PALO ALTO
SENIOR HIGH SCHOOL
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Palo Alto, CA 94301
650-329-3701
www.paly.net

paly

2021-2022 COURSE CATALOG

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PLEASE NOTE:

Programs for non- and limited English speakers are available at Gunn High School.
Please call 650-354-8200 for information.

A MESSAGE FROM THE PRINCIPAL

Dear Paly Student,

Our vision is to support all Paly students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop our students' knowledge, critical thinking, and problem-solving skills, and nurture their curiosity, creativity, and resilience, empowering every child to reach his or her fullest intellectual, social, and creative potential. Toward that end, our school offers a rich and expansive academic program that requires you to plan and make decisions based on personal strengths, goals and interests.

The Course Catalog is compiled to help you and your parents with the decision-making process. Here are a few points that we encourage you to consider during the course selection process:

- Be open. Don't shy away from taking a class that is outside of your typical academic interest or that you think you should – you might discover something you love.
- Talk to people (your counselor, teachers, parents, and others who know you well), ask lots of questions **and** remember that what you want to study is ultimately your choice.
- Take time to reflect on who you are and who you are trying to become; select classes that will help you develop new ways of thinking and understanding.

Before making choices read through this book and familiarize yourself with all of the opportunities available. Make yourself aware of the requirements of the various courses in order to determine how much time and effort you will need to satisfy these expectations. Again, most importantly, don't be afraid to ask questions and/or ask for help throughout this process. We are here for you.

If you are considering taking multiple honors and/or Advanced Placement courses, we expect you to be thoughtful when you fill out the Time Management form, and we hope you recognize that sleep is a non-negotiable of nine hours/night. Not six hours per night... nine hours each night! Because we value your wellness, we encourage you to take no more than two AP courses per year. Taking on more often results in less sleep and the research is clear - your brain needs to recharge every night while you sleep. Please take good care of yourself in this regard.

Finally, please know we want you to choose a healthy, balanced life. We encourage you to design a program of study that is personally challenging, requires you to stretch and grow and brings you joy. Choose courses that will allow you to balance your academic priorities with the rest of your in and out of school responsibilities. We hope you select courses that will leave you with enough time to develop the necessary skills to become resilient, ethical, and motivated learners and that honors your individual interests, strengths and talents. Most importantly, we want you to enjoy your high school years, learn to love learning and have fun!

Brent Kline
Principal

Sko Vikes

DISTRICT PRIORITIES & SLOs

PAUSD DISTRICT PRIORITIES

The school district created *The PAUSD Promise* in 2019-20, which contains five priority areas:

- High Quality Teaching and Learning
- Equity and Excellence
- Wellness and Safety
- Special Education and Inclusion
- District Office Operations

For more information, visit: https://promise.pausd.org

SCHOOLWIDE LEARNER OUTCOMES (SLOs)

To achieve our mission, the Board of Education has adopted the following competencies as the basis of what we expect our students to know and be able to do when they are graduated from PAUSD:

SLOs to be Measured by Report Card Grades

Demonstrate knowledge of key concepts, principles, processes, facts, and skills in the disciplines of language arts, history-social science, mathematics, science, physical education, visual and performing arts, foreign language, career technical education, and health/practical living skills.

SLOs to be Measured by the Rubrics

1. Effective communication through listening, speaking, and writing
2. Strong research skills
3. Ability to integrate knowledge among disciplines
4. Reading with understanding
5. Critical and creative thinking to solve problems
6. Effective use of technology

The SLOs addressed are indicated for each department. Most departments indicate the SLOs addressed at the beginning of each department section.

MISSION, VISION, & SCHOOL IMPROVEMENT GOALS

PALO ALTO HIGH SCHOOL

SKO VIKES!

MISSION STATEMENT

We are a public high school that unites our students, teachers, staff, and parents to deliver on our collective vision by offering a rich and challenging academic experience to all students within a supportive community, dedicated to preparing our youth for the challenges of living in a fast-changing world.

VISION STATEMENT

We support all Paly students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop our students' knowledge, critical thinking, and problem-solving skills, and nurture their curiosity, creativity, and resilience, empowering every child to reach his or her fullest intellectual, social, and creative potential.

SCHOOL IMPROVEMENT GOALS

GOAL #1: Systems alignment for greater consistency among learning outcomes to reduce undue stress.

