



Pinewood School

# Course Catalog

## 2026–2027

*Grades 7–12*

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# Course Catalog 2026–27

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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. Placement in these courses is guided by a structured process designed to ensure appropriate academic challenge and student success, drawing on academic performance, demonstrated readiness, and teacher recommendations. However, students who feel strongly about taking a specific AP/AT or Honors course and are not recommended may be considered for the class through a petition process. Students whose grades most closely meet the placement requirement are more likely to be approved, since the requirement is intentionally set based on the performance of students who have historically succeeded in the course. (Please note: beginning in the 2027–2028 academic year, only students within 1% of the required grade will be eligible to petition.)

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, 2-D 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*

## Academic Advising

### *Philosophy*

Academic advising is an essential part of helping students plan for the future. Beyond simply selecting courses, it's an opportunity to reflect on academic goals, explore personal interests, and consider how extracurricular activities and leadership roles contribute to their overall

growth. Our goal is to ensure students have a well-rounded and balanced experience that supports their success at Pinewood and prepares them for the opportunities ahead.

### ***Academic Advising and Course Request Timeline***

Academic Advising and Course Requests take place annually between early March and mid April. Activities include a course request information night for students and parents, an academic presentation to students in 9–11th grades, releasing the updated Course Catalog for the coming school year, opening the Course Request process to students, and one-on-one academic advising meetings for all students in 9th–11th grades.

### ***Academic Advisor Assignments***

Students in 9th–11th grades are assigned academic advisors as follows

- 9th grade: last name A–J, Head of Upper Campus
- 9th grade: last name L–Z, Curriculum Director, grades 7–12
- 10th and 11th grades: randomly assigned to the Director and Associate Director of College Counseling

## **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 college preparatory level class. Students who wish to take an Advanced, Honors, or AP/AT level class, but were not recommended, may be considered for the class through the course petition process, completed during their one-on-one meeting with their academic advisor, and receive department/teacher consideration before submitting

the Course Request. 11th and 12th grade students also use the Course Request process to choose optional elective classes. 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.

## 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/AT		%	pts	H/AP/AT		%	pts	H/AP/AT
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

GPA is calculated for all students, junior high and high school, at the end of each semester. With the exception of the 7th grade arts rotation where each of the three 6-week classes receives 0.5 units, all classes, including those courses that have A–G recognition from the UC and CSU systems, receive 1.5 units per class. Honors and AP/AT courses receive an additional grade point in GPA calculation (see Grade Scale above).

For students in grades 9–12, grades for courses taken for academic enrichment outside of

Pinewood (academic summer programs, community college, alternative schools, etc.) will not be included on the student's Pinewood transcript or calculated into the student's Pinewood GPA. For students entering Upper Campus as a high school transfer, all courses taken at a previous high school will be included on the transcript, but not calculated in the GPA. When the student applies to college, it will be up to each institution to recalculate the student's GPA to include these course grades.

Cumulative GPA (GPA for all courses taken in a given period, most usually four years of high school as opposed to one single semester) is computed for all Pinewood classes taken over the given period of time. It is not a simple average of semester GPAs.

# Graduation Requirements

## *Junior High: Grades 7 and 8*

### **Grades 7 and 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 and Engineering—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)*

*(the second-semester art requirement may also be satisfied by a year-long arts class taken in 10th or 11th grade—see the Visual and Performing Arts section later in this Catalog for more information)*

***Computer Science and Engineering—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	Social Entrepreneurship 1 and 2 Honors
Design and Engineering*	Hispanic Film and Culture*
Mobile App Development*	Hispanic Film and Culture Honors*
Advanced Computer Science	Digital Photography 1 and 2
AP Computer Science Principles	Graphic Design 1 and 2
AP Computer Science A	Graphic Design Honors: UX and UI
AT Data Science & Machine Learning*	AP 2-D Art and Design (Fine Art and Photography*)
Statistics	AP Drawing
AP Statistics	AP Art History*
AP Chemistry	Audio/Video Production
AP Physics	Business and Economics
AT Biology	Personal Finance
Marine Biology	Digital Fabrication and Production
Anatomy and Physiology	Film Studies
Psychology	Theatre Production and Leadership
AI Technology for Social Impact*	Dance and Choreography 1 and 2
PSP Foundations	

*\*course may not be offered every year*

# Course Requirements by Grade

## *Junior High: Grades 7 and 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

#### ***PAW Programs***

Junior High Choir

Junior High Dance Team

Junior High Debate

SAFE

Tabula Rasa

Junior High Yearbook

Junior High Robotics

### **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

#### ***PAW Programs***

Junior High Choir

Junior High Dance Team

Junior High Debate

SAFE

Tabula Rasa

Junior High Yearbook

Junior High Robotics

## *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 Fitness

***optional electives***

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

***PAW Programs***

Art Independent Study	A Cappella Ensemble—Pinewood Take Note
Drama	Robotics
Journalism	Speech and Debate
Yearbook	SAFE
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 Fitness

***optional electives***

Pinewood Singers	Fundamentals of Computer Science
Technical Theatre	Mobile App Development*
Audio/Video Production	Advanced Computer Science
Digital Fabrication and Production	AP Computer Science Principles
Design and Engineering*	AP Computer Science A

***Electives open to those students who waive PE for Athletic participation***

Psychology	Digital Photography 1 and 2
AI Technology for Social Impact*	Graphic Design 1 and 2
Business and Economics	Film Studies
Personal Finance	AP Art History*

***PAW Programs***

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

*\*course may not be offered every year*

*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 PAW Program activities including Journalism, Yearbook, Drama, Robotics, Speech and Debate, Art Independent Study, A Cappella Ensemble, SAFE, 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, AP 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)—*please see the Visual and Performing Arts section of this catalog for information regarding alternative ways to fulfill this requirement*

### ***recommended***

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

### ***optional electives***

Pinewood Singers	Technical Theatre
Dance and Choreography	Theatre Production and Leadership

### ***Upper Division Electives***

Fundamentals of Computer Science	AI Technology for Social Impact*
Design and Engineering*	PSP Foundations
Mobile App Development*	Hispanic Film and Culture*
Advanced Computer Science	Hispanic Film and Culture Honors*
AP Computer Science Principles	Digital Photography 1 and 2
AP Computer Science A	Graphic Design 1 and 2
AT Data Science & Machine Learning*	Graphic Design Honors: UX and UI
Statistics	AP 2-D Art and Design (Fine Art and Photography*)
AP Statistics	AP Art History*
AP Chemistry	Audio/Video Production
AP Physics	Business and Economics
AT Biology	Personal Finance
Marine Biology	Digital Fabrication and Production
Anatomy and Physiology	Film Studies
Psychology	Theatre Production and Leadership
Social Entrepreneurship 1 Honors	Dance and Choreography 1 and 2

### ***PAW Programs***

Art Independent Study	A Cappella Ensemble—Pinewood Take Note
Drama	Robotics
Journalism	Speech and Debate
Yearbook	SAFE

Tabula Rasa

*\*course may not be offered every year*

## **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, Hispanic Film and Culture Honors, 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

### ***Upper Division Electives***

Fundamentals of Computer Science  
Design and Engineering\*

AI Technology for Social Impact\*

Mobile App Development\*

Hispanic Film and Culture\*

Advanced Computer Science

Hispanic Film and Culture Honors\*

AP Computer Science Principles

Digital Photography 1 and 2

AP Computer Science A

Graphic Design 1 and 2

AT Data Science & Machine Learning\*  
Statistics

Graphic Design Honors: UX and UI

AP Statistics

AP 2-D Art and Design (Fine Art and Photography\*)

AP Chemistry

AP Drawing

AP Physics

AP Art History\*

AT Biology

Audio/Video Production

Marine Biology

Business and Economics

Anatomy and Physiology

Personal Finance

Psychology

Digital Fabrication and Production

PSP Foundations

Film Studies

Social Entrepreneurship 2 Honors

Theatre Production and Leadership

Dance and Choreography 1 and 2

### ***PAW Programs***

Art Independent Study

A Cappella Ensemble—Pinewood Take Note

Drama

Robotics

Journalism

Speech and Debate

Yearbook

SAFE

Tabula Rasa

*\*course may not be offered every year*

# Course Offerings by Department

## Junior High: Grades 7 and 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 and Engineering**

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

### **PAW Programs**

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

## 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 and UI  
 Digital Photography 1 and 2  
 Film Studies  
 AP Art History\*  
 AP Drawing  
 AP 2-D Art and Design  
 Pinewood Singers  
 Dance and Choreography 1 and 2  
 Technical Theatre  
 Theatre Production and Leadership  
 Digital Fabrication and Production  
 Audio Video Production

**Business and Communications**

AI Technology for Social Impact\*  
 PSP Foundations  
 Social Entrepreneurship 1 Honors  
 Social Entrepreneurship 2 Honors  
 Business and Economics  
 Personal Finance

**Physical Education/Health**

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

*\*course may not be offered every year*

**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\*  
 Hispanic Film and Culture Honors\*

**Computer Science and Engineering**

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

**PAW Programs**

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

# Electives and PAW Programs by Grade

## Junior High: Grades 7 and 8

### Seventh Grade

#### ***PAW Programs***

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

### Eighth Grade

#### ***PAW Programs***

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

## 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  
Design and Engineering\*  
Advanced Computer Science  
Mobile App Development

#### ***PAW Programs***

Journalism  
Yearbook  
Drama  
A Cappella Ensemble  
Art Independent Study  
Robotics  
Speech and Debate

### Tenth Grade

#### ***Electives open to all students***

Digital Fabrication and Production  
Audio Video Production  
Pinewood Singers  
Technical Theatre  
Fundamentals of Computer Science  
Design and Engineering\*  
Advanced Computer Science  
Mobile App Development  
AP Computer Science Principles  
AP Computer Science A

#### ***Electives open to those students who waive PE for Athletic participation***

Psychology  
AI Technology for Social Impact\*  
Business and Economics  
Personal Finance  
Digital Photography 1 and 2  
Graphic Design 1 and 2  
Film Studies  
AP Art History\*

#### ***PAW Programs***

Journalism  
Yearbook  
Drama  
A Cappella Ensemble  
Art Independent Study  
Robotics  
Speech and Debate

Tabula Rasa  
SAFE

## **Eleventh Grade**

### ***Upper Division Electives***

*The following courses satisfy the Upper Division Elective Requirement unless they are being used to fulfill a specific graduation requirement in another field*

Fundamentals of Computer Science Design and Engineering\*  
Advanced Computer Science  
Mobile App Development\*  
AP Computer Science Principles  
AP Computer Science A  
AT Data Science & Machine Learning\*  
Statistics  
AP Statistics  
Hispanic Film and Culture (Honors)\*  
Hispanic Film and Culture Honors\*  
Digital Photography 1 and 2  
Graphic Design 1 and 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 Economics  
Personal Finance  
Digital Fabrication and Production  
Film Studies  
Psychology\*  
AI Technology for Social Impact\*  
PSP Foundations  
Social Entrepreneurship 1 Honors

