mid* range on the ACTFL Proficiency Guidelines. Students will interpret, exchange, and present information, concepts, and ideas on a variety of familiar as well as 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

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 challenging curriculum with a focus on more complex communication will prepare students for Spanish 4 Honors. Themes for this course may include social media, artists like Frida Kahlo, and global challenges.

Spanish 4

Grades 10, 11, 12

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, the use of social media in Spanish speaking countries, art as a form of expression in Spanish speaking countries and in our communities, and the contributions of influential people especially women in Spanish speaking countries.

Spanish 4 Honors

Grades 10, 11, 12

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. Themes for this course may include ecotourism, the use of social media in Spanish speaking countries, art as a form of expression in Spanish speaking countries and in our communities, and the contributions of influential people especially women in Spanish speaking countries. After successfully completing this course, students are prepared for AP Spanish Language and Culture.

Hispanic Film and Culture

Grades 11, 12

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.

(course may not be offered every year)

AP Spanish Language and Culture

Grades 11, 12

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

Criteria for Placement and Advancement

Junior High 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 test and teacher recommendation. We use the Avant PLACE test for students new to Pinewood, and the STAMP 4s test 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 test results
- previous coursework
- teacher recommendation

High School World Languages

High school world language placement is based on a combination of the results of our online placement or proficiency test and teacher recommendation. We use the Avant PLACE test for students new to Pinewood, and the STAMP 4s test 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 test 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 test 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 Chinese, AP French, or AP Spanish, students will need:

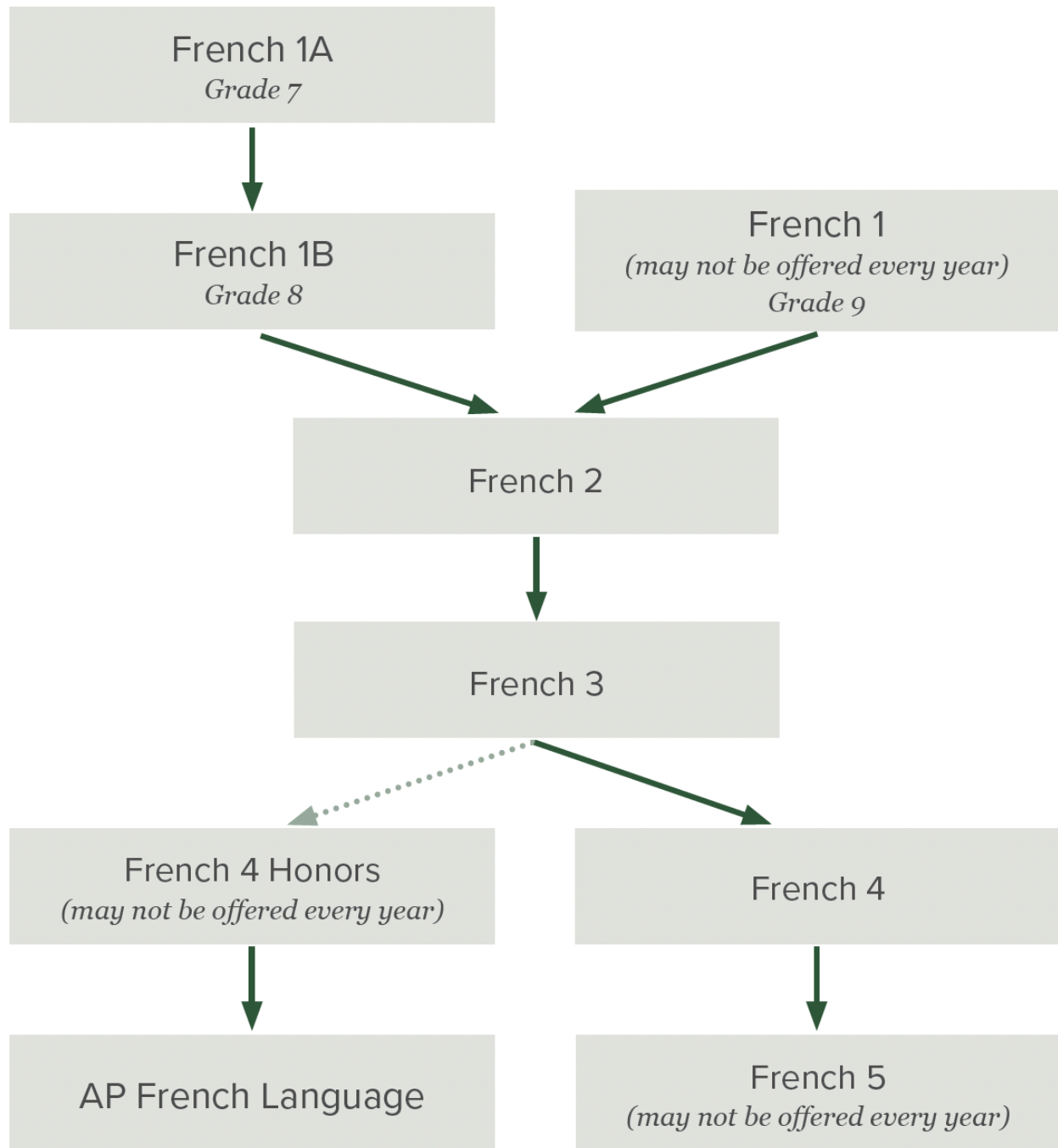
- teacher recommendation
- proficiency exam results (STAMP 4s)

- conversation with the AP instructor
- a grade of 87% or above in current course of study
- strong work ethic