GOAL #2: Research-based instructional practices that increase student engagement for ALL students.

GOAL #3: Innovative school culture promoting global competencies, creativity, and empathy.

PALY CORE VALUES

At Paly, everyone values and benefits
from our collective effort to grow
and to develop our human potential.
Guiding this effort is our belief in the following:

- Promoting personal integrity and respect
- Providing a nurturing environment characterized by teamwork and collaboration
- Caring for and believing in every individual
- Encouraging creativity and independent thinking
- Understanding that growth and learning are an essential part of life
- Acknowledging great effort and great fun in work and play

PALY CORE PURPOSE

To affirm the potential of every Paly student in an environment of support and inspiration, where people work together and lift each other toward great personal growth.

COURSE SELECTION OVERVIEW

INTRODUCTION

The school master schedule is built in the spring based upon student needs and student course requests. The schedule is constructed so that students are enrolled in courses they must have, and every effort is made to schedule the electives they would like to have. The schedule also takes into account the staff and facility parameters that affect the schedule. Courses and schools are staffed based on student course selection in the spring. Once course sections are finalized, changes will be made only within extenuating circumstances based on approval.

All students must be enrolled in a minimum of five (5) courses to be considered full-time students. Students will not be permitted to drop a course if this puts them below the minimum required course/credit load.

STUDENT GRADE LEVEL	RECOMMENDED NUMBER OF COURSES PER SEMESTER
9th grade	7 courses
10th grade	6-7 courses
11th grade	Minimum of 5 courses
12th grade	Minimum of 5 courses

NOTE: These course minimums may be adjusted for students with IEPs or 504s.

Student Responsibilities in the Course Selection Process

1. Discuss selections with the teacher advisor and academic teachers; and inquire about the elective programs from the teachers in those areas.
2. Read and discuss the Course Catalog with your parents.
3. Consult with your counselor and Department Instructional Leaders when questions arise.
4. Discuss the preliminary course selections with your parents and make sure chosen courses align with those in your Four-Year Plan are accurate .
5. Fill out the Time Management Form and make adjustments to your selections, as needed, to maintain a balanced life.
6. When the course request window opens, go to the Infinite Campus Portal to select your desired courses for next year. **Make sure to choose alternate courses**. Students often do not receive all of their first choices. If you have not selected any alternate courses and another choice needs to be made, we will select courses for you based on what is available after all student schedules are made.
7. Print the Course Selection Form, sign it, and have one of your parents/guardian sign it.
8. Return the Course Selection Form to your teacher advisor on or before the deadline your advisor gives you.

Important Notes Regarding the Course Selection Process

- The master schedule will be built based on students' course selections. You will not be allowed to change to any courses you did not select in the course selection process unless there is availability after all student schedules are made.
- Courses with low enrollment, or elective courses, may not be offered in a given year. Additionally, some courses in the course catalog may not run if we cannot find qualified staff to teach the course. This is one of many reasons why selecting alternate courses is critical.
- Students are not allowed to take two classes in the same discipline (e.g., two world language classes at the same time, two science classes at the same time) until they have satisfied or are concurrently satisfying their Palo Alto Unified School District graduation requirements in other departments (including CTE and VAPA). Any exception to this policy must be approved by the Instructional Leader of the department and by the Assistant Principal of Student Services.

School Responsibility in the Course Selection Process

1. The school shall build a master schedule spring based upon student needs and student course requests.
2. The school shall provide appropriate support in the course selection process.
    a. Incoming 9th grade students will have course selection presentations in February or March at their respective middle school, a parent informational night, course selection workshop for parents, and follow-up student meetings at the middle school to confirm schedule selections.
    b. Rising sophomores, juniors, and seniors will review the course selection process in their respective advisory classes. During this meeting, the Four-Year Plan will be reviewed and adjusted.
3. The school shall provide an electronic copy of the course catalog to all students to support their decision-making in course selection. Paper copies will be available on request.

Off-Campus Courses (non-PAUSD)

Prior approval is required for a student to earn credit towards PAUSD graduation requirements for all off-campus courses including college, vocational, and summer educational programs. Courses fulfilling graduation requirements in the core subjects (Career Technical Education, English, History/Social Science, Math, Science, VAPA, World Language) must be taken on campus. Some courses, usually for elective credit or to make up a D or an F earned in a course, may be taken off campus – with prior approval. Requests to take off-campus courses should be made using the following Off Campus Course Request Form. Please refer to our Frequently Asked Questions document for further information.