### ***Electives***

Pinewood Singers  
Technical Theatre  
Theatre Production and Leadership  
Dance and Choreography 1 and 2

### ***PAW Programs***

Journalism  
Yearbook  
Drama

Tabula Rasa  
SAFE

## **Twelfth Grade**

### ***Upper Division Electives***

*The following courses satisfy the Upper Division Elective Requirement unless they are being used to fulfill a specific graduation requirement in another field*

Fundamentals of Computer Science Design and Engineering\*  
Advanced Computer Science  
Mobile App Development\*  
AP Computer Science Principles  
AP Computer Science A  
AT Data Science & Machine Learning\*  
Statistics  
AP Statistics  
Hispanic Film and Culture\*  
Hispanic Film and Culture Honors\*  
Digital Photography 1 and 2  
Graphic Design 1 and 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 Economics  
Personal Finance  
Digital Fabrication and Production  
Film Studies  
Psychology  
AI Technology for Social Impact\*  
PSP Foundations  
Social Entrepreneurship 2 Honors

### ***Electives***

Pinewood Singers  
Technical Theatre  
Theatre Production and Leadership  
Dance and Choreography 1 and 2

### ***PAW Programs***

Journalism  
Yearbook  
Drama

A Cappella Ensemble  
Art Independent Study  
Robotics  
Speech and Debate  
Tabula Rasa  
SAFE

A Cappella Ensemble  
Art Independent Study  
Robotics  
Speech and Debate  
Tabula Rasa  
SAFE

*\* course may not be offered every year*

# 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 and 8

*Minimum requirement Grades 7 and 8: 2 years literature and 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 C

### 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 Deen  
*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 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

*A Midsummer Night's Dream*, 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  
NoRedInk  
Selection of non-fiction essays

## 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  
*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** deepens students' understanding of academic writing and empowers them to become thoughtful, persuasive, and precise communicators. As the next step in Pinewood's writing curriculum, this course builds upon the foundational skills introduced in Writing 9, with

continued emphasis on the three core pillars—conventions, vocabulary, and writing skills—while pushing students toward greater nuance and control in their work. Through the study of mentor texts across genres, students will sharpen their rhetorical awareness and learn to analyze how strong writers build arguments, convey ideas, and engage their audiences. Students will write in a range of modes, with special attention to research-driven writing, rhetorical analysis, and argumentation. The semester also includes the second year of the Societal Awareness Project (SAP), a capstone research and presentation project that encourages students to deepen their understanding of a self-selected issue and imagine actionable solutions. The SAP serves as a foundational experience for students interested in pursuing social entrepreneurship through the Pinewood Scholars Program (PSP).

**Course materials may include the following:**

Membean

NoRedInk

Student-selected nonfiction book related to the SAP

## **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

*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

*Slaughterhouse 5*, Kurt Vonnegut

*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:**

*East of Eden*, John Steinbeck  
*Interpreter of Maladies*, Jhumpa Lahiri  
*The Adventures of Huckleberry Finn*, Mark Twain  
*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  
selected poems, Emily Dickinson

## **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:**

*Bird by Bird*, Anne Lamott  
*On Writing*, Stephen King  
*Stiff*, Mary Roach  
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/interpretive and argumentative essays, both timed and untimed.

### Course materials may include the following:

*Sir Gawain and the Green Knight*, the Pearl Poet  
*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

## English PAW Program

### Tabula Rasa

Grades 7, 8, 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](http://pwtabularasa.org) and instagram at @pw.tabularasa.

## 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 grade level and an honors level 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

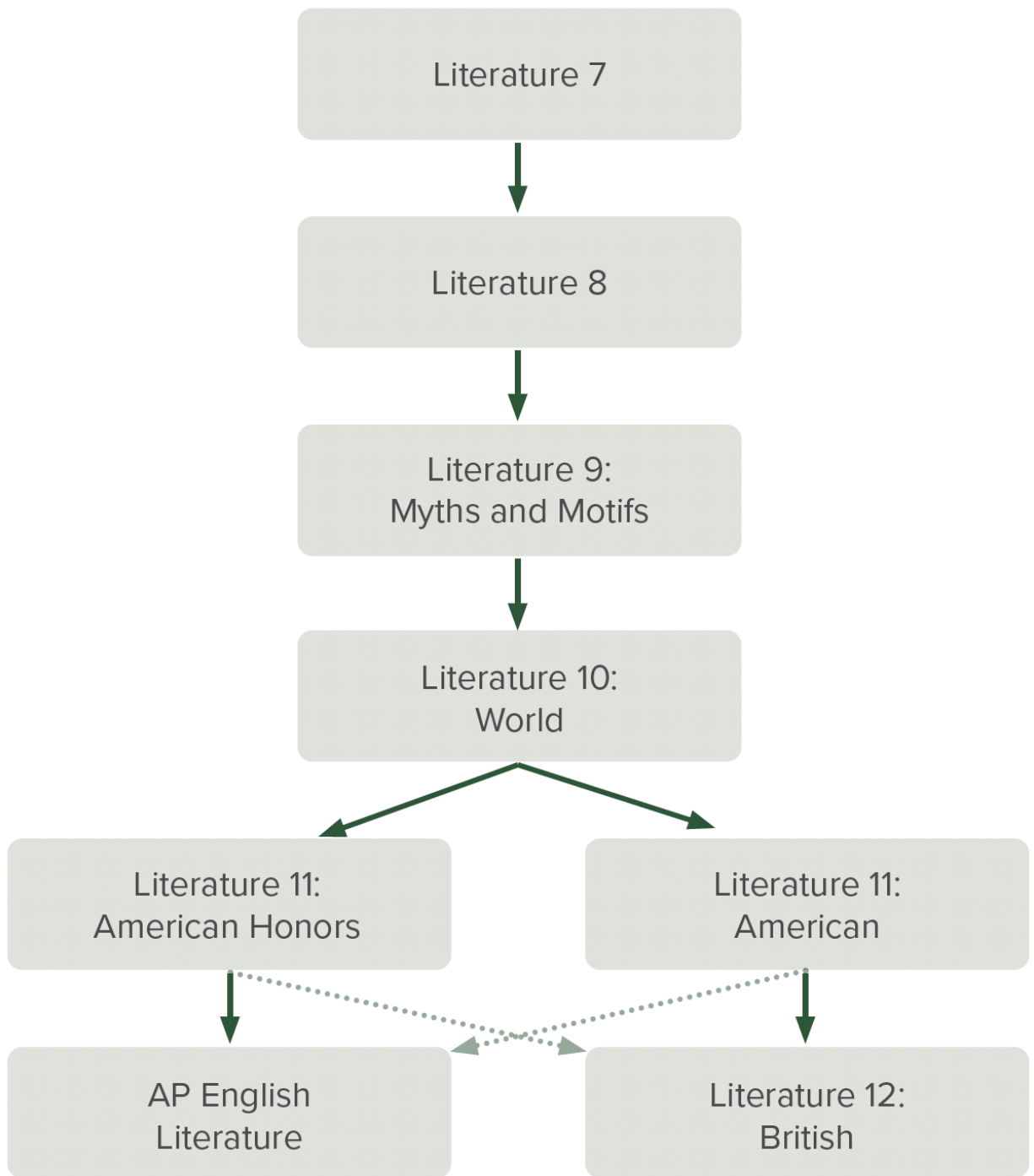
## **AP English Literature and Composition**

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

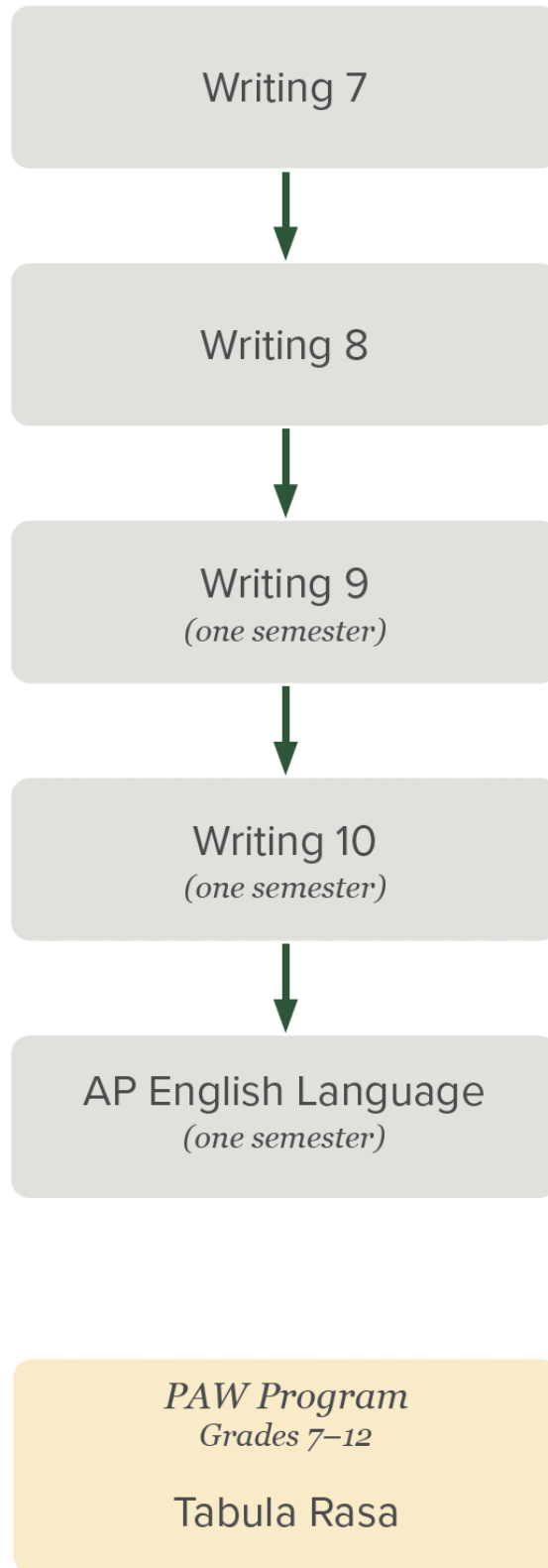
*\*As Literature 11: American is not an honors course and, therefore, not designed to prepare students for AP Literature, advancement from Literature 11: American to AP Literature is dependent solely on teacher recommendation.*

## *Literature Curriculum Progression*



*PAW Program*  
*Grades 7-12*  
Tabula Rasa

## Writing Curriculum Progression



# 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 and 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. 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 and Desmos 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 using the TI-84 graphing calculator and Desmos to support their work. These topics include an in depth study of algebraic functions of all types, transformations, inverses, and exponential and logarithmic functions. In the second semester, the course begins trigonometry by reviewing right triangle trigonometry and then introducing the unit circle. Students will become familiar with the graphs of all six trigonometric functions and their inverses, learn about many of the fundamental trig identities, solve equations, and explore 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** is an introduction to differential and integral calculus. Students begin by studying limits and are introduced to the limit definition of the derivative. They learn foundational differentiation techniques and apply them to real-world and mathematical contexts, including curve sketching, optimization, and related rates. The second semester focuses on antiderivatives and both indefinite and definite integrals. Students develop fluency with the basic integration formulas and explore applications of integration, such as calculating area and volume. Throughout the course, students use technology, including the TI-84 graphing calculator and Desmos, to visualize concepts and support problem solving. AP Calculus AB is a preparatory course 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**

*Grades 11, 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*

*Once placement recommendations have been made, Quarter 3 and Semester 2 grades must continue to support the assigned placement. If academic performance does not remain consistent with this recommendation, the placement determination made in March may be reconsidered.*

### **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

- have completed Algebra 2

### **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 junior year students who

- have completed Precalculus with Trigonometry and
- have a teacher recommendation

Or for senior year students who

- have completed Algebra 2 and
- have a teacher recommendation

## *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** 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 missing Algebra 1 skills may also benefit from this summer class. A teacher recommendation is required.