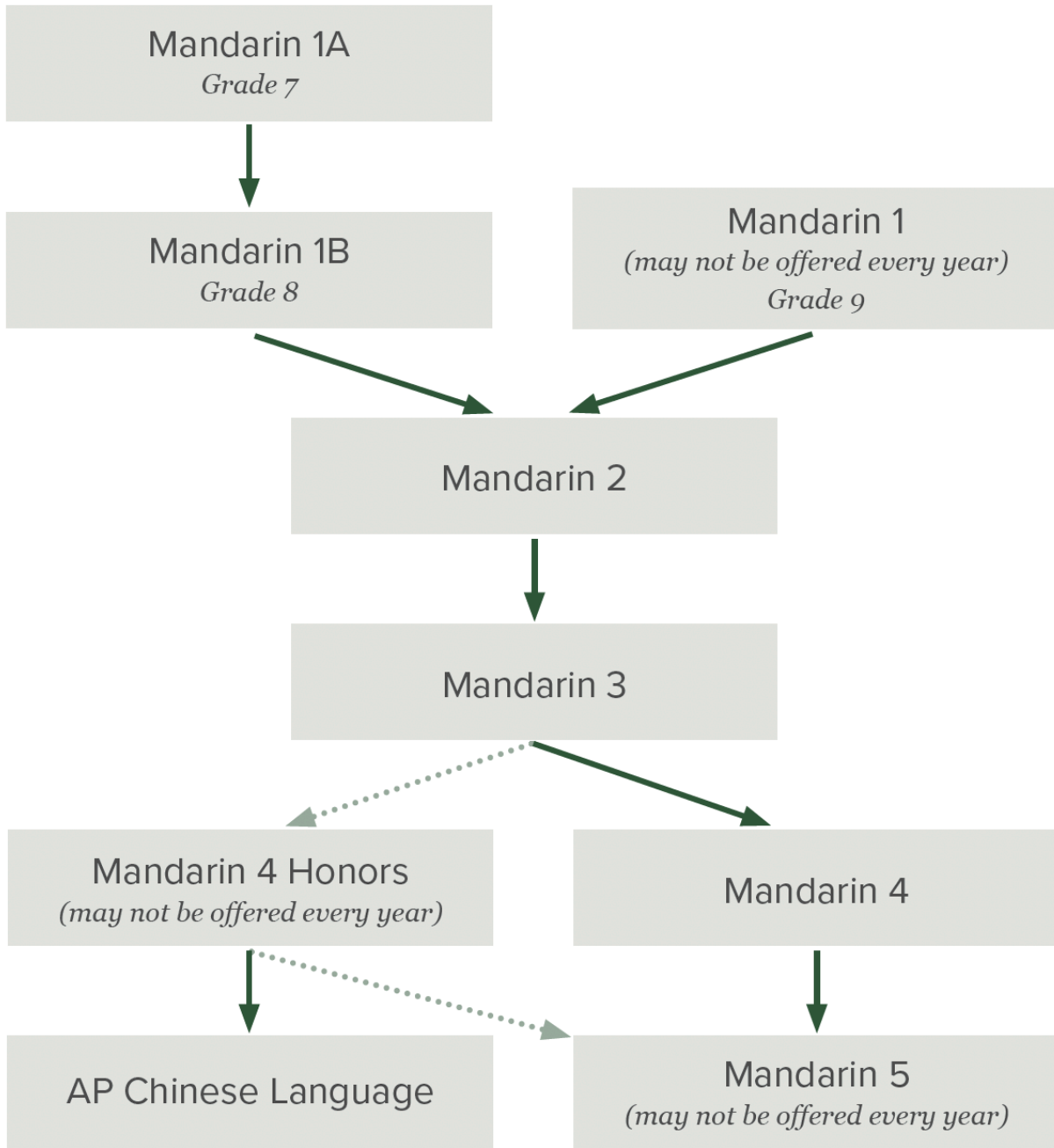
To ensure students are clear on the AP criteria, the AP instructor will speak with the level 4 and 4 Honors courses in the spring to share the following:

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

French Curriculum Progression



Mandarin Curriculum Progression



Visual and Performing Arts

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 Visual and Performing Arts: 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.

(Note: as part of this class, students can expect a mandatory rehearsal—Tech Saturday—held the Saturday prior to performance dates)

Communications 7

Grade 7

0.5 unit, six weeks

Communications 7 provides students with the foundational skills to express themselves confidently and effectively in a variety of settings. The course emphasizes active listening, audience awareness, and storytelling while helping students grow mindful of non-verbal cues and their impact on communication. The curriculum is designed to gradually build students' abilities through collaborative projects and practice activities that reduce the stress of public speaking. The semester culminates in an individual presentation, where students showcase the skills and strategies they've developed. By combining self-reflection, feedback, and creative expression, students leave the course equipped with the tools to communicate clearly and effectively in any setting.

Art 8

Grade 8

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

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.

(Note: students in this class can expect mandatory rehearsals held after-school and on Tech Saturday, the Saturday prior to performance dates)

Design and Engineering 8

Grade 8

one semester

Design and Engineering 8 is a hands-on, project-based course in which students apply their CAD skills and the engineering design cycle to tackle complex problems. Using tools like Autodesk Fusion 360, 3D printers, and laser cutters, they will design, prototype, test, and refine their creations. Through an ePortfolio, students will document their process, reflect on their learning, and celebrate successes. Collaboration, communication, creativity, and problem-solving are key as students take an active role in shaping their projects and working together to develop innovative solutions.

High School Humanities Curriculum: Grades 9–12

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

Humanities

Grade 9

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 history, 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. 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 Art and Design Curriculum: Grades 9–12

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

Studio Art 1

Grade 10

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

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 fulfills the second half of the Visual and Performing Arts requirement.

Graphic Design 1

Grades 10, 11, 12

one semester

Graphic Design 1 is a portfolio-building course that introduces students to essential design and digital skills while fostering creativity and critical thinking. Throughout the semester, students develop their artistic vision and technical proficiency using industry-standard software, including Adobe Procreate, Illustrator, and Photoshop. Through a series of dynamic projects—such as T-shirt design, fabric and surface pattern design, website creation, branding, and poster design—students explore the elements and principles of design in real-world applications.

Graphic Design 2

Grades 11, 12

one semester

Graphic Design 2 builds on the foundation of Graphic Design 1, challenging students to take greater creative ownership and develop a professional portfolio. This course emphasizes self-motivation and independent project development while refining technical skills in Adobe Illustrator and Photoshop. Students engage in complex, real-world design projects, including card game design, activist posters, brand identity creation, marketing materials, and website design. With a strong focus on visual storytelling and strategic design, this course prepares students for future creative pursuits.

Graphic Design Honors: UX and UI Design

Grades 11, 12

one semester

Graphic Design Honors: 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).

(Graphic Design Honors does not fulfill the VPA requirement)

Digital Photography 1

Grades 10, 11, 12

one semester

Digital Photography 1 is a fun-filled introductory photography course in which students look at landscapes, portraits, abstractions, advertisements, and many other content areas to influence their work and showcase how they view the world. Students become familiar with digital cameras as well as the programs, Adobe Lightroom and Adobe Photoshop. Students express themselves by creating unique projects that are thought-provoking and attractive. DSLR classroom cameras will be provided by the school..

Digital Photography 2

Grades 11, 12

one semester

Digital Photography 2 is a portfolio building course where students work independently facilitated by the instructor. This class builds on the skills and concepts learned in Digital Photography 1, and dives 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. DSLR classroom cameras will be provided by the school..

AP 2D Art and Design

Grades 11, 12

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, printmaking, and painting. At the conclusion of the course the students submit their portfolio of twenty-four pieces to the AP Board for review.