Students who take off-campus courses for credit (for example, through approved foreign language schools or community colleges) should be aware that a maximum of 40 units taken off-campus can be counted toward a Palo Alto High School diploma. In addition, no more than 80 credits (for both on and off-campus courses) per year will be added to the PAUSD transcript. PAUSD strongly recommends that all Freshmen take no more than 70 units so they can best acclimate to the new school setting.

All courses taken off-campus require the prior approval from the following school staff in order to appear on a PAUSD transcript: the student's counselor, Assistant Principal of Student Services, and Department Instructional Leaders in some circumstances. Credit will be granted only for approved courses taken in an accredited school that provides an official transcript that includes the course grade and number of credits earned. For any course taken off-campus, it is the responsibility of the student to ensure that the course is taken through an accredited institution and will be accepted by colleges – even if approval is given by the Assistant Principal of Student Services. For any course taken off-campus, it is also the responsibility of the student to provide an official transcript with the final grade and credit for the course earned to the Registrar in the Guidance Department.

Please be aware that any courses taken at a community college are college level courses and the start of a permanent college transcript that must be included when applying to colleges—whether or not they appear on the Palo Alto High School transcript.

Of the elective units required to meet the 220 unit graduation requirements, no more than 40 units may be taken off-campus, and all off-campus courses must have an approved Prior Approval Form to be included on the student's transcript.

SCHEDULE CHANGES

Adding a Course

If a student wishes to add a class to his/her schedule, the following guidelines will be used:

- The selection must be discussed with the student's teacher advisor and signature required
- Parent signature is required
- Instructional Leader signature is required for the appropriate department
- Additions will not be honored if the class size exceeds the established limit

To add a new course, the request must be made prior to the end of the 10th day of the new semester (please check the academic calendar for specific dates). Those requests not meeting the timeline shall be rejected.

Changing Course Levels/Lane Changes

Please refer to each department's section in the course offerings below for more information about department-specific policies and procedures for lane changes.

Dropping a Course

Requests to drop a class are discouraged. As described, the master schedule is constructed and funded to meet the original requests of the students. However, in extraordinary circumstances a student may wish to request to withdraw from a course. If a student wishes to withdraw from a course and the remaining schedule still remains at or above the minimum requirement of five classes, the following rules apply:

1. The student must discuss the possibility and advisability of the drop with his/her teacher advisor and with the teacher of the class. Teacher recommendations will be considered. Parent approval is required.
2. Prior to dropping the course, the student must notify the teacher of that course and return all textbooks.
3. If a student drops a course before the official drop date (please check the calendar on Paly.net for exact dates), the course will not be reported on the transcript. After the official date, a dropped class may appear on the transcript with a mark assigned by the teacher.

Colleges should be notified of substantive changes in academic schedule if completed after the application has been sent. It is the student's responsibility to make this notification.

Process for Schedule Changes

All approved changes require the proper paperwork and the process is described below:

1. The student will fill out a Course Change Request form and discuss the possibility and advisability of the proposed change with their teacher advisor and, if currently enrolled, the teacher of the course.
2. The parent's signature is required when a course is being dropped, added, or if an academic level is being changed.
3. The teacher and the respective Instructional Leader sign the form which indicates their approval.
4. Textbooks are also returned at this time.
5. The student returns the form with ALL the appropriate signatures to the Guidance department.
6. The Counselors check class size.
7. If class size permits, the Counselor makes the change as soon as possible. It is the student's responsibility to check back on the schedule change in Infinite Campus the next day.
8. Schedule change requests for a teacher change will not be approved.
9. **The student must remain in the currently scheduled class until the change is officially reflected in Infinite Campus. Students who stop attending classes are subject to the attendance policy and disciplinary consequences.**

GRADING

Overall evaluation in a course is measured in a number of ways: class participation, homework, written work, and performance assessments during the course. The following definitions appear on report cards and transcripts:

A – Superior
B – Good
C – Satisfactory
D – Poor
F – Unsatisfactory
I – Incomplete
P – Pass-Credit
NM – No Mark

The Use of Plus or Minus as Part of the Letter Grade

- The grade of record may carry a plus (+) or minus (-) attached to the letter grade of A, B, C, or D. The pluses and minuses will appear on both the report cards and transcripts.
- The Grade Point Average does not include the pluses or minuses in the calculation.