The 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. The TI-84 graphing calculator will be used to support results and to check solutions.

### **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.

## **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.

## **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 missing 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 grade level Algebra 1B class in 8th grade
- rising 9th grade students who achieve below 75% in summer Algebra 1B will take the grade level 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 for summer classes. Daily in-person attendance 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 grade level 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. A teacher recommendation is required for summer classes. Daily in-person attendance is required.

### ***Advancement:***

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

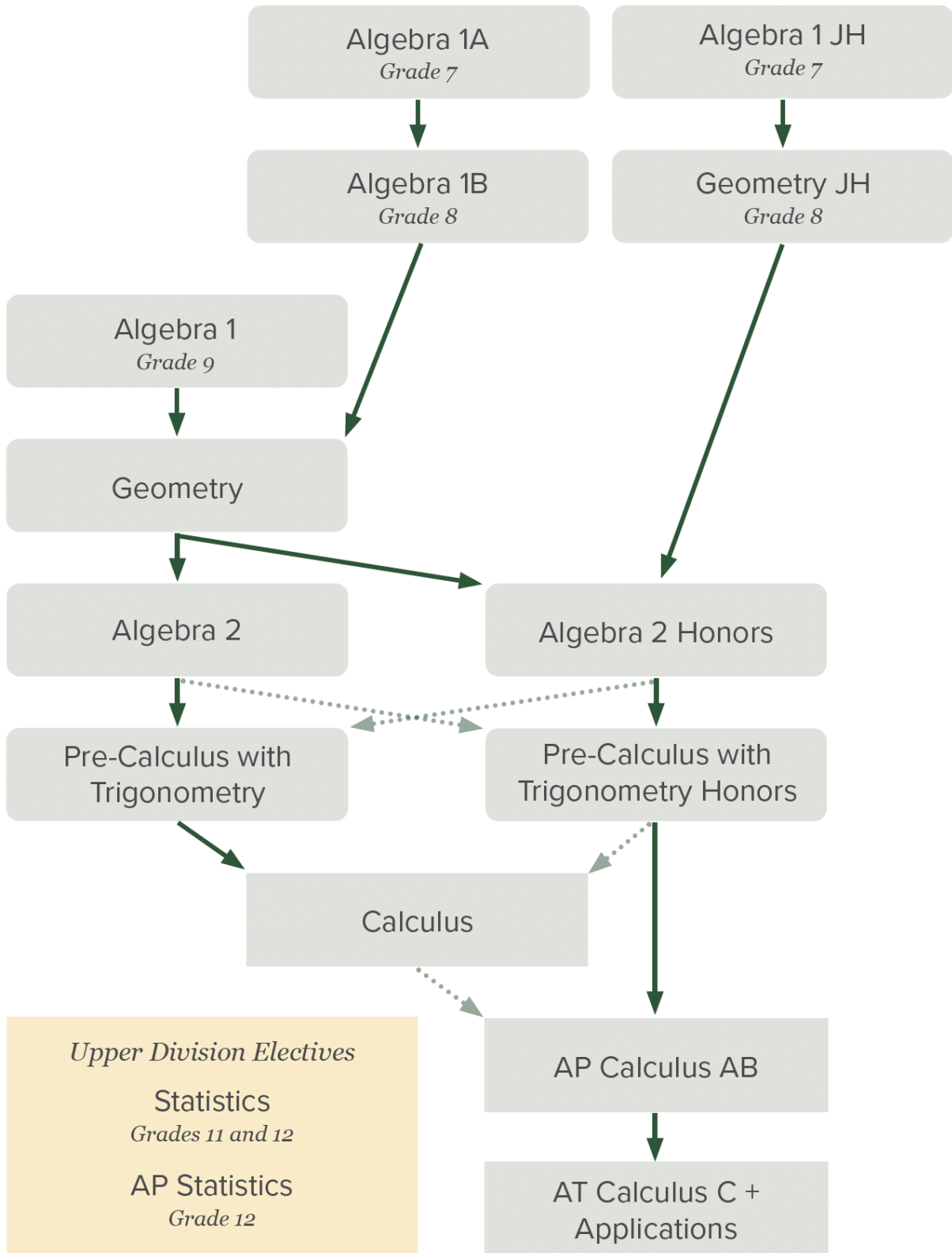
## **Bridge to AP Calculus AB**

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. Students who are successful in AP Calculus AB tend to be those who achieve a 97% or higher in their Precalculus and Trigonometry class. A teacher recommendation is required for this self-study program.

### ***Advancement:***

- students who achieve over 85% 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 and 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 grade 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 AT Biology.

## **AT Biology**

*Grade 12*

*one year*

**AT 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 maturity and thoughtfulness in labs and activities
  - 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 93% 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 both semesters of Physics as well as both final exams, 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 AT 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 AT 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 (AT 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.

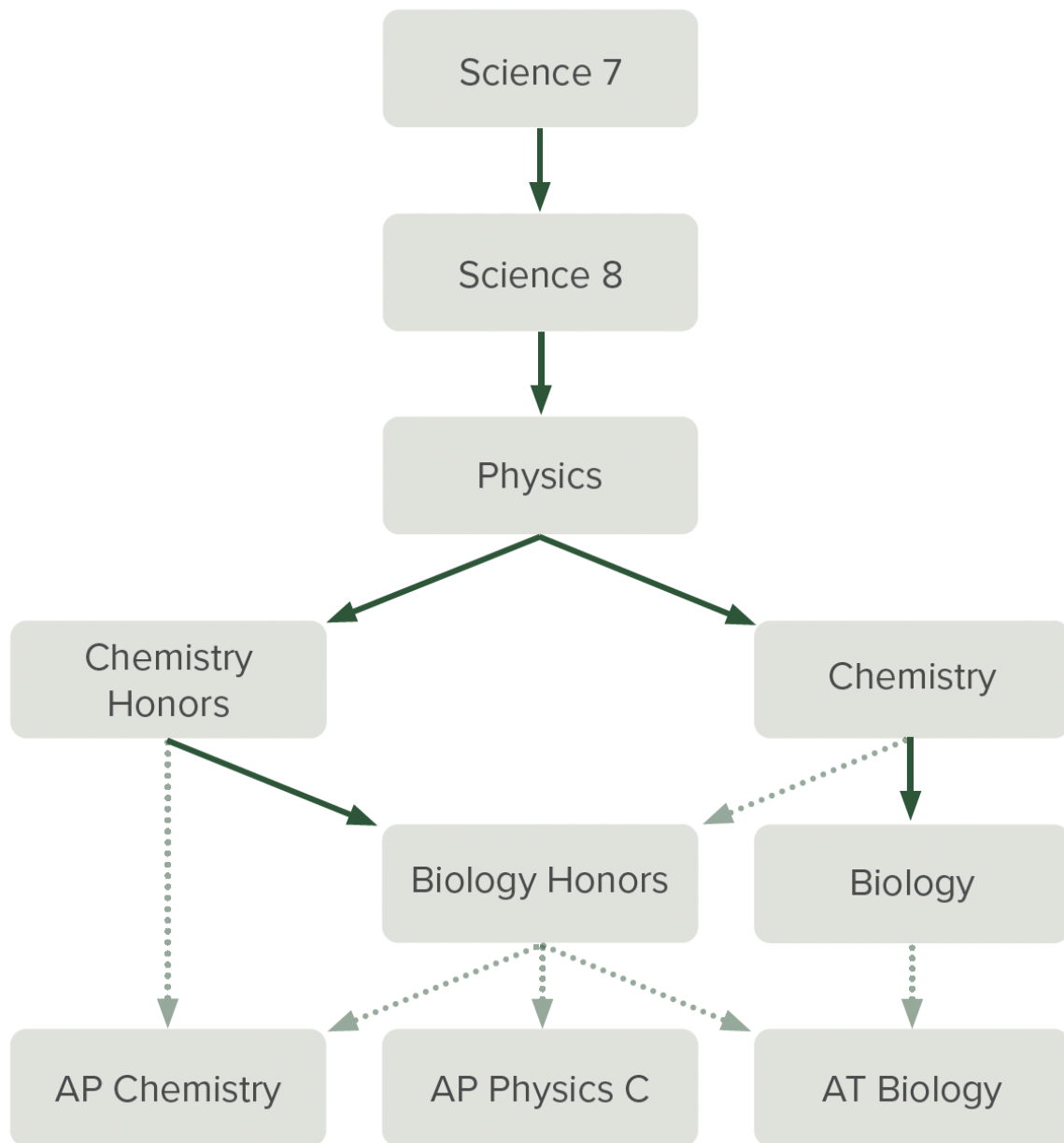
**Double Science Enrollment**

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 and 8

Minimum requirement Grades 7 and 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, and research.

### 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, and politics, 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 supported essays, 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, causation in history, 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. The skills built throughout the course culminate in each student completing a major research paper.

## **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 (APWH)**

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 demonstrate the following habits and meet the specified grade-related requirements.