AP Drawing

Grade 12

one year

AP Drawing is a college-level course primarily for juniors 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 10, 11, 12

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)

Digital Fabrication and Production

Grades 9, 10, 11, 12

one semester

Digital Fabrication and Production 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.

Film Studies

Grades 10, 11, 12

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
Rear Window
Vertigo
A Bronx Tale

The Graduate
Jaws
Run Lola Run
Memento

The Godfather
Pulp Fiction
Shawshank Redemption
One Flew Over the Cuckoo's Nest
The Martian
Parasite

Amelie
American Beauty
Truman Show
Election
In the Mood for Love
The Shining

High School Music Curriculum: Grades 9–12

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

Music Theory and Composition 1

Grade 10

one semester

Music Theory and Composition 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. Music theory topics begin with simple note and rhythm reading and dictation, and advance to basic score reading and melodic analysis. Students also learn basic composition techniques and create various types of creative musical compositions throughout the course. This course fulfills half of the Visual and Performing Arts requirement.

Music Theory and Composition 2

Grade 11

one semester

Music Theory and Composition 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 the second half of the Visual and Performing Arts requirement.

Pinewood Singers

Grades 9, 10, 11, 12

one year

Pinewood Singers is a mixed voice vocal ensemble for students in grades 9–12. 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 and 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)

High School Theatre Curriculum: Grades 9–12

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

Theatre 1

Grade 10

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, and 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

one semester

Theatre 2 builds 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 the second half of the Visual and Performing Arts requirement.

Technical Theatre

Grades 9, 10, 11, 12

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

one semester

Theatre Production and Leadership will 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)

Dance and Choreography

Grades 9, 10, 11, 12

one semester or one year

Dance and Choreography 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)

Visual and Performing Arts Extracurricular Programs

The following extracurricular programs are available to students in the specified grade levels.

Junior High Choir

Grades 7 and 8

one year commitment expected

Junior High Choir is designed to give students a foundational understanding of vocal production, technique, and expression through the rehearsal and performance of a diverse array of choral music. Junior High Choir performs throughout the school year in several school concerts (Winter Concert, PPA Cabaret, Spring Concert, 8th Grade Graduation) and occasionally has opportunities to perform outside of school and on tour. The Choir meets Tuesday and Thursday lunch periods, and students are required to attend a minimum of one rehearsal per week.

Junior High Dance Team

Grades 7 and 8

one year commitment expected

Junior High Dance Team is designed to give students the opportunity to develop their skills and technique in dance, while employing performance based activities. Students will learn various genres of dance and choreography in a team-based environment, and have opportunities to perform for different school and community events. The mission of the Pinewood dance program is to educate competent, confident performers by providing every student a quality experience by developing basic skills and knowledge in the rehearsal process to develop confidence in their performance abilities.

Art Independent Study

Grades 9, 10, 11, 12

one year commitment expected

Art independent Study is a project-based program which is student focused. The program director provides a thematic prompt and students create work to correspond to this prompt. This program 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 (Tuesdays and Thursdays).

(participation may be repeated)

A Cappella Ensemble—Pinewood Take Note

Grades 9, 10, 11, 12 (audition required)

one year commitment expected

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 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.

(participation may be repeated)

Drama

Grades 9, 10, 11, 12

one semester commitment expected

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.

(participation may be repeated)

Criteria for Placement and Advancement

Art 7, Communications 7, and Musical Theatre 7

All students in 7th grade have a six-week rotation in each subject area during Semester 2.

Art 8, Musical Theatre 8, or Design and Engineering 8

All students in 8th grade will take Art 8, Musical Theatre 8, or Design and Engineering in Semester 1 of 8th grade. A ranked choice system will be used to place students in one of the three classes.

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
- and have a recommendation by the teacher

Graphic Design Honors

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

- to complete Graphic Design 1 and 2, or Studio Art 2 and Graphic Design 1
- to meet 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:

- to complete Studio Art 2
- to meet 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:

- to complete Studio Art 2
- to meet 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
- to meet with the teacher to discuss the course requirements and get official approval (signature by teacher, student and parent)
- complete all assigned summer work

Music Theory and Composition 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 music, they take one semester of Music Theory and Composition 1 in 10th grade, and one semester of Music Theory and Composition 2 in 11th grade.

Theatre 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 theatre, they take one semester of Theatre 1 in 10th grade, and one semester of Theatre 2 in 11th grade.

Technical Theatre

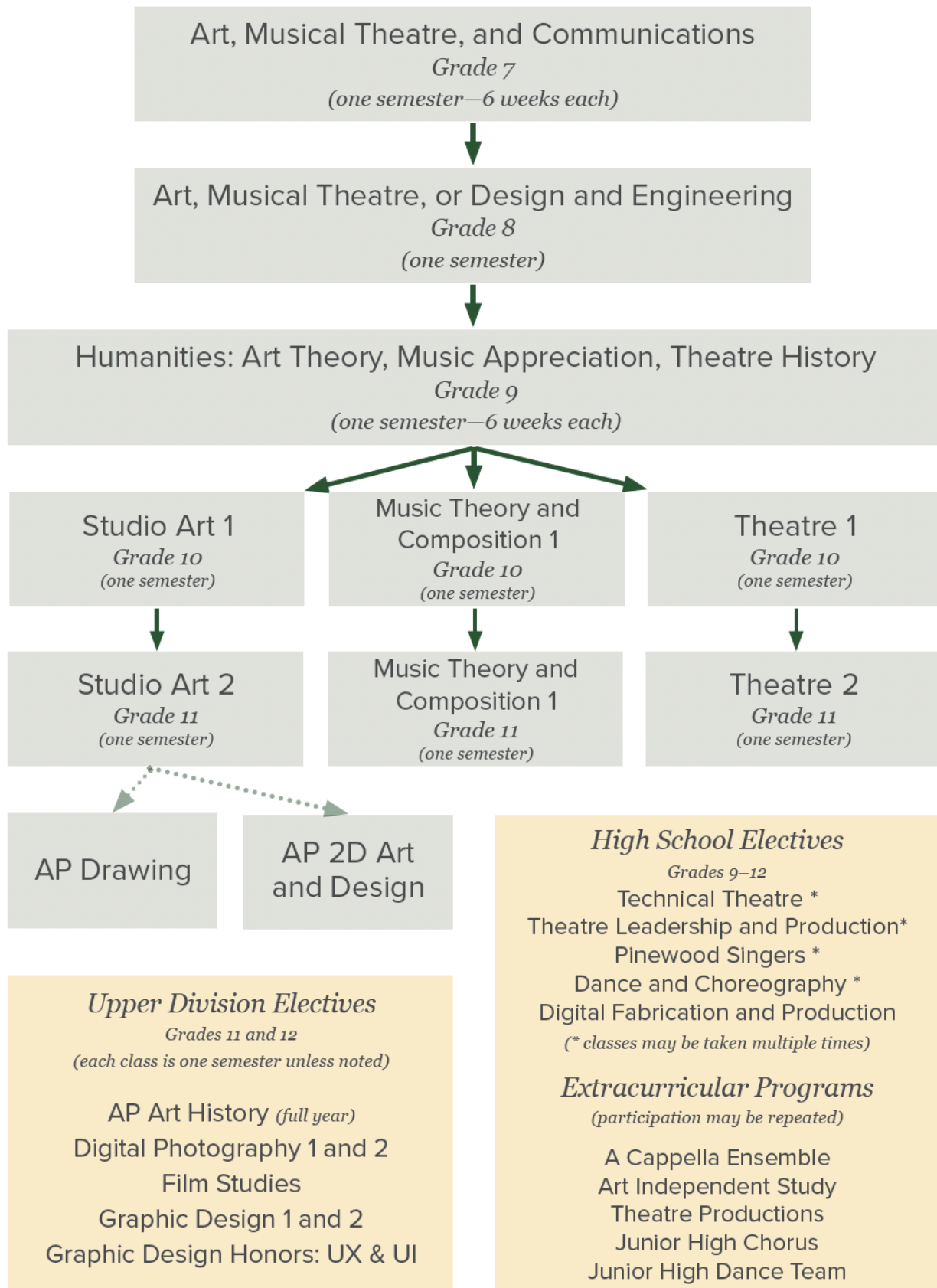
Technical Theatre is available to all students in grades 9–12.