Conditions for Use of "I", "P", and "NM" Grades

- **Grade of "I"**: A grade of "I" (INCOMPLETE) may be given in special circumstances (e.g., illness) when a student has been unable to complete required course work. The student and teacher must complete a written incomplete contract. If the contract has not been fulfilled and the "I" has not been changed to a different grade by the end of the next grading period in which the student received an incomplete, the "I" will be converted to a grade specified in the contract. If not specified in the contract, the "I" will be converted to a "F" by the Registrar. A grade of "I" may not be given as a final grade at the close of the school year.

- **Grade of "P"**: A grade of "P" (PASS-CREDIT) may be given at the discretion of the teacher. If a mark of "P" is used, the grade book becomes the official record which an assigned grade of A, B, C, D, or F must be recorded. A grade of "P" is not used for calculation of the GPA.
- **Grade of "NM"**: A grade of "NM" (NO MARK- NO CREDIT) may be given at the discretion of the teacher when the teacher has insufficient course work completed to determine a grade.

Eligibility for a Grade

A new student who enrolls in a given course at least four weeks prior to the close of a grade-reporting period (semester) is entitled to a grade (including NM). A student who has withdrawn from school during the four weeks prior to the end of a grade reporting period is entitled to a valid grade (including NM) even though the student is no longer enrolled in the school.

Maximum Graduation Credits Earnable

A student may earn a maximum of 80 units of credit (or 8 classes) toward graduation in any given school year. This includes any courses taken off-campus (please see above guidance for courses taken off-campus).

Repeated Course

When an academic course is repeated because a student intends to improve the grade of record, the credit shall be attached to the better grade; both grades shall remain. The higher grade is used in the computation of the GPA. Students are not allowed to repeat a course in which they earned a C- or above.

Compute Your Grade Point Average (GPA) for UC/CSU Eligibility*

Use semester grades in all 10th, 11th, 12th (if filed after CSU priority filing period) grade UC/CSU-approved courses. Summer school courses count, including the summer between 9th and 10th grade. For repeat courses, use the highest grade only.

UC/CSU-approved honors/AP courses (see UC-approved Course List) taken in the 10th, 11th and 12th grades (maximum of 8 semester courses total, with no more than 2 courses taken in 10th grade) receive one additional grade point for each A, B, or C grade.

Step 1: Fill in the number of semester courses you have taken, next to the grade you earned.

Step 2: Multiply the number of courses by the grade points per grade to get the total grade points.

Step 3: Fill in the number of **UC/CSU-approved** honors and AP courses (maximum as above) in which you received a C or better.

GRADE	NUMBER OF SEMESTER COURSES	GRADE POINTS PER GRADE	TOTAL GRADE POINTS
A		x 4	
B		x 3	
C		x 2	
D		x 1	
F		x 0	
Honors/AP		x 1	
TOTAL		**TOTAL**	

Step 4: GPA equals the total number of grade points (Column 4) including the points in the honors line, divided by total number of semester courses (Column 2), ***not including*** the points in the honors line. Your GPA = _____

** This is what is called the UC/CSU-weighted GPA. This calculation will approximate your GPA as of now; you will need to re-calculate it before completing your UC/CSU college application. Be aware that many campuses will re-calculate your GPA using their own formulas as part of the application review process.*

ADVANCED PLACEMENT CLASSES CONTRACT

Palo Alto High School supports any student who wishes to accept the challenge of Advanced Placement (AP) classes. With that challenge come certain expectations regarding the maturity and capabilities of the enrolled students. Please remember that **Advanced Placement courses are college level courses**. Students should be motivated to take an AP class by an appreciation for and deep interest in the subject. Students who are overextended with academics and/or extracurricular activities should seriously consider if they have time to devote to an AP class and the number of AP classes they can successfully complete. **Palo Alto High School suggests a maximum of two AP classes per semester.**

Students are expected to:

1. Be independent learners, willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
2. Meet any prerequisites prior to enrolling in an AP course.
3. Prepare for and take tests on time.
4. Accept that enrollment in an AP course does not guarantee an A or B grade.
5. Spend more than the average amount of time on work outside of class.