- 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
- an 87% or above in *tests/quizzes* category

10th grade students enrolled in World History must achieve

- a grade of 90% or above in Semesters 1 and 2
- an 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

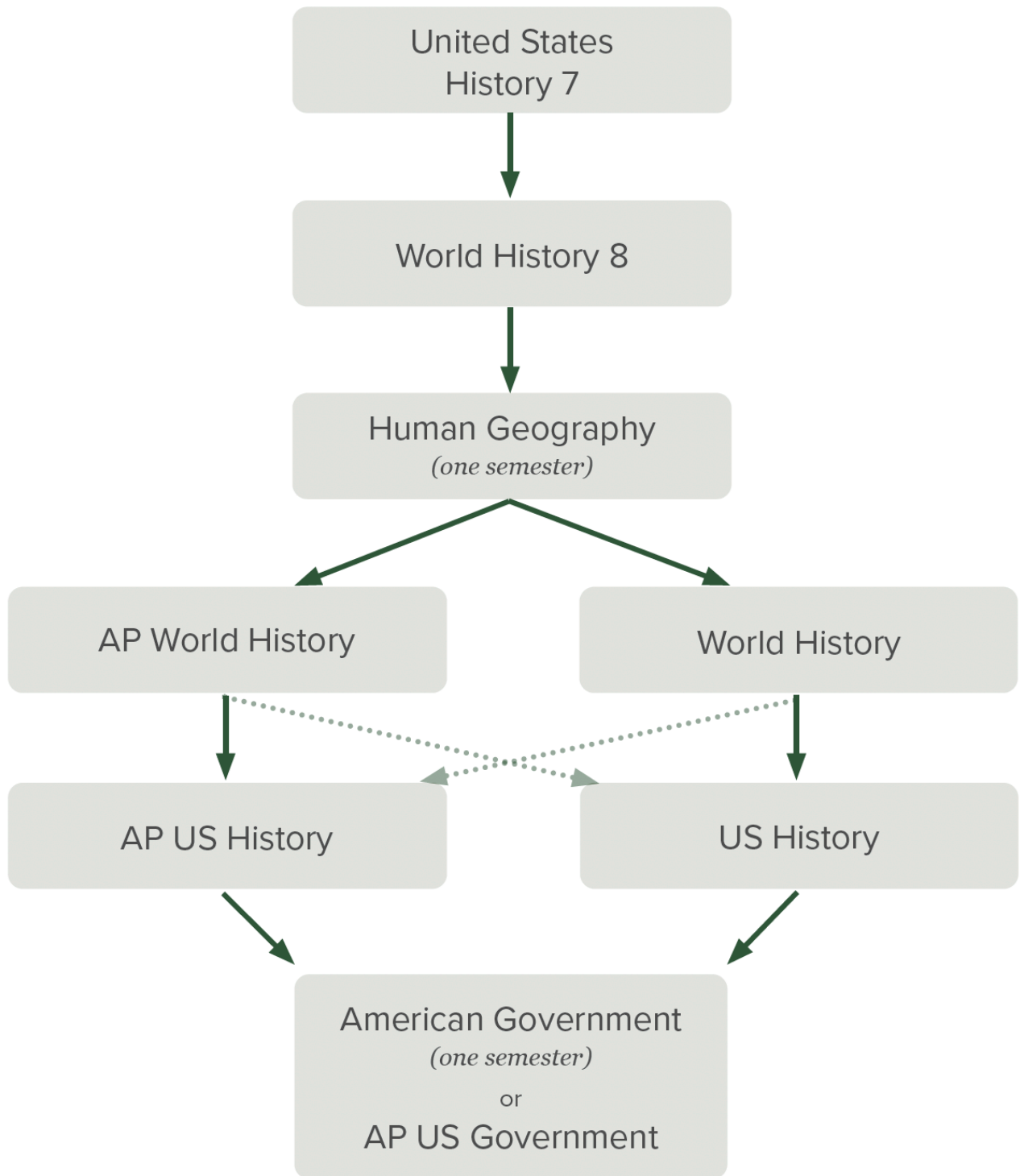
- a grade of 87% or above in Semesters 1 and 2
- an average grade of 87% or above in the *test/quizzes* category

11th grade students enrolled in US History must achieve

- a grade of 90% or above in Semesters 1 and 2
- an 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 and 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 inter- personal, 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 and 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 and 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, 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 a focus on identities and communities, living sustainably, 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. 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. 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. 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, famous tourist spots in China, the differences between Chinese and American school systems as well as students' lives outside of school in both countries.

## **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. 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. The textbook is *Integrated Chinese, Volume 3* lesson 1–6. Themes for this course include describing weather, dining, asking directions, birthday parties, seeing a doctor, and dating.

## **Mandarin 3 Advanced**

*Grades 9, 10, 11*

*one year*

**Mandarin 3 Advanced** continues to advance students' oral and written communication skills and moves beyond the Intermediate Low range toward Emerging Intermediate High proficiency according to the ACTFL Proficiency Guidelines. The program places stronger emphasis on interpretive reading and presentational writing, guiding students to understand, analyze, and respond to more complex texts while expressing ideas with greater clarity and organization. Course themes may include describing weather, dining, asking directions, birthday party, seeing a doctor, dating, renting an apartment, sports, travel, and at the airport with tasks designed to push students toward emerging Intermediate High abilities, especially in interpretive and presentational modes.

## 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
- Personal and Public Identities

## 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, living sustainably, 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, living sustainably, 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)*

## Hispanic Film and Culture Honors

*Grades 11, 12*

*one year*

**Hispanic Film and Culture Honors** offers an engaging exploration of Hispanic culture, ethics, and society through the study of 20th and 21st-century cinema. Conducted in Spanish, the course encourages students to move beyond plot comprehension to explore

films as meaningful windows into the social and historical realities of the Spanish-speaking world. Students will engage with celebrated films from Spain, Colombia, Peru, and Argentina to investigate core humanistic themes such as the role of cultural stereotypes, the impact of conflict on childhood, and the importance of empathy and inclusivity.

A central pillar of the course is the study of film as a "rite of passage," inviting students to reflect on their own purpose and future paths as they complete their high school journey. Students will learn essential cinematic terminology and apply cultural analysis to understand a director's intent and the film's historical context. The course culminates in a collaborative short film project, where students work together to produce an original film and a formal "Director's Statement" explaining their creative choices. This course is an ideal Honors-track option for students coming from Spanish 4 and 4H who prefer a thematic alternative to AP, as well as for students who have completed AP Spanish and are highly motivated learners who wish to continue strengthening their Spanish fluency through the arts.

*(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 grade level language course to an advanced/honors course, placement will be based on the following criteria:

- teacher recommendation\*
- proficiency test results (STAMP 4s)
- grade of 88% or above in current course of study
- strong work ethic

\*teacher recommendation supersedes other criteria

## Advanced and Honors Level World Language Courses

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

- teacher recommendation\*
- proficiency test results (STAMP 4s)
- grade of 88% or above in current course of study
- strong work ethic

\*teacher recommendation supersedes other criteria

## AP Level World Language 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 88% 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:

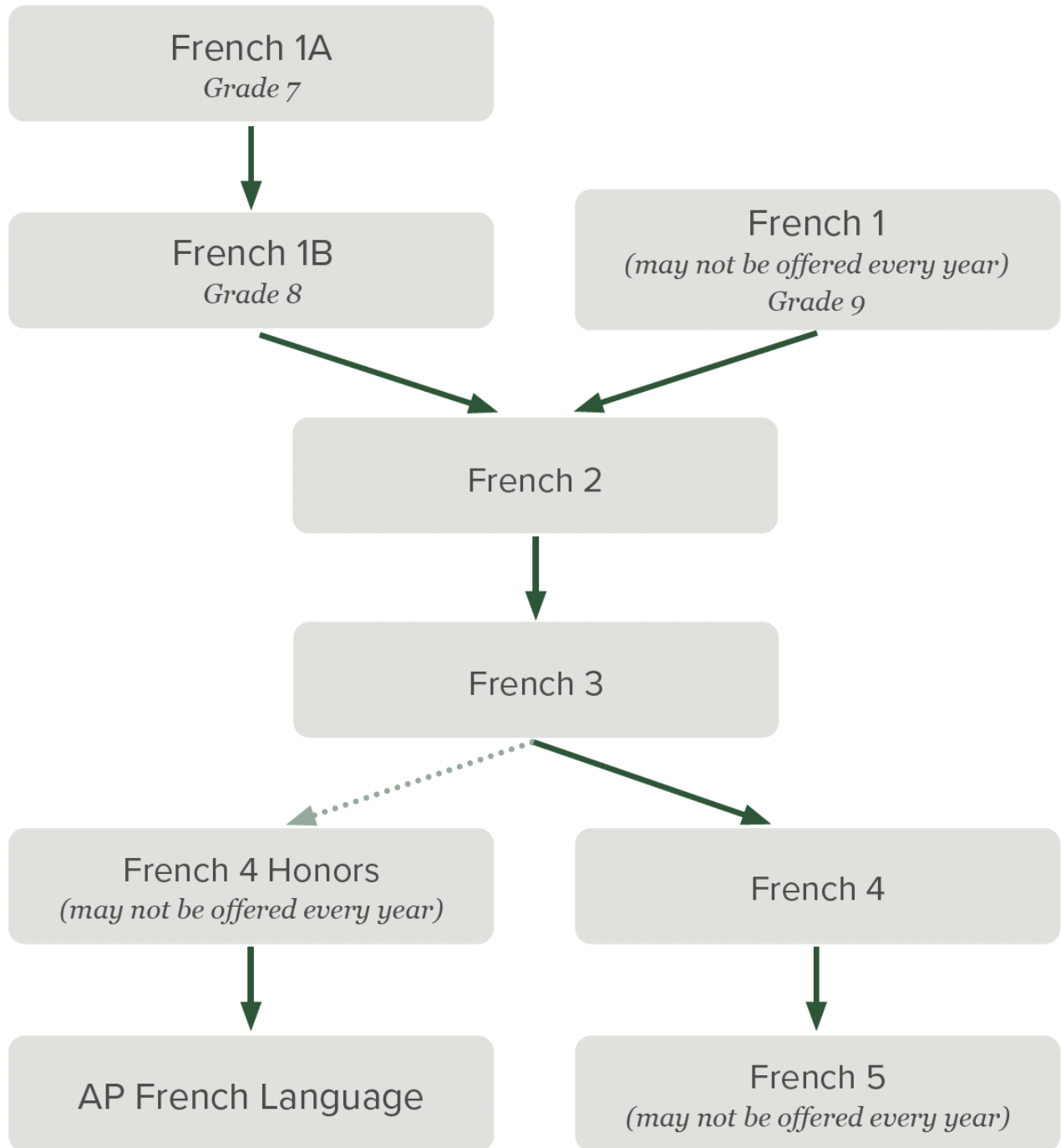
- AP course layout and themes
- AP course expectations during the summer and school year
- students must also demonstrate the following habits
  - active and thoughtful participation that elevates class discussion on a regular basis
  - strong work ethic: work is consistently turned in on time, complete and thorough
  - the student consistently “goes beyond” merely completing the assignment and looks for ways to excel

10th grade students with prior background in French, Mandarin, or Spanish (such as heritage learners or those with equivalent experience) may take AP level coursework in these languages as an elective provided they