Theatre Production and Leadership

Placement in Theatre Production and Leadership is open to 11th and 12th grade students who have

- completed at least one semester of Technical Theatre
- demonstrated proficiency on basic skills and leadership

Visual and Performing Arts Curriculum Progression



Computer Science

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 Computer Science Curriculum: Grades 7 & 8

Minimum requirement Grades 7 & 8: Computer Science and Engineering 7 and Computer Science and Engineering 8.

Computer Science and Engineering 7

Grade 7

one semester

Computer Science and Engineering 7 builds a strong foundation in computer science by exploring technology concepts and developing critical thinking skills. This course covers computer fundamentals, introductory coding languages, block programming, web design, emerging technology trends, extensive technical vocabulary, and digital citizenship. Additionally, students develop proficiency in design thinking through problem-solving, communication, ideation, prototyping, and testing, ensuring both technical competence and creative problem-solving abilities.

Computer Science and Engineering 8

Grade 8

one semester

Computer Science and Engineering 8 builds on the foundational knowledge from 7th grade, deepening students' understanding of technology concepts and applying design and computational thinking to problem-solving. This course covers programming concepts, HTML, CSS, and JavaScript, design thinking skills, and proficiency with prototyping tools. Students will maintain an online engineering journal to document, organize, reflect, and share their learning journey. Advanced students will be challenged with additional projects and may assist the teacher with other students, reinforcing their understanding through mentorship and hands-on experience.

Design and Engineering 8

Grade 8

one semester

Design and Engineering 8 is a hands-on, project-based course in which students apply their CAD skills and the engineering design cycle to tackle complex problems. Using tools like Autodesk Fusion 360, 3D printers, and laser cutters, they will design, prototype, test, and refine their creations. Through an ePortfolio, students will document their process, reflect on their learning, and celebrate successes. Collaboration, communication, creativity, and problem-solving are key as students take an active role in shaping their projects and

working together to develop innovative solutions.

(Design and Engineering 8 is one of three courses that satisfy the 8th grade arts rotation)

High School Computer Science Curriculum: Grades 9–12

Minimum graduation requirement Grades 9–12: 1 semester of Exploring Computer Science or Fundamentals of Computer Science (specific enrollment depends on placement).

Exploring Computer Science

Grade 9

one semester

Exploring Computer Science is an introductory class that exposes students to the beauty, joy, and usefulness of computing and examines its effects on their lives and 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.

Fundamentals of Computer Science

Grades 9, 10, 11, 12

one semester

Fundamentals of Computer Science builds upon the foundation developed in the Exploring Computer Science course, and covers more advanced principles, topics, and skills. This hands-on, project-based course uses Python, a popular programming language in colleges and universities that is an easy stepping stone from which students can 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, program design and style, concurrency, simulation, and the limits of computation.

(placement in Fundamentals of Computer Science in 9th grade depends on prior teacher recommendation and/or placement test results)

Mobile App Development

Grades 10, 11, 12

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. 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 such as user interface design considerations, interactivity, event-driven design and programming, 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

one semester

Advanced Computer Science is a follow-on course to Fundamentals of Computer Science (a prerequisite). It covers more advanced topics and concepts using object orientation, recursion, data structures, and algorithms to solve diverse problems more effectively and efficiently. 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, program 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, regardless of the school block schedule, as long as they stay on the course timeline and complete weekly projects and assignments in sync with the other students in this “virtual” class.

AP Computer Science Principles

Grades 11, 12

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 that 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 complete the in-course Performance Tasks defined by the College Board and are prepared to take the AP CSP exam in May.

AP Computer Science A

Grades 11, 12

one year

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Advanced Topics Data Science and Machine Learning

Grades 11, 12

one semester

AT Data Science and Machine Learning is a follow-on course to AP Computer Science 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 and 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.

Criteria for Placement and Advancement

Computer Science and Engineering 7

All students in 7th grade take Computer Science and Engineering 7

Computer Science and Engineering 8

All students in 8th grade take Computer Science and Engineering 8

Design and Engineering 8

All students in 8th grade will take Art 8, Musical Theatre 8, or Design and Engineering 8 in Semester 1 of 8th grade. A ranked choice system will be used to place students in one of the three classes.

Exploring Computer Science

Exploring Computer Science is the primary class placement for all 9th grade students. Those students with sufficient prior CS knowledge, may place out of Exploring Computer Science and take Fundamentals of Computer Science as their 9th grade CS class. After 9th grade, students may take computer science electives with teacher recommendation.