Students who enroll in an AP course and their parent/guardian must sign the following written contract:

1. I recognize that I have to demonstrate independence and responsibility. AP courses typically require more homework compared to non-AP college prep courses (approximately 60 minutes of homework per class meeting or 2.5 hours a week per course).
2. I commit to remain enrolled in the AP courses I have chosen for the entire course. If special circumstances arise and I must drop an AP course, I understand there may not be space available in a college prep class. I understand I may have to delay taking a required class because of my drop.
3. I understand that Palo Alto High School does not recommend students take more than two AP classes per year.
4. I understand there may be a prerequisite for an AP/Honors course as outlined in the Paly course catalog. By enrolling in an AP/Honors course, I certify that I meet these prerequisites.
5. I agree to uphold Palo Alto High School's Academic Integrity Policy in the Student Handbook (available on www.paly.net).
6. I will speak with my parent/guardian, teacher, teacher advisor or guidance counselor if I start feeling overwhelmed with my academic workload.
7. I realize that by enrolling in an Advanced Placement course, I am recommended to take the corresponding Advanced Placement Examination in May. Funding support for this examination may be available for students with demonstrated financial need.
8. I will complete the Time Management Worksheet to the best of my ability and use this tool in selecting my courses to maintain a balanced life.
9. I will sign the Time Management Worksheet and turn it in to my Teacher Advisor when I meet to review my course selections.

Time Management Activity

Name_____ TA _____

This worksheet is a time management tool. It is designed to help you make informed decisions about the way you want to live your life next year.

Activity		**Avg. hours per week**
School Activities	***Course Title***	
English:		
Social Studies:		
Math:		
Science:		
Language:		
Electives:		
School (e.g. 5 days x 7 hours):		
Work outside of class (including projects, studying for tests, homework, etc.):		
Outside Activities	Subtotal (School Activities)	
Hobbies/Interests:		
Community Service:		
Religious Activities:		
Sports:		
Music:		
Work/Job/Chores:		
Daily Living Activities	Subtotal (Outside Activities)	
Family:		
Sleep (e.g. 7 days x 9 hours):		
Miscellaneous necessities (eating, showering, etc.):		
	Subtotal (Daily Living Act.)	
Total Hours in a Week (THW)		**168**
Total Activity Hours (TAH) (sum up hours above)		
Amount of time not accounted for to use for friends, phone, Internet surfing, etc. (THW – TAH)		

_____ _____ _____

Student Signature Date Parent Signature Date TA Signature Date

AP/Honors courses I plan on taking (Paly recommends a maximum of 2)	Alternate AP/Honors classes

GRADUATION REQUIREMENTS

Students are required to have 220 semester credits for graduation. Ten credits are granted for successfully completing each year-long course and five credits are granted for a semester course. **PLEASE NOTE:** There is no community service graduation requirement but completion of cardiopulmonary resuscitation (CPR) training is a graduation requirement.

SUBJECT REQUIREMENTS

PAUSD	
Subject	**Credits** *D- or better*
English	40
Social Studies: World History Cont. Wld./US Gov't US History Econ. Social Studies Elective	 10 5/5 10 5 5 *(total 40 credits)*
Mathematics – Through Algebra 2 (must include Geometry)	30
Laboratory Science Biological Science Physical Science	 10 10
PE	20
Visual & Performing Arts	10
Career Technical Education	10
Living Skills	5
World Languages (through level 2)	20
Additional Credit for Graduation	25
Total Credits Required	220

UC/CSU ( ) = RECOMMENDED	
Subject	**Credits** *C- or better*
English	40
Social Studies: World History US History/US Gov't	 10 10 *(total 20 credits)*
Mathematics - Through Algebra 2 (must include Geometry)	30 (40)
Laboratory Science Biological Science Physical Science (Chemistry or Physics, for UC)	20 (30)
PE	0
Visual & Performing Arts (Same field for all 10 credits)	10
Career Technical Education	0
Living Skills	0
World Languages Same language through level 2 (3)	20 (30)
Additional Credit for Graduation	10
	N/A

In order to earn Paly credit for a course taken off-campus, prior approval by the Assistant Principal of Student Services is necessary. See the Off-Campus Courses section of the Course Catalog (page 6) for additional information.

For specific, detailed program and curriculum information see the Course Catalog on the Paly Web site – www.paly.net.