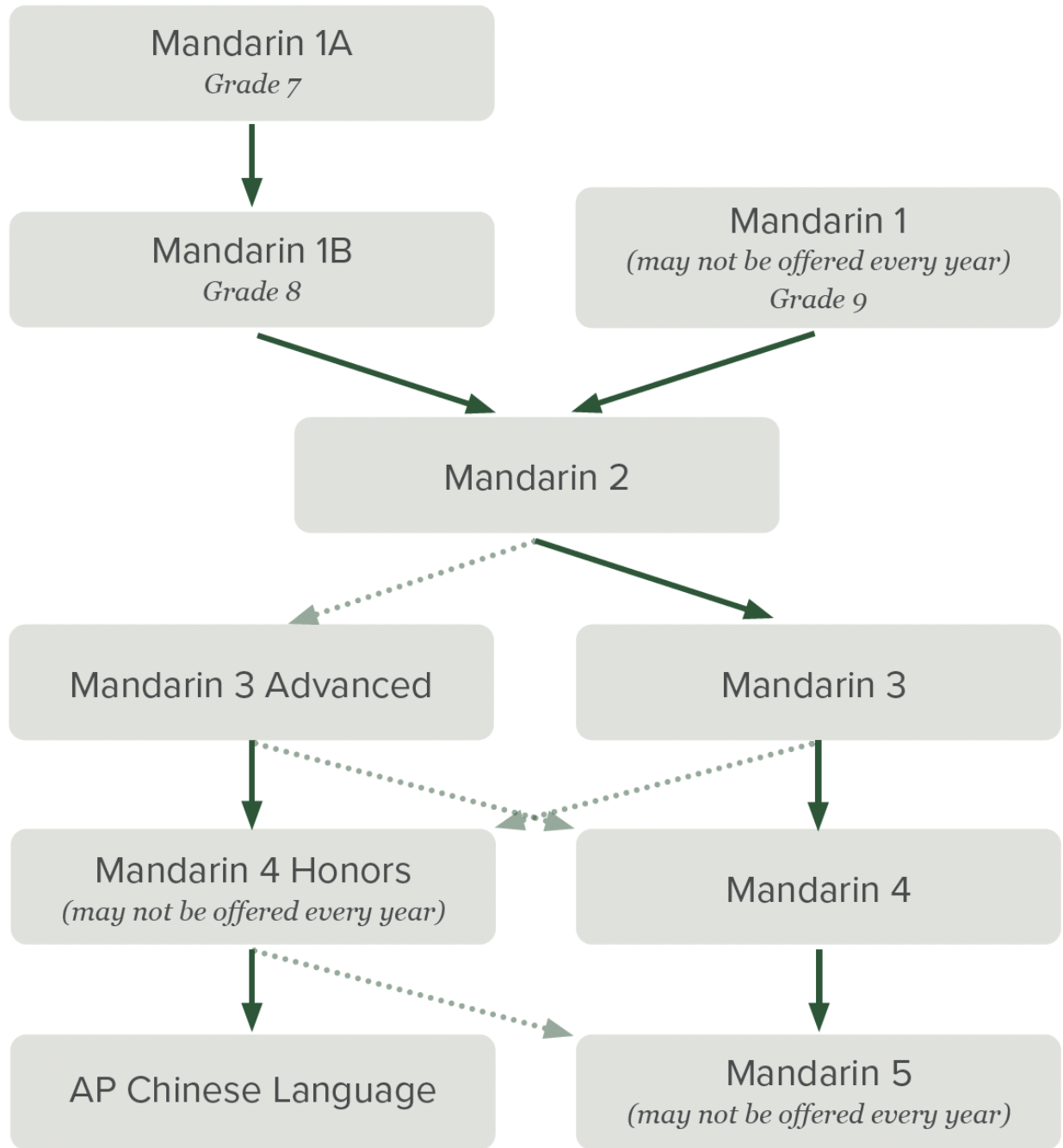
- have a PE waiver that enables them to take an elective class

- are taking the AP coursework as an additional, or second, world language
- pass the STAMP 4s placement exam demonstrating *intermediate high* proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) scale
- have the approval of the World Language Department Head

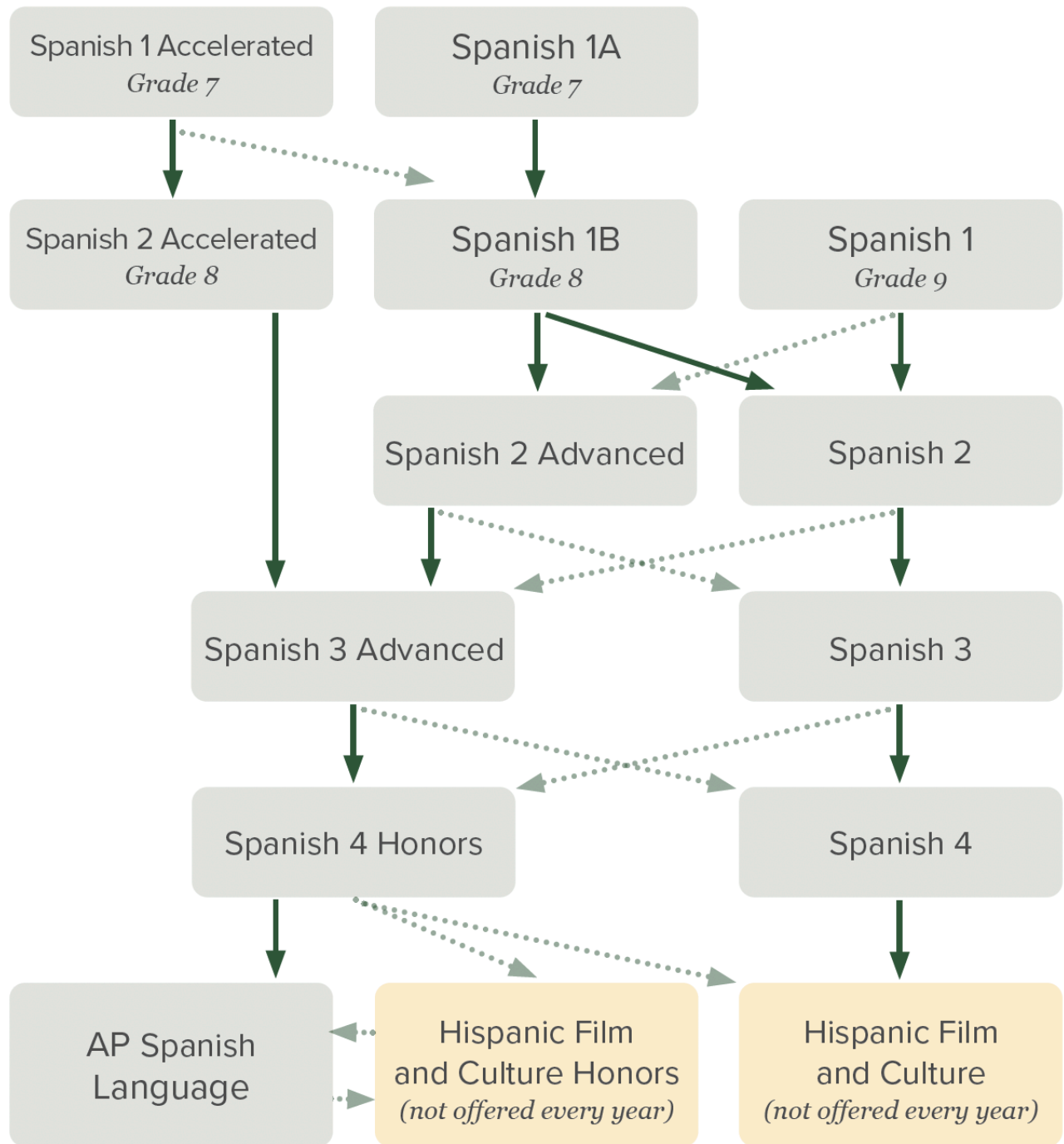
# *French Curriculum Progression*



# Mandarin Curriculum Progression



# Spanish 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 and 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*

see description under **Business and Communications**

### **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 (the third week of December), students perform in required performances for friends and family.

*(Note: though this class regularly meets during the school day, students in this class can expect **mandatory** rehearsals held after-school the week of performances and on Tech Saturday, the Saturday prior to performance dates)*

## Design and Engineering 8

Grade 8

one semester

see description under **Computer Science and Engineering**

# 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). Alternatively, students may complete Studio Art 1, Music Theory and Composition 1, or Theatre 1 in 10th grade and then complete the second half of the requirement by completing a full year of Pinewood Singers, or AP Art History (when offered) in 10th or 11th grade, or a full year of Dance and Choreography in 11th grade. Additionally, students who have completed Studio Art 1 also have the option of completing the requirement by taking a full year of AP Fine Art; students who have completed Studio Art 1, Music Theory and Composition 1, or Theatre 1 AND Digital Photography 1 may complete the requirement by taking AP Photography (when offered). To be eligible for either AP 2D Art and Design track, students must meet all course prerequisites.*

*All high school students are expected to complete the VPA graduation requirement by the end of junior year. Exceptions may be made by the administration if scheduling conflicts necessitate pushing completion of part of the requirement to senior year.*

## **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.

## **Design 1 (Graphic Design 1)**

*Grades 10, 11, 12*

*one semester*

**Graphic Design 1:** Foundations of Design introduces students to the core principles of branding and visual communication through hands-on, skill-building projects. Students explore branding, typeface design, and surface design through creative applications such as wallpaper and pattern design, illustration, logo design, poster design, and introductory web design. The course emphasizes visual thinking, composition, color theory, and typography, including the fundamentals of letterform construction and typeface design, while teaching industry-standard tools such as Procreate, Adobe Illustrator, Canva, and Figma. Students learn how digital designs translate into physical outcomes, culminating in a final screen-printed product that reinforces concepts of craftsmanship, iteration, and production.

Design 1 builds a strong foundation for advanced design courses by developing technical skills, creative confidence, and an understanding of how visual systems—especially typography—communicate identity and meaning across both digital and physical media. Design 1 is the prerequisite for Design 2.

## **Design 2 (Graphic Design 2)**

*Grades 11, 12*

*one semester*

**Design 2:** Product Design is a project-based course that builds students' skills in turning ideas into cohesive, market-ready design experiences. Emphasis is placed on website design, branding systems, and product pitching, with students learning how to communicate a clear concept, audience, and value proposition. Students develop original products including card games and packaged goods, exploring visual identity through logos, typography, color systems, and package design. Digital skills are strengthened through web design projects that present products professionally and persuasively. The course also encourages experimentation and emerging media, with projects such as an interactive VR mural that expands product storytelling into immersive space.

Throughout the course, students practice design thinking, iteration, critique, and presentation, building a portfolio that reflects both creative vision and real-world product design workflows. Passing Design 1 with a 93% or higher is required for placement in Design 2.

## **Design Honors: UX and UI Design (Graphic Design Honors)**

*Grades 11, 12*

*one semester*

**Design Honors: UX and UI Design** is an advanced, project-based course centered on the theme of belonging and technology. Students investigate how digital products can foster connection, inclusion, and accessibility, using design as a tool to address real human needs. The course is organized around a central, semester-long project in which students design an app intended to increase belonging in the world. Students work through the Google design pipeline, following an industry-standard UX process that includes empathy building, user research and interviews, problem definition, ideation, prototyping, testing, and iteration. This structured process emphasizes designing with users rather than for them, and encourages evidence-based decision-making throughout the project lifecycle.

These insights inform the UI design phase, during which students develop wireframes, visual systems, and interactive prototypes using Figma. Emphasis is placed on accessibility, ethical and inclusive design practices, and clear visual communication. Students regularly test and refine their designs based on feedback, documenting how their choices evolve over time.