Advancement:

To be recommended for Fundamentals of Computer Science (as either a follow-on class to Exploring Computer Science, or an alternate 9th grade CS class, students must demonstrate the following characteristics:

- strong learner habits and performance
- thoughtful and substantial project reflections.
- insightful and rigorously researched Computing in the News presentations
- timely submission of all assigned work
- a placement test may be required

Advancement to All Follow-on Computer Science Courses

For placement in all Computer Science courses beyond the entry level Exploring Computer Science (or Fundamentals of Computer Science for those students who place out of Exploring Computer Science), students must receive a teacher recommendation based on consistent demonstration of the following characteristics:

- strong learner habits and performance
- thoughtful and substantial project reflections
- insightful and rigorously researched Computing in the News presentations

- timely submissions of all assigned work
- high-quality completion of advanced coding challenges

Fundamentals of Computer Science

To be considered for placement in Fundamentals of Computer Science, students must have:

- completed Algebra 1
- received a teacher recommendation based on the characteristics included above in “Advancement to All Follow-on Computer Science Courses”
- earned a minimum grade of 87% or better in Exploring Computer Science or
- attained a score of 90% or higher on the placement test

Mobile App Development

To be considered for placement in Mobile App Development, students must have

- earned a minimum grade of 87% in Fundamentals of Computer Science, and
- received a teacher recommendation based on the characteristics noted under “Advancement to All Follow-on Computer Science Courses” (see above)

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::

- a minimum grade of 87% in Fundamentals of Computer Science
- received a teacher recommendation based on the characteristics noted under “Advancement to All Follow-on Computer Science Courses” (see above)

Note: *Students should not take this course in the same semester as Mobile App Development.*

AP Computer Science Principles

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

- a minimum grade of 87% in Advanced Computer Science
- received a teacher recommendation based on the characteristics noted under “Advancement to All Follow-on Computer Science Courses” (see above)

Note: *Seniors may take AP and AT Computer Science courses concurrently.*

AP Computer Science A

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

- completion of Algebra 2
- a minimum grade of 87% in Advanced Computer Science and/or AP Computer Science Principles
- received a teacher recommendation based on the characteristics noted under “Advancement to All Follow-on Computer Science Courses” (see above)

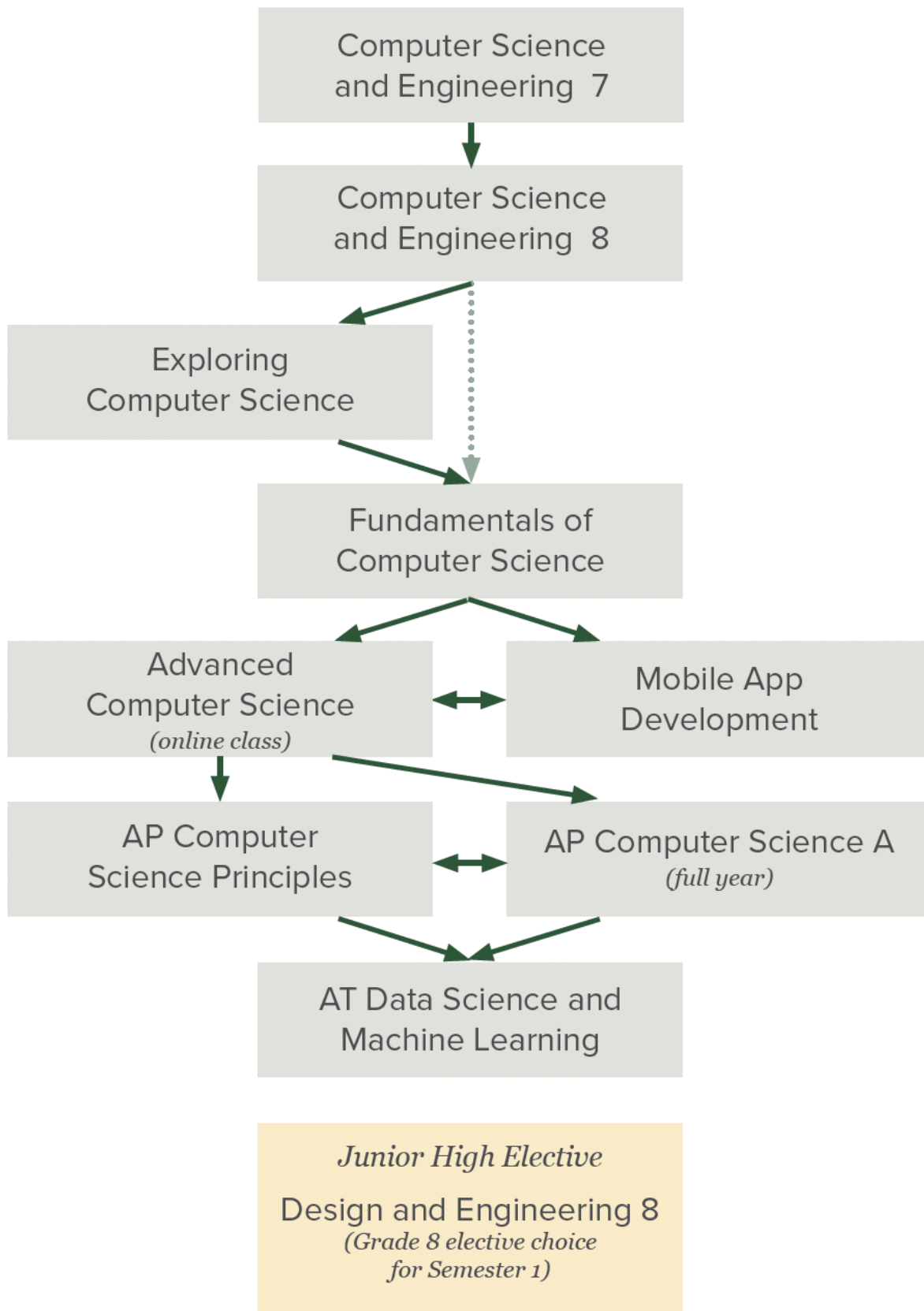
Note: *Seniors may take AP and AT Computer Science courses concurrently.*

Advanced Topics: Data Science and Machine Learning

- a minimum grade of 87% in any AP computer science course
- received a teacher recommendation based on the characteristics noted under “Advancement to All Follow-on Computer Science Courses” (see above)

Note: *Seniors may take AP and AT Computer Science courses concurrently.*

Computer Science Curriculum Progression



Business and Communications

Business and communications courses establish a solid foundation of the fundamentals of writing, speaking, digital storytelling, leadership, social impact, technology, and finance. Students participate in a range of classes and programs that offer opportunities such as representing Pinewood at speech and debate tournaments, working for the school newspaper or yearbook, or recognizing needs in the community and designing business plans that advocate for positive change.

Junior High Communications Curriculum: Grade 7

Communications 7

Grade 7

0.5 unit, one semester

Communications 7 provides students with the foundational skills to express themselves confidently and effectively in a variety of settings. The course emphasizes active listening, audience awareness, and storytelling while helping students grow mindful of non-verbal cues and their impact on communication. The curriculum is designed to gradually build students' abilities through collaborative projects and practice activities that reduce the stress of public speaking. The semester culminates in an individual presentation, where students showcase the skills and strategies they've developed. By combining self-reflection, feedback, and creative expression, students leave the course equipped with the tools to communicate clearly and effectively in any setting.