For more information on UC/CSU Admissions Requirements, please go to the appendix at the end of this course catalog.

For NCAA information, please go to: http://www.ncaa.org/student-athletes/future

2021-2022
COURSE OFFERINGS

ADVANCED OFFERINGS AT A GLANCE

For all APs, Honors courses, and Dual Enrollment, please see list below.
For additional information about each course, look under individual subject section.

HONORS COURSES

Advanced Drawing/Painting H
Advanced Photo H
Advanced Video H
Advanced Vocal H
Algebra 2/Trigonometry H
Analysis H
Biology H
Chemistry H
Early Childhood Dev 1H
Early Childhood Dev 2H
French 3H
French Civilization & Culture H
Geometry H
Japanese 4H
Linear Algebra H
MLM Art Ent Mag H
MLM Broad H
MLM Graph Pub H
MLMH Mag Inc
MLM News Mag H
MLM Newspaper H
MLM Radio H
MLM Sport Mag H
MLM Web H
Multivariable Calculus H
Orchestra H
Physics H
Spanish 3H
Theater 4H
US Foreign Policy H
Wind Ensemble H

AP COURSES

AB Calculus
Art History
BC Calculus
Biology
Chemistry
Chinese – Language & Culture
Computer Science A
Computer Science Principles
Economics – Macro
English – Literature & Comp
English – Language & Comp
Environmental Science
French – Language
Japanese – Language & Culture
Music Theory
Physics C
Psychology
Research
Seminar
Spanish – Language/Literature
Statistics
Studio Art – Photo/Drawing/Sculpture
US History

DUAL ENROLLMENT

Advanced Stage Tech
Early Childhood Education
Human Anatomy & Physiology
Introduction to Kinesiology
Multivariable Calculus/Linear Algebra

DUAL ENROLLMENT COURSES
Paly School Year 2021-2022

Paly Course Name & Code	Foothill College Course Code	Foothill College Course Name	Foothill College Quarter Credits
Human Anatomy D (3159D)	BIOL 40A	Human Anatomy & Physiology I	5
Human Anatomy D (3159D)	BIOL 40B	Human Anatomy & Physiology II	5
EarlyChildDevD (Yr) (5912D)	CHLD 1	Child Growth & Development: Prenatal Through Early Childhood	4
EarlyChildDevD (Yr) (5912D)	CHLD 56N	Principles & Practices of Teaching Young Children	4
EarlyChildDev 2D (5914D)	CHLD 8	Child, Family and Community	4
EarlyChildDev 2D (5914D)	CHLD 89	Curriculum for Early Care & Education Programs	4
Chld Dev (5920D)	CHLD 2	Child Growth & Development II: Middle Childhood through Adolescence	4
Chld Dev (5920D)	CHLD 59	Working with School-Age Children	4
Intro Kines D (4531D)	KINS 16A	Prevention of Athletic Injuries	3
Sports Med (4533D)	KINS 16B	Emergency Athletic Injury Care	3
Multi Var Calc A (2501D)	MATH 1C	Calculus	5
Multi Var Calc B (2502D)	MATH 1D	Calculus	5
LinAlg (2503D)	MATH 2B	Linear Algebra	5
Stage Tech 2D (4915D)	THTR 45A	Technical Theatre in Production I	4
Stage Tech 2D (4915D)	THTR 45B	Technical Theatre in Production II	4
Stage Tech 2D (4915D)	THTR 45C	Technical Theatre in Production III	4

ARTS – VISUAL & PERFORMING

Current assignments in the department provide evidence of student mastery of the following learning outcomes:

- Student demonstrates ability to integrate knowledge;
- Student uses critical and creative thinking to solve problems;
- Student utilizes technology effectively and creatively.

Current assignments in the department provide **some** evidence of student mastery of the following learning outcomes:

- Student communicates effectively through listening, speaking, and writing;
- Student demonstrates strong research skills;
- Student reads with understanding.

NOTES ON PROJECTS & PERFORMANCE-BASED ASSESSMENTS

Projects and performance-based assessments are the core of most work in the department's courses. Through work on project-based learning activities and performance-based assessments students are provided opportunities to expand their competencies in the following areas:

- Management of resources (time, money, materials, people);
- Teamwork and collaboration (working in various role on projects, teaching others, join decision-making regarding artistic choices, etc.);
- Information management (acquiring, organizing, evaluating, and processing information from a variety of sources in order to address intellectual and creative questions posed by projects);
- Understanding of social, organizational, and technological systems;
- Problem solving (selection of appropriate equipment and methods for specific tasks, application of technological and human resources to tasks, troubleshooting, self-evaluation, etc.).