By combining a rigorous, real-world design process, social impact, and professional tools, the course prepares students for advanced study in design and technology while empowering them to see themselves as designers who can create meaningful, human-centered digital experiences. Placement into Honors Design requires a 93% or higher in Design 1 and a 95% or higher in Design 2.

*(Design Honors does not fulfill the VPA requirement)*

*(course may not be offered every year; when offered, it is scheduled in Semester 2)*

## **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 1 is a prerequisite for AP Photography.

## **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.

*(course may not be offered every year)*

## **AP 2-D Art and Design**

*Grades 11 and 12*

*one year*

**AP 2-D Art and Design** is a college-level course for juniors and seniors. Throughout the year, students create fifteen original works of art: twelve works demonstrating breadth across a range of concepts, media, and approaches, and three works forming a sustained concentration that explores a focused personal inquiry. Students interested in taking AP 2-D Art and Design must also demonstrate readiness for advanced, independent work, including the ability to manage long-term projects, participate in critique and revision, and commit to sustained work outside of class. Final enrollment is determined by instructor approval. At Pinewood, students can choose one of two portfolio directions, **AP Fine Art** or **AP Photography**, described below.

## **AP Fine Art**

*Grades 11, 12*

*one year*

**AP Fine Art** (AP 2-D Art and Design) is a college-level course that addresses two-dimensional design through student-directed media exploration. Students develop a sustained body of work that demonstrates intentional design choices, conceptual inquiry, and technical proficiency while applying principles of composition, visual hierarchy, spatial organization, balance (symmetrical and asymmetrical), contrast, rhythm, movement, unity, and emphasis, as well as the Elements of Art—line, shape, form, color, value, texture, and space.

Materials are student choice-driven and may include painting, drawing, mixed media, and printmaking. At the conclusion of the course, students submit a portfolio of 15 works to the College Board for evaluation as part of the AP 2-D Art and Design Portfolio.

*Taken in combination with Studio Art 1 this course will satisfy Pinewood's VPA graduation requirement.*

## **AP Photography**

*Grades 11, 12*

*one year*

**AP Photography** (AP 2-D Art and Design) is a college-level course that uses photography as the primary medium for artistic investigation. Students develop a sustained body of photographic work that demonstrates intentional design choices, conceptual inquiry, and technical skill.

Throughout the course, students explore two-dimensional design principles such as composition, visual relationships, contrast, rhythm, and balance through digital and/or analog photography. Emphasis is placed on camera control, lighting, editing, sequencing, and presentation, as well as on experimentation, revision, and reflective decision-making. Students complete a wide range of photographic studies and guided practice early in the year, then develop a Sustained Investigation—a cohesive, inquiry-driven series of images that explores a central idea or question through iterative photographic work. Students document their process and articulate how their ideas and techniques evolve over time.

At the conclusion of the course, students submit a portfolio of 15 photographic works to the College Board as part of the AP 2-D Art and Design Portfolio for evaluation.

*Taken in combination with Studio Art 1, Music and Composition 1 or Theatre 1 AND Digital Photography 1, this course will satisfy Pinewood's VPA graduation requirement.*

*(course may not be offered every year)*

## AP Drawing

*Grade 12*

*one year*

**AP Drawing** is a college-level course primarily for seniors. Students complete fifteen pieces of art before the end of the year. 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.

*Taken in combination with Studio Art 1, Music Theory and Composition 1, or Theatre 1, this course will satisfy Pinewood's VPA graduation requirement.*

*(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.

## 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.

## 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:**

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

## 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). Alternatively, students may complete Studio Art 1, Music Theory and Composition 1, or Theatre 1 in 10th grade and then complete the second half of the requirement by completing a full year of Pinewood Singers, or AP Art History (when offered) in 10th or 11th grade, or a full year of Dance and Choreography in 11th grade. Additionally, students who have completed Studio Art 1 also have the option of completing the requirement by taking a full year of AP Fine Art; students who have completed Studio Art 1, Music Theory and Composition 1, or Theatre 1 AND Digital Photography 1 may complete the requirement by taking AP Photography (when offered). To be eligible for either AP 2D Art and Design track, students must meet all course prerequisites.

All high school students are expected to complete the VPA graduation requirement by the end of junior year. Exceptions may be made by the administration if scheduling conflicts necessitate pushing completion of part of the requirement to senior year.

### 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. After completing Studio Art 1, Music Theory and Composition 1, or Theatre 1, a full year of Pinewood Singers taken in the 10th or 11th grade may be used to fulfill the second half of the Visual and Performing Arts graduation requirement)*

## **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). Alternatively, students may complete Studio Art 1, Music Theory and Composition 1, or Theatre 1 in 10th grade and then complete the second half of the requirement by completing a full year of Pinewood Singers, or AP Art History (when offered) in 10th or 11th grade, or a full year of Dance and Choreography in 11th grade. Additionally, students who have completed Studio Art 1 also have the option of completing the requirement by taking a full year of AP Fine Art; students who have completed Studio Art 1, Music Theory and Composition 1, or Theatre 1 AND Digital Photography 1 may complete the requirement by taking AP Photography (when offered). To be eligible for either AP 2D Art and Design track, students must meet all course prerequisites.*

*All high school students are expected to complete the VPA graduation requirement by the end of junior year. Exceptions may be made by the administration if scheduling conflicts necessitate pushing completion of part of the requirement to senior year.*

## **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, 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, sound, 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 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.

*Taken in combination with Studio Art 1, Music Theory and Composition 1, or Theatre 1, completion of a full year of Dance and Choreography in junior year will satisfy Pinewood's VPA graduation requirement*

## Visual and Performing Arts PAW 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. Junior High Choir meets Tuesday during lunch period; to participate in performances, students can only miss a maximum of two rehearsals during the semester.

## **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 studio program centered on creative exploration and student voice. Each cycle begins with a shared theme, and students develop original work in response, choosing their own direction and medium, drawing, painting, digital art, design, sculpture, or photography. Open to both emerging and advanced artists, the class offers time for focused, sustained making while building technical skill and confidence. It's also a space to connect with peers, share ideas, and strengthen community through art. Meets twice weekly at lunch (Thursdays and Fridays).

*(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 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 with a grade of at least 95%
- 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 Fine Art (2-D Art and Design)**

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

- a grade of 95% or better in Studio Art 1 and/or Studio Art 2, or with equivalent experience
- a portfolio demonstrating strong technical skills, conceptual thinking, and commitment
- instructor recommendation and approval

Portfolio pieces can be made in Studio 1, Studio Art 2, or outside of class and must include a

- observational still life
- value and design study
- portrait or figure study
- conceptual or personal voice piece approved by the department head or AP instructor.

## **AP Photography (2-D Art and Design)**

Enrollment in AP Photography (AP 2-D Art and Design) requires:

- successful completion of Studio Art 1, Music and Composition 1, or Theatre 1 and one of the following:
- successful completion of Digital Photography 1 with a grade of 95% or higher at Pinewood School,
- or for the 2026–27 school year only, demonstrated significant Pinewood School photography experience (such as participation in Yearbook or Pinewood Clicks!), and submission of a portfolio approved by the Visual Arts Department. Journalism does not count for this requirement as this is not an arts-based program.

The required portfolio must demonstrate technical proficiency and artistic intent through a range of photographic work, including: landscape photography, action or motion photography, still-life photography, one conceptual photograph or short conceptual series. Portfolio work should show observable excellence in

- exposure control
- focus and image clarity
- color correction and color grading
- composition and visual organization
- intentional use of light
- final placement is determined by portfolio review to ensure students are prepared for the rigor, pace, and conceptual demands of a college-level AP course.

## **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 95% on formal analysis writing in Writing 10, Literature 10, and 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

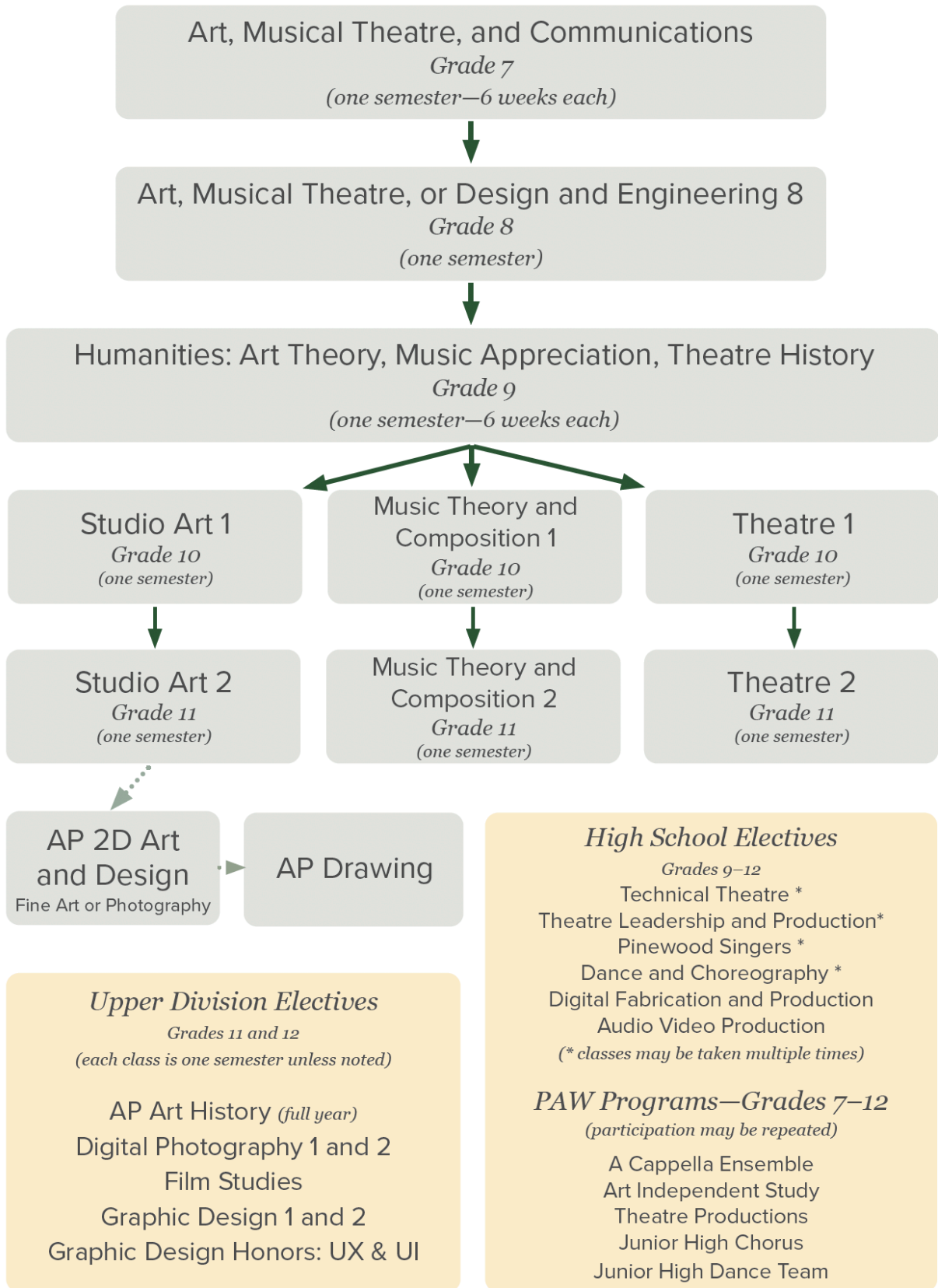
## **A Cappella Ensemble—Pinewood Take Note**

Auditions are held in May to determine the members of Pinewood Take Note for the following school year. All Pinewood Take Note members must be concurrently enrolled in Pinewood Singers. Exceptions to this prerequisite may be made if a student's class schedule prohibits them from enrolling in Pinewood Singers; exceptions are made at the director's discretion.