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

High School Business and Communications: Grades 9–12

The Pinewood Scholars Program

Grades 11 and 12

The Pinewood Scholars Program, focusing on innovation, sustainability, and community impact, empowers students to address real-world challenges with creativity and purpose. PSP is a highly selective, three-semester program (two semesters in junior year and one semester in senior year) in social entrepreneurship and earns honors credit. The following two courses comprise the program. Acceptance to the program is by application.

Social Entrepreneurship 1 Honors

Grade 11

one year

Social Entrepreneurship 1 Honors 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, and 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 Honors

Grade 12

one semester

Social Entrepreneurship 2 Honors 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 Honors 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.

Business and Technology

Grades 10, 11, 12

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 IST Education's Student Standards, the course covers key topics such as product pricing strategies, marketing, and effective collaboration. 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. The course also introduces students to AI-powered tools for design thinking, enabling them to generate innovative solutions, prototype ideas, and refine business strategies through an iterative, data-driven approach. By integrating AI into the creative problem-solving process, students gain a deeper understanding of how emerging technologies can support entrepreneurship and business innovation.

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

Personal Finance

Grades 10, 11, 12

one semester

Personal Finance is a hands-on course where students take on the role of early-career professionals navigating life in the Bay Area. Through real-world simulations, they'll make key financial decisions, such as managing a budget, choosing the right bank accounts, using credit wisely, and investing for the future—all while balancing the high cost of living. By engaging in interactive projects and problem-solving activities, students will develop a personalized financial plan that adapts to real-world challenges. By the end of the course, they will be equipped with the tools to manage their money effectively, make informed financial choices, and set themselves up for long-term success.

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

Audio/Video Production

Grades 9, 10, 11, 12

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.

Business and Communications Extracurricular Programs

The following extracurricular programs are available to students in the specified grade levels. Students may participate multiple times.

Junior High Yearbook

Grades 7 & 8

one year commitment expected

Junior High Yearbook is a full-year program where students collaborate to create the annual yearbook for grades 7–8. The team works together to capture the people, activities, and events that make each school year memorable. As part of the Yearbook staff, students develop skills in digital photography, graphic design, interviewing, proofreading, and layout design. Using a web-based publishing program, they gain hands-on experience with industry-standard design software and become proficient by the end of the course. Because Yearbook is an ongoing publication project, students must commit to the full year. The course can be taken multiple times, and leadership opportunities—including editor, photographer, and designer roles—are available through an application process each spring.

Junior High Speech and Debate

Grades 7 & 8

one year commitment expected

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.

Junior High Mock Trial

Grades 7 & 8

one year commitment expected

Mock Trial students will tackle a fictional case in this year-long club, playing the roles of lawyers and witnesses to learn firsthand about the American legal system. Through courtroom simulations, participants will develop public speaking, improvisational acting, and critical thinking skills. The club not only prepares students for real-life legal scenarios by teaching rules of evidence and legal strategy, but also offers the thrill of competing against other schools. This is a unique opportunity for aspiring legal minds to gain invaluable insight into the fundamentals of trial practice. Attorneys will guest lecture on legal careers.

Journalism

Grades 9, 10, 11, 12

one year commitment expected

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 weekly, plus outside hours when necessary during the publishing process.

Yearbook

Grades 9, 10, 11, 12

one year commitment expected

Students participating in the **Yearbook** program produce 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). Leadership applications are reviewed each spring for the following year and include opportunities such as editors, photographers, designers, and leadership roles like Editor-in-Chief.

Speech and Debate

Grades 9, 10, 11, 12

one year commitment expected

Debate offers students an opportunity to refine their research, analytical, and public speaking skills. Pinewood competes in congressional debate 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).

Mock Trial

Grades 9, 10, 11, 12

one year commitment expected

Mock Trial students will tackle a fictional case in this year-long club, playing the roles of lawyers and witnesses to learn firsthand about the American legal system. Through courtroom simulations, participants will develop public speaking, improvisational acting, and critical thinking skills. The club not only prepares students for real-life legal scenarios by teaching rules of evidence and legal strategy, but also offers the thrill of competing against other schools. This is a unique opportunity for aspiring legal minds to gain invaluable insight into the fundamentals of trial practice. Attorneys will guest lecture on legal careers.

Criteria for Placement and Advancement

Unless noted below, courses and extracurricular programs in the Business and Communications Department are open to all students in the specified grade levels.

Pinewood Scholars Program

The Pinewood Scholars Program (PSP) comprises two Upper Division courses, Social Entrepreneurship 1 Honors (full year) and Social Entrepreneurship 2 Honors (one semester). Students interested in joining PSP apply during the spring of their sophomore year through either a written application or an in-person interview. Program acceptance notification is made mid-April.

Social Entrepreneurship 1 Honors

Students admitted to the Pinewood Scholars Program take Social Entrepreneurship 1 Honors for both semesters of junior year.

Social Entrepreneurship 2 Honors

After completing Social Entrepreneurship 1 Honors in junior year, students will continue on to Social Entrepreneurship 2 Honors in the first semester of senior year.

Journalism

Participation in Journalism is by application. The process is as follows:

- students interested in joining Journalism for the first time (current Pinewood students and students new to Pinewood) will be asked to complete an interest form in the spring
- after completing the interest form, they will be sent an application—please note that not all applicants will be accepted
- all non-editors must reapply for Journalism each year by completing a returning applicant form—spots for the following year are NOT guaranteed
- students in Journalism have opportunities for leadership by becoming editors—there are typically about 13 editorial openings each year depending on who graduates in the spring

Journalism application timeline:

- February—interviews for Editor-in-Chief roles for the next school year
- March/April—interviews for editor openings for the next school year (only students with at least one year of experience are eligible)
- April—decisions made on editor staff for the next school year
- April/May—all non-editor students currently in Journalism must reapply along with any students new to Journalism and/or new to Pinewood
- May/June—staffing decisions for the next school year sent out

Note: Journalism meets each week on Tuesdays at lunch—it does NOT meet during a regularly scheduled A–H period.