ART SPECTRUM

6205 Art Spec 1 | Year | 9-12 | *UC-approved "f"*

Art Spectrum is a year-long, UC-approved course and is the pathway or prerequisite course for Paly's Painting/Drawing, Ceramics/Sculpture/Glassblowing, and Graphic Design classes. It covers a variety of two- and three-dimensional art experiences, emphasizing design, technical and expressive skills, creative problem solving, critical thinking, and the language of art. While students may come with prior art experience, this class is important to building a strong high school level foundation.

Lessons primarily focus on art making, but will also include discussions, reflection/critiques, written assignments, and slides of artists and works of historical significance. Projects will include experiences in design, drawing, shading, perspective, portraiture, color theory and painting, as well as work in clay and other three-dimensional media. Outside work may include occasional writing and sketch assignments, and all Art Spectrum students are assigned a museum visit.

As a result of this course, students will be able to demonstrate the basic technical and creative skills needed to produce two- and three-dimensional works of art, show an understanding of design principles, be able to communicate informed critical reflections about their work and that of others, develop an appreciation of the historical and cultural contributions of art, and understand connections between art and life.

VAPA Pathways

THEATER

- Theater 1 — 9-12 — UC-F
- Theater 2 — 9-12 — UC-F
- Theater 3 — 10-12 — UC-F or CTE
- Theater 4 — 11-12 — UC-F or CTE
- Theater 4 Honors — 12th — UC-F or CTE

- Stage Technologies and Design — 9-12 — CTE
- Adv. Stage Technologies and Design — 10-12 — CTE Dual Enrollment

INSTRUMENTAL

- Concert Band — 9th — UC-F
  - Symphonic Band 10-12 — UC-F or CTE
  - Wind Ensemble 10-12 (audition) — UC-F or CTE or Honors
- String Orchestra — 9-12 — UC-F or CTE
- Jazz Ensemble — 9-12 — *Concurrent Enrollment* — UC-F

CHORAL MUSIC

- Treble/Premier Choir — 9th — UC-F
- Concert Choir — 10-12 — UC-F
- Adv. Vocals (Spectrum) (treble voices by audition) — 9-12 — *Concurrent Enrollment* — UC-F or CTE
- Adv. Vocals (Madrigals) (mixed voices by audition) — 11-12 — UC-F or CTE or Honors

VISUAL ARTS

- Art Spectrum and Art Spectrum: Digital Emphasis — 9-12 — UC-F
- Drawing & Painting — 10-12 — UC-F
  - Adv. Painting & Drawing *Honors* — 11-12 — UC-F and CTE
    - AP Studio Art 2-D Design — 12th — UC-F
  - Adv. Painting & Drawing — 11-12 — CTE (UC-F pending)
    - AP Studio Art Draw — 12th — UC-F
- Ceramics & Sculpture — 10-12 — UC-F
  - Advanced Sculpture — 11-12 — UC-F or CTE
    - AP Studio Art 3-D Design — 11-12
- Graphic Design — 10-12 — UC-F

PHOTOGRAPHY

- Photo 1 — 9-12 — UC-F
- Adv. Photography — 10-12 — UC-F or CTE
- Adv. Photography *Honors* — 10-12 — UC-F or CTE
- AP Studio Art: 2-D Design — 11-12 — UC-F

OTHER VAPA CLASSES

- AP Music Theory — 10-12 *Blended Learning* — UC-F
- AP Art History — 10-12 — UC-F
- Dance 2 — 11-12 — UC-F

ART SPECTRUM: DIGITAL EMPHASIS

6393 Digital Art Spectrum | Year | 9-12 | *UC-Approved "f"*

Art Spectrum: Digital Emphasis, like Art Spectrum, is a beginning, year-long foundation art class that emphasizes digital art and design, but also includes traditional units in drawing, painting, and clay. Its learning objectives are aligned with our established, traditional Art Spectrum class. Art Spectrum: Digital Emphasis will be UC-approved (pending) and can be used to fulfill the "f" requirement, the Visual and Performing Arts requirement for the CSU and UC systems. Art Spectrum: Digital Emphasis is a pathway or prerequisite course for PAUSD's Graphic Design, Painting/Drawing, and its Ceramics/Sculpture/Glass programs. Additionally, it complements learning in our Photography and Journalism classes.

In Art Spectrum: Digital Emphasis, students will develop an understanding of major art and design concepts included in the creative process, including technical, expressive, idea development/creative problem solving, critical thinking, and the Language of Art. The class introduces students to our Art Spectrum art and design units through use of Photoshop, Illustrator and Procreate, some of the more important art software programs, as well as iPads and WACOM Digital Drawing Tablets. Additionally, students will engage in digital drawing and painting exercises, including work in light and shadow, perspective, color theory and color application. Shorter traditional drawing, painting and clay exercises are included to strengthen learning and connections within the various units. These units will include color mixing, perspective, drawing from life, shading and hand building clay techniques. While the class focuses on art making, it will also include discussions, reflection/critiques, occasional short written assignments, and will include information on artists and artistic styles of historical significance. Outside work may include very occasional sketch or research assignments, and all Art Spectrum students are assigned a Museum Visit Report. Students will be able to communicate informed critical reflections about their work and that of others, develop an appreciation of the historical and cultural contributions of art and design, and understand connections between art, design and a variety of associated career options.

DRAWING & PAINTING

6340 Pt/Dr 1 | Year | 10-12 | *UC-Approved "f"*

Prerequisite: Art Spectrum or Digital Art Spectrum

This course can be repeated for two years with credit.

Designed sequentially as the first course in the Drawing and Painting progam. This class is a year-long course that focuses primarily on the development of more advanced technical and creative skills and on a significantly wider range of media experiences. Projects will include advanced work in graphite, charcoal, pastels, acrylic, ink, watercolor, collage, mixed media, and print making. The curriculum will include advanced vocabulary, as well as more in-depth creative/expressive problem solving and critical thinking experiences. Units may also include discussions, analysis, critiques, and written assignments. Short art history lessons will accompany each unit to introduce students to works and masters of historical significance, to the cultural importance of art, and to inspire more in-depth or creative artistic choices in the student's own work. Outside assignments will include sketchbook work, occasional writing exercises, and a museum visit.

As a result of taking this course, students will be able to demonstrate advanced technical and creative use of various drawing and painting tools and media, and participate meaningfully in critiques and critical reflection activities.

ADVANCED PAINTING & DRAWING

6344 Adv Pt/Dr | Year | 11-12 | *UC-Approved "f"*

Prerequisites: Successful completion of one full year of Painting and Drawing .

This is a non-honors Advanced Painting and Drawing class, and can be taken as a third year 2-D art class or as a senior NON-AP fourth year painting and drawing class. This course can be repeated for credit.

Designed sequentially as the non-honors second course in the Drawing and Painting progam. This class is a year-long course that allows students to develop greater command of technical skills, media, and advanced vocabulary, while pursuing more thematic depth and complexity, and a wider range of personal creative responses. As an approved Career Tech Education (CTE) class, students are given regular exposure to vocational education/ career paths, and acquire skills that prepare them for real world work in the arts. Overall, it is a "Portfolio Preparation" course meant to build and refine 2-D work for a college portfolio, an AP Studio Art Portfolio, or for personal interest. In support of this, the class emphasizes the development of personal concepts, problem solving and imagery, to ensure that personal voice is evident in all work. Quality digital portfolios and supporting career related portfolio documents are required by the end of the year.

To successfully complete the first semester, students will be expected to further refine their use of various traditional art materials and processes, including graphite, charcoal, Conte, ink, and mixed media. Second semester will focus on watercolor and oil painting, with the remaining time dedicated to the student's own work, based on a set of established personal artistic goals. Because the class involves more independent work, students will be expected to demonstrate self-discipline and motivation to meet deadlines. Work outside of class will be necessary. Students will also be given outside visual research assignments, and as the year progresses, asked to prepare and present their work in class digitally. Sketchbooks and a museum visit will be mandatory.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

ADVANCED PAINTING & DRAWING HONORS

6339	Adv.Draw/Painting H	Year	11-12	*UC-Approved "f"*

Prerequisite: Successful completion of one full year of Painting and Drawing.

Designed sequentially as the honors version second course in the Drawing & Painting Program. Advanced