## **Drama**

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

# Visual and Performing Arts Curriculum Progression



# Computer Science and Engineering

*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 C S and E Curriculum: Grades 7 and 8

*Minimum requirement Grades 7 and 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 (CS7)** is a mandatory semester-long, project-based course that introduces key digital world topics and practical applications to help 7th graders succeed in and outside of school. Students develop Design Thinking and Engineering skills through hands-on projects using tools like TinkerCAD, CodeBlocks, and 3-D printing. They explore web development with HTML and CSS, create mobile apps with MIT App Inventor, and engage in text-based Python programming with circuit integration. AI and machine learning are introduced through mobile app development. Digital citizenship is woven throughout the course, and students document their learning in a reflective ePortfolio.

### Computer Science and Engineering 8

*Grade 8*

*one semester*

**Computer Science and Engineering 8 (CS8)** is a mandatory semester-long, project-based course that builds upon the foundational skills introduced in CS7. Students further develop their Design Thinking and Computational Thinking skills through advanced product design challenges using tools such as Onshape, 3-D printers, and laser cutters. They create interactive web content using HTML, CSS, and JavaScript, enhanced with AI functionality. Programming continues with Snap and Arduino to explore circuits, robotics, and user-centered design. The course also introduces artificial intelligence and machine learning through hands-on projects using real-world data. Digital citizenship is woven throughout the units, and ongoing reflection is captured in a student-curated ePortfolio.

### Design and Engineering 8

*Grade 8*

*one semester*

**Design and Engineering 8** introduces students to the design engineering cycle through a series of hands-on, increasingly complex challenges. Students will learn how to define a problem, develop and model solutions using Onshape, and use tools in the Maker Lab to build, test, and refine their prototypes. Throughout the course, students will practice

future-forward skills, including effective collaboration, clear communication, thoughtful documentation, and confident presentation. They will also learn how to plan and manage projects to meet deadlines and stay within a budget. Each student will maintain an online portfolio to document their process, showcase their work, and reflect on their learning. The course culminates in a self-directed capstone project in which students identify a real-world problem of their choosing and design an innovative solution from concept to final prototype. *(Design and Engineering 8 is one of three courses that satisfy the 8th grade arts rotation)*

## High School C S and E 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)*

### Design and Engineering

*Grades 9, 10, 11, 12*

*one semester*

**Design and Engineering** is a one-semester elective that invites students to turn ideas into physical creations. Blending creativity with technology, this course introduces the principles of design thinking, product development, engineering and rapid prototyping. Students use industry-standard CAD software (Onshape) and tools in the Maker Lab to design, build, test, and refine original projects, from functional products to structural models and interactive systems. Throughout the course, students experience the full journey from concept to prototype, learning how designers, architects, and engineers bring ideas to life. Emphasis is placed on creative problem-solving, balancing aesthetics and function, iteration, and

user-centered design. Students develop foundational skills in 3D modeling and fabrication while exploring mechanical systems, robotics and basic electrical integration, building confidence in both technical implementation and thoughtful design.

This course is ideal for students interested in product design, architecture, engineering, robotics, or any field that transforms imagination into tangible solutions.

*(course may not be offered every year)*

## **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, recursion, 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.

*(course may not be offered every year)*

## **Advanced Computer Science**

*Grades 9, 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 10, 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 10, 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.

## **AT 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, science, entertainment, psychology, and sociology, and applies various programming and analysis methods to learn about different phenomena and ask more insightful follow-up questions. Students also learn about and create machine learning and prediction models, such as regression models, classification models, neural networks (deep learning), and decision trees.

*(course may not be offered every year)*

## ***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

### **Design and Engineering**

- Design and Engineering is open to all interested students.

### **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 A, 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)

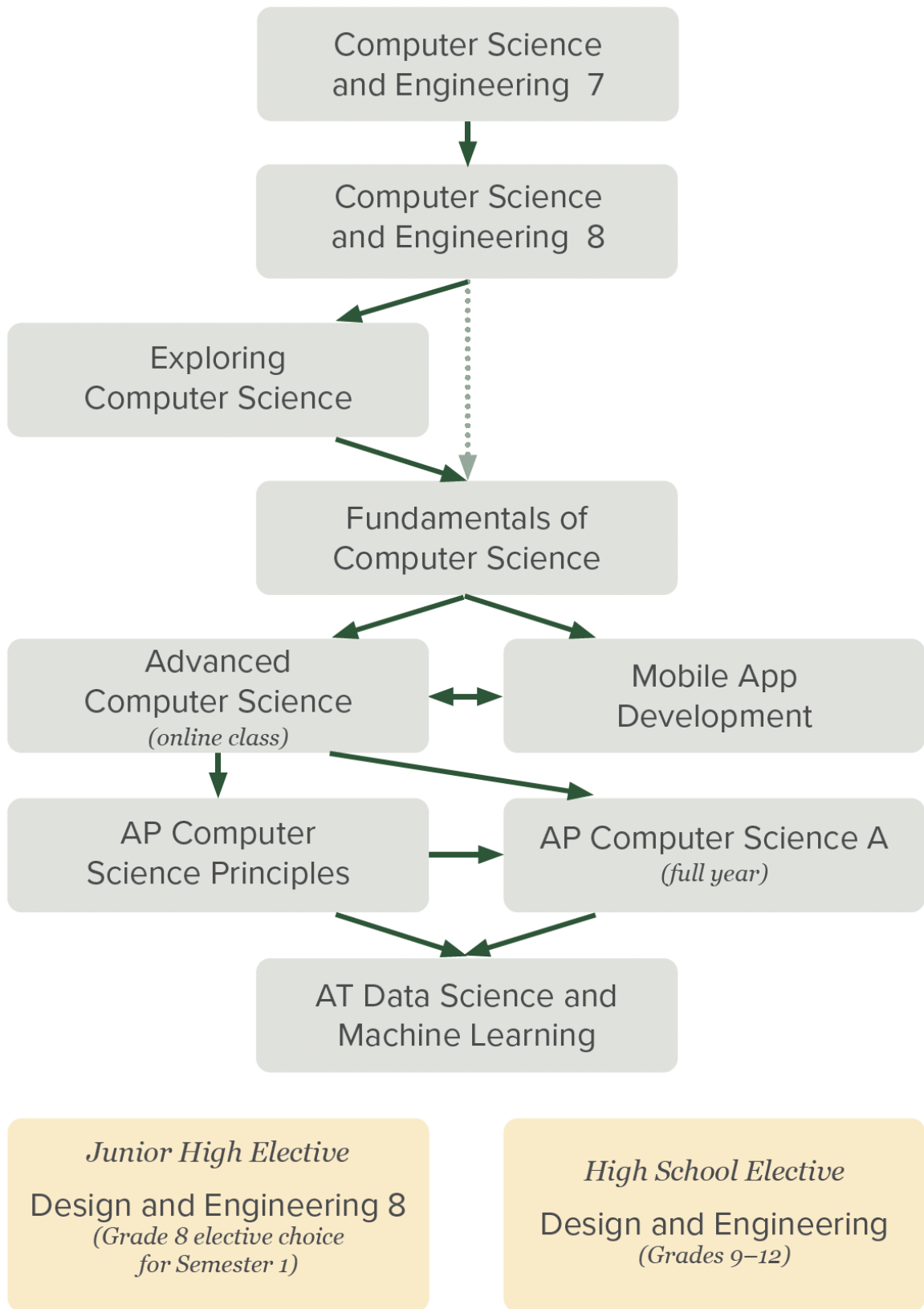
**Note:** *Seniors may take AP and AT Computer Science courses concurrently.*

### **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 and Engineering 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, six weeks*

**Communications 7** prepares students to become confident public speakers by using social advocacy as the heart of their communication practice. Through active listening, audience awareness, storytelling, and mindful non-verbal communication, students learn how to express ideas clearly while exploring how communication can drive social change. AI is introduced as an essential brainstorming and idea-generation tool, helping students refine their messages and think critically about how technology shapes communication.

Throughout the semester, students build their skills through collaborative, low-stress activities, culminating in an individual presentation where they showcase the strategies and confidence they have developed. (Communications 7 is part of the 7th-grade arts rotation.)

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

## High School Business and Communications: Grades 9–12

### AI Technology for Social Impact

*Grades 10, 11, 12*

*one semester*

**AI Technology for Social Impact** explores how AI can be used to create meaningful social impact while building on the communication skills developed in earlier grades. Students will design projects that address real-world challenges using tools suited to their experience level, ranging from no-code platforms to more advanced coding options. By blending storytelling, creativity, and ethical AI use, the course empowers students of all technical backgrounds to become thoughtful innovators and young social entrepreneurs.

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

### PSP Foundations

*Grades 11, 12*

*one semester*

**PSP Foundations** introduces students to the core ideas and practices of the Pinewood Social-Entrepreneurship Program (PSP). The course explores how individuals and organizations identify social challenges and design solutions that create lasting impact. Through case studies, guest speakers, and collaborative problem-solving, students examine issues facing nonprofit leaders and mission-driven organizations across the Bay Area. During a Solutions Summit, community partners present real challenges from their work. Student teams analyze the issues, research surrounding systems, and consider stakeholder perspectives before developing practical solutions in partnership with the organizations. Teams move beyond proposing ideas by piloting or implementing a solution and refining it

based on feedback from the partner organization. Students gain experience with systems thinking, human-centered design, and sustainable impact while learning how ideas move from concept to action.

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

## **The Pinewood Social Entrepreneurship Program**

*Grades 11 and 12*

**The Pinewood Social Entrepreneurship Program (PSP)**, 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 Economics**

*Grades 10, 11, 12*

*one semester*

**Business and Economics** lays the groundwork for understanding how businesses operate and how economic principles shape decision-making in a global economy. The course

covers key topics such as product pricing strategies, marketing, collaboration, and essential presentation and spreadsheet skills. Students also explore foundational economic concepts, including economic systems, the law of supply and demand, and how markets function, all within the context of real-world business.