Yearbook

Participation in Yearbook is by application. The process is as follows:

- students interested in joining Yearbook for the first time (current Pinewood students and students new to Pinewood) will be asked to complete an interest form in the spring
- after completing the interest form, they will be sent an application—please note that not all applicants will be accepted
- all non-editors must reapply for Yearbook each year by completing a returning applicant form—spots for the following year are NOT guaranteed
- students in Yearbook have opportunities for leadership by becoming editors, managing editors, section lead, designers, illustrators, photographers and sports photographer
- there are typically about 15 leadership positions available each year, depending on graduating staff
- students gain real world experience leading meetings, mentoring younger students, and designing, photographing, creating illustrations, and learning all aspects of project management
- every student will reapply for their position at the end of the third quarter. This allows

for new leadership opportunities each spring

- in selecting leadership positions, preference will be given to students who have taken Digital Photography or Graphic Design
- Yearbook staff will be provided with equipment and software for taking and editing photos as well as access to computers and programs for design

Yearbook application timeline:

- February—interviews for Editor-in-Chief and Chief Managing Editor positions for the next school year
- March/April—interviews for leadership positions (only students with at least one year of experience are typically eligible)
- April—leadership staff decisions are announced
- April—the next cycle of the yearbook will begin—departing leaders will help train the new leadership
- April/May—all students in Yearbook must reapply, along with new applicants (including students new to Pinewood)
- May/June—final staff decisions sent out for the next school year if they have not been announced earlier

Business and Communications Curriculum Progression

Communications 7
Grade 7

Pinewood Scholars Program
*(selective program available to students in
Grades 11 and 12—this is a three
semester commitment)*

Social Entrepreneurship 1 Honors
*Grade 11
(full year)*



Social Entrepreneurship 2 Honors
Grade 12

Personal Finance
Grades 10–12

Business and Technology
Grades 10–12

Audio-Video Production
Grades 9–12

*Junior High
Extracurricular Programs*
(participation may be repeated)

Junior High Yearbook
Junior High Speech and Debate
Junior High Mock Trial

*High School
Extracurricular Programs*
(participation may be repeated)

Journalism
Yearbook
Speech and Debate
Mock Trial

Physical Education & Health

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 Physical Education Curriculum: Grades 7 & 8

Physical Education 7 | Physical Education 8

Grades 7 and 8

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 classes every other day with the goal of gaining self-confidence and developing fitness habits for a healthy life.

Health 7

Grade 7

not graded, 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

not graded, 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 Physical Education Curriculum: Grades 9–12

PE/Athletics

Grades 9 & 10

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 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. Those 10th grade students who opt to fulfill their PE/Athletic requirement through participation in a Pinewood sport or outside team will then be required to take an approved elective class in lieu of taking PE/Athletics 10 for one or both semesters. Students will not be allowed to waive PE/Athletics in exchange for a free period.

Health 9

Grade 9

not graded, two weeks

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

Health 10

Grade 10

not graded, 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 and Choreography

Grades 9, 10, 11, 12

one year

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

Dance and Choreography also fulfills the PE graduation requirement for 9th and 10th grade students. One year of Dance is equivalent to one year of PE/Athletics.

(course may be taken multiple times)

Criteria for Placement and Advancement

Physical Education 7 and Health 7

All students in 7th grade take Physical Education 7 and Health 7.

Physical Education 8 and Health 8

All students in 7th grade take Physical Education 8 and Health 8.

PE/Athletics 9 and Health 9

All students in 9th grade take PE/Athletics 9 or Dance and Choreography and Health 9.

PE/Athletics 10 and Health 10

With the exception of those 10th grade students who qualify to waive PE classes for athletic team participation and elective class enrollment, all students in 10th grade take PE/Athletics 10 or Dance and Choreography and Health 10.

Physical Education and Health Curriculum Progression



Extracurricular Programs

Extracurricular programs at Pinewood offer students a valuable opportunity to explore interests beyond the traditional classroom setting, fostering personal growth, leadership, and teamwork. By participating in extracurricular programs, students can discover their passions, build lasting friendships, and cultivate qualities like time management, resilience, and creativity. These programs play a crucial role in enhancing the overall Pinewood experience, cultivating leaders of the future, and preparing students for life beyond the Upper Campus.

Junior High Extracurricular Programs: Grades 7 & 8

Students may participate in the following programs in both 7th and 8th grades.

Junior High Choir

Grades 7 & 8

one year commitment expected

Junior High Choir is designed to give students a foundational understanding of vocal production, technique, and expression through the rehearsal and performance of a diverse array of choral music. Junior High Choir performs throughout the school year in several school concerts (Winter Concert, PPA Cabaret, Spring Concert, 8th Grade Graduation) and occasionally has opportunities to perform outside of school and on tour. The Choir meets Tuesday and Thursday lunch periods, and students are required to attend a minimum of one rehearsal per week.

Junior High Dance Team

Grades 7 & 8

one year commitment expected

Junior High Dance Team is designed to give students the opportunity to develop their skills and technique in dance, while employing performance based activities. Students will learn various genres of dance and choreography in a team-based environment, and have opportunities to perform for different school and community events. The mission of the Pinewood dance program is to educate competent, confident performers by providing every student a quality experience by developing basic skills and knowledge in the rehearsal process to develop confidence in their performance abilities.

Junior High Yearbook

Grades 7 & 8

one year commitment expected

Junior High Yearbook creates an annual yearbook for grades 7–8. Students work together to document the people, activities, and events that make each school year special. As part of the yearbook staff, students develop skills in digital photography, graphic design, interviewing, proofreading, and layout design. Using a web-based publishing program, they gain hands-on experience with the latest design software and become proficient by the end of the program. JH Yearbook is a full-year commitment due to the ongoing nature of creating a published book. Students can participate in 7th and 8th grades, and leadership opportunities—such as editors, photographers, and designers—are available through an application process each spring.

Tabula Rasa

Grades 7 & 8

one year commitment expected

Tabula Rasa, established in 2016, is an annual, award-winning publication that showcases

literature and art by students of Pinewood School. *Tabula Rasa* accepts prose, poetry, art, photography, music, and cross-genre submissions from Upper Campus students, and the editorial team publishes content digitally throughout the year. Check out the website at pwtabularasa.org and instagram at @pw.tabularasa.

Junior High Speech and Debate

Grades 7 & 8

one year commitment expected

The focus for **Junior High Speech and 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.

Junior High Mock Trial

Grades 7 & 8

one year commitment expected

Mock Trial students will tackle a fictional case in this year-long club, playing the roles of lawyers and witnesses to learn firsthand about the American legal system. Through courtroom simulations, participants will develop public speaking, improvisational acting, and critical thinking skills. The club not only prepares students for real-life legal scenarios by teaching rules of evidence and legal strategy, but also offers the thrill of competing against other schools. This is a unique opportunity for aspiring legal minds to gain invaluable insight into the fundamentals of trial practice. Attorneys will guest lecture on legal careers.

Junior High Robotics

Grades 7 & 8

one year commitment expected

Junior High Robotics, offers students an opportunity to participate in competitive robotics in the increasingly popular Botball league and prepares them for the challenges of the High School FRC Robotics Team. During the fall, students explore and experiment with Botball hardware and software in a low-pressure, after school club style environment. In January, the year's new Botball game rules are announced and focus will turn to building and programming their competition robots for the Botball tournament in the spring. Meeting times, formal team processes, and participation expectations will increase as needed for the team to meet their goals and field competitive robots. More Botball details can be found here: <https://www.kipr.org/botball>.

High School Extracurricular Programs: Grades 9–12

Art Independent Study

Grades 9, 10, 11, 12

one year commitment expected

Art independent Study is a project-based program which is student focused. The program director provides a thematic prompt and students create work to correspond to this prompt. This program 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 (Tuesdays and Thursdays).

A Cappella Ensemble—Pinewood Take Note

Grades 9, 10, 11, 12 (audition required)

one year commitment expected

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.

Drama

Grades 9, 10, 11, 12

one semester commitment expected

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.

Journalism

Grades 9, 10, 11, 12

one year commitment expected

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 weekly, plus outside hours when necessary during the publishing process.

Yearbook

Grades 9, 10, 11, 12

one year commitment expected

Students participating in the **Yearbook** program produce 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). Leadership applications are reviewed each spring for the following year and include opportunities such as editors, photographers, designers, and leadership roles like Editor-in-Chief.

Tabula Rasa

Grades 9, 10, 11, 12

one year commitment expected

Tabula Rasa, established in 2016, is an annual, award-winning publication that showcases literature and art by students of Pinewood School. *Tabula Rasa* accepts prose, poetry, art,

photography, music, and cross-genre submissions from Upper Campus students, and the editorial team publishes content digitally throughout the year. Check out the website at pwtabularasa.org and instagram at @pw.tabularasa.

Robotics

Grades 9, 10, 11, 12

one year commitment expected

Robotics, [FRC Team 4765 PWRUP](#), is a student-led competitive robotics team in the FRC league. Operating much like a tech company, students run all aspects of the team, giving them experience with hardware design, CAD, digital fabrication, metal work, wood work, electrical wiring, software programming, product development processes, team leadership, marketing, and finance. The Fall is spent learning and practicing new skills and organizing the team in preparation for the Spring competition build season. The year's new game rules are announced in January and the team starts working more hours per week to design, build, program, test, and practice with a new robot in time for the FRC tournaments in March and April. Tournaments are multi-day weekend-long travel experiences for the team. Sample tournament videos are available [here](#) and [here](#).

Speech and Debate

Grades 9, 10, 11, 12

one year commitment expected

Debate offers students an opportunity to refine their research, analytical, and public speaking skills. Pinewood competes in congressional debate 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).

Mock Trial

Grades 9, 10, 11, 12

one year commitment expected

Mock Trial students will tackle a fictional case in this year-long club, playing the roles of lawyers and witnesses to learn firsthand about the American legal system. Through courtroom simulations, participants will develop public speaking, improvisational acting, and critical thinking skills. The club not only prepares students for real-life legal scenarios by teaching rules of evidence and legal strategy, but also offers the thrill of competing against other schools. This is a unique opportunity for aspiring legal minds to gain invaluable insight into the fundamentals of trial practice. Attorneys will guest lecture on legal careers.

Criteria for Placement and Advancement

Unless noted below, participation in extracurricular programs is open to all students in the specified grade levels.

A Cappella Ensemble—Pinewood Take Note

Auditions are held in May to determine the members of Pinewood Take Note for the following school year.

Drama

Auditions are held in August to determine the cast of the fall play, and in January for the cast of the spring musical.

Journalism

Participation in Journalism is by application. The process is as follows:

- students interested in joining Journalism for the first time (current Pinewood students and students new to Pinewood) will be asked to complete an interest form in the spring
- after completing the interest form, they will be sent an application—please note that not all applicants will be accepted
- all non-editors must reapply for Journalism each year by completing a returning applicant form—spots for the following year are NOT guaranteed
- students in Journalism have opportunities for leadership by becoming editors—there are typically about 13 editorial openings each year depending on who graduates in the spring

Journalism application timeline:

- February—interviews for Editor-in-Chief roles for the next school year
- March/April—interviews for editor openings for the next school year (only students with at least one year of experience are eligible)
- April—decisions made on editor staff for the next school year
- April/May—all non-editor students currently in Journalism must reapply along with any students new to Journalism and/or new to Pinewood
- May/June—staffing decisions for the next school year sent out

Note: *Journalism meets each week on Tuesdays at lunch—it does NOT meet during a regularly scheduled A–H period.*

Yearbook

Participation in Yearbook is by application. The process is as follows:

- students interested in joining Yearbook for the first time (current Pinewood students and students new to Pinewood) will be asked to complete an interest form in the spring
- after completing the interest form, they will be sent an application—please note that not all applicants will be accepted
- all non-editors must reapply for Yearbook each year by completing a returning applicant form—spots for the following year are NOT guaranteed
- students in Yearbook have opportunities for leadership by becoming editors, managing editors, section lead, designers, illustrators, photographers and sports photographer
- there are typically about 15 leadership positions available each year, depending on graduating staff
- students gain real world experience leading meetings, mentoring younger students, and designing, photographing, creating illustrations, and learning all aspects of project management
- every student will reapply for their position at the end of the third quarter. This allows for new leadership opportunities each spring
- in selecting leadership positions, preference will be given to students who have taken Digital Photography or Graphic Design
- Yearbook staff will be provided with equipment and software for taking and editing photos as well as access to computers and programs for design

Yearbook application timeline:

- February—interviews for Editor-in-Chief and Chief Managing Editor positions for the next school year
- March/April—interviews for leadership positions (only students with at least one year of experience are typically eligible)

- April—leadership staff decisions are announced
- April—the next cycle of the yearbook will begin—departing leaders will help train the new leadership
- April/May—all students in Yearbook must reapply, along with new applicants (including students new to Pinewood)
- May/June—final staff decisions sent out for the next school year if they have not been announced earlier

Extracurricular Program Offerings

Extracurricular Programs open to all students in Grades 7 and 8

Junior High Chorus
Junior High Yearbook
Junior High Dance Team
Tabula Rasa
Junior High Mock Trial
Junior High Speech and Debate
Junior High Robotics

Extracurricular Programs open to all students in Grades 9–12

Journalism
Yearbook
Theatre Productions
A Cappella Ensemble
Art Independent Study
Speech and Debate
Mock Trial
Robotics
Tabula Rasa