The course introduces students to AI-powered tools as part of the design-thinking and problem-solving process, helping them generate ideas, prototype solutions, and refine business strategies. By blending business, economics, and emerging technologies, students gain practical skills and a deeper understanding of what drives innovation and entrepreneurship.

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

## **Personal Finance**

*Grades 10, 11, 12*

*one semester*

**Personal Finance** Personal Finance is an applied course that introduces students to the essential skills needed to manage money confidently in the real world. Using realistic simulations and case studies, students explore what it means to navigate early adulthood in a high-cost area like the Bay Area. Topics include budgeting, banking, credit and loans, investing, insurance, taxes, and long-term financial planning. Throughout the course, students analyze scenarios, make informed financial decisions, and reflect on how personal values, goals, and external factors influence financial choices. By the end of the course, students will have a strong foundation in financial literacy and the practical tools needed to make thoughtful, responsible decisions throughout their lives.

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

## ***Business and Communications PAW Programs***

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

### **Junior High Yearbook**

*Grades 7 and 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 and 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 SAFE**

*Grades 7 and 8*

*one year commitment expected*

**SAFE** (Stop Abusive Force in Education) is a student-led campaign to change the law. The goal is simple: protect students from excessive force in schools. Through research, outreach, and public advocacy, students are working to pass real legislation in the statehouse. They are engaging directly with lawmakers, building coalitions, and using the tools of democracy to create lasting change.

## **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).

## **SAFE**

*Grades 9, 10, 11, 12*

*one year commitment expected*

**SAFE** (Stop Abusive Force in Education) is a student-led campaign to change the law. The goal is simple: protect students from excessive force in schools. Through research, outreach, and public advocacy, students are working to pass real legislation in the statehouse. They are engaging directly with lawmakers, building coalitions, and using the tools of democracy to create lasting change.

# 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 Social-Entrepreneurship Program

The Pinewood Social Entrepreneurship 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 Social Entrepreneurship 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*

AI Technology for Social Impact  
*Grades 10–12 (coming in 2026–27)*

PSP Foundations  
*Grades 11, 12 (coming in 2026–27)*

## *Pinewood Social-Entrepreneurship Program*

*selective program available to students in Grades 11 and 12  
(three semester commitment)*

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



Social Entrepreneurship 2 Honors  
*Grade 12*

Personal Finance  
*Grades 10–12*

Business and Economics  
*Grades 10–12*

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

Junior High Yearbook  
Junior High Speech and Debate  
SAFE

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

Journalism  
Yearbook  
Speech and Debate  
SAFE

# Physical Education and 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 and 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 developing healthy attitudes toward food and personal health, exploring factors that influence mental health and emotions, and building a foundational understanding of growth, development, and sexual health.

### Health 8

*Grade 8*

*not graded, two weeks*

**Health 8** supports students in building healthy relationships through effective communication, understanding the connections between physical, social, and mental health, learning about alcohol, vaping, and tobacco, and continuing age-appropriate education on growth, development, and sexual health.

## High School Physical Education Curriculum: Grades 9–12

### PE/Athletics

*Grades 9 and 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** Health 9 educates students about the risks and realities of marijuana and vaping, strengthens understanding of mental health and well-being, and builds on foundational knowledge of growth, development, and sexual health to support informed decision-making.

## **Health 10**

*Grade 10*

*not graded, two weeks*

**Health 10** empowers students with knowledge about fentanyl, overdose prevention, and polysubstance use, deepens understanding of mental health and resilience, and equips students with essential skills related to reproductive health, disease prevention, and healthy, respectful relationships.

## **Dance Fitness**

*Grades 9, 10*

*one year*

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

Dance Fitness 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 8th grade take Physical Education 8 and Health 8.

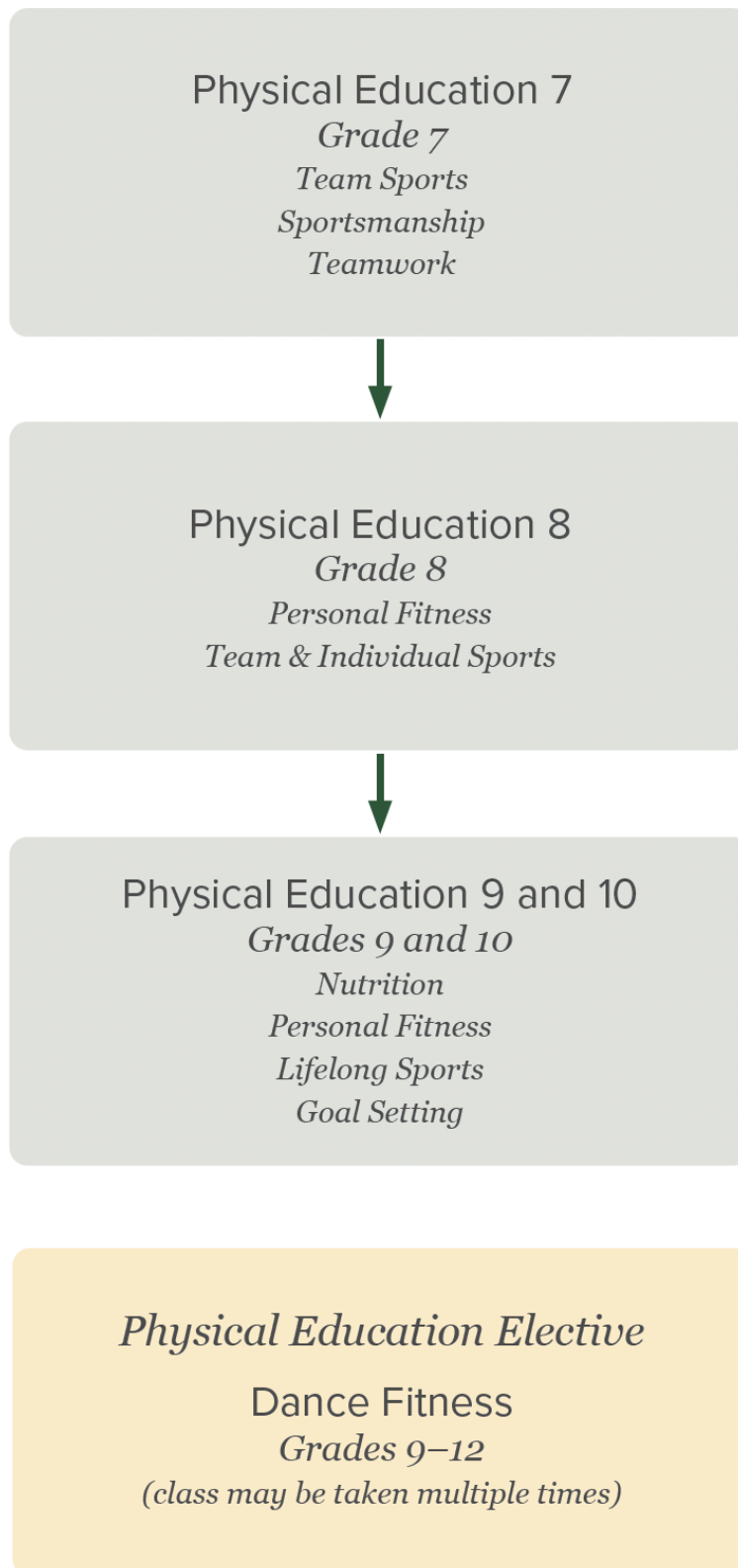
## **PE/Athletics 9 and Health 9**

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 Fitness and Health 10.

## *Physical Education and Health Curriculum Progression*



# PAW Programs

*Pinewood's PAW Programs are guided by adult mentors and are designed to cultivate purpose, develop agency, and ignite a lasting sense of wonder in our students. Through hands-on, project-based work, with real deadlines and tangible deliverables, students strengthen their leadership and collaboration capacity while acquiring new skills or honing and refining existing ones. PAW programs include A Cappella Ensemble, Speech and Debate, Tabula Rasa, Journalism, Yearbook, Robotics, SAFE, Theatre Productions, and Art Independent Study.*

*Participation in all PAW Programs may be repeated multiple times.*

## Junior High PAW Programs: Grades 7 and 8

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

### 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. Junior High Choir meets Tuesday during lunch period; to participate in performances, students can only miss a maximum of two rehearsals during the semester.

### 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.

### Junior High Yearbook

*Grades 7 and 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 and 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](http://pwtabularasa.org) and instagram at @pw.tabularasa.

## Junior High Speech and Debate

*Grades 7 and 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.

## SAFE

*Grades 7, 8, 9, 10, 11, 12*

*one year commitment expected*

**SAFE** (Stop Abusive Force in Education) is a student-led campaign to change the law. The goal is simple: protect students from excessive force in schools. Through research, outreach, and public advocacy, students are working to pass real legislation in the statehouse. They are engaging directly with lawmakers, building coalitions, and using the tools of democracy to create lasting change.

## Junior High Robotics

*Grades 7 and 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. JH Robotics meets in Pinewood's amazing off-campus Robotics facility with transportation provided via school vans. During the fall, students explore and experiment with Botball hardware and software in a low-pressure, after school club-style environment. Each January, the game rules for the current Botball competition are announced and focus turns to building and programming 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 PAW Programs: Grades 9–12

### Art Independent Study

*Grades 9, 10, 11, 12*

*one year commitment expected*

**Art independent Study** is a project-based studio program centered on creative exploration and student voice. Each cycle begins with a shared theme, and students develop original work in response, choosing their own direction and medium, drawing, painting, digital art, design, sculpture, or photography. Open to both emerging and advanced artists, the class offers time for focused, sustained making while building technical skill and confidence. It's also a space to connect with peers, share ideas, and strengthen community through art. Meets twice weekly at lunch (Thursdays and Fridays).

### 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 each year.

## **Drama**

*Grades 9, 10, 11, 12 (audition required) 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 (application required) 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 (application required) 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](http://pwtabularasa.org) and instagram at @pw.tabularasa.

## Robotics

*Grades 9, 10, 11, 12*

*one year commitment expected*

High school level **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. HS Robotics meets in Pinewood's amazing off-campus Robotics facility with transportation provided via school vans as necessary. The Fall is spent learning and practicing new skills and organizing the team in preparation for the Spring competition build season. The game rules for the year 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.

## 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).

## SAFE

*Grades 7, 8, 9, 10, 11, 12*

*one year commitment expected*

**SAFE** (Stop Abusive Force in Education) is a student-led campaign to change the law. The goal is simple: protect students from excessive force in schools. Through research, outreach, and public advocacy, students are working to pass real legislation in the statehouse. They are engaging directly with lawmakers, building coalitions, and using the tools of democracy to create lasting change.

## 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. All Pinewood Take Note members must be concurrently enrolled in Pinewood Singers. Exceptions to this prerequisite may be made if a student's class schedule prohibits them from enrolling in Pinewood Singers; exceptions are made at the director's discretion.

### 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

## *PAW Program Offerings*

*PAW Programs open to all  
students in Grades 7 and 8*

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

*PAW Programs open to all  
students in Grades 9–12*

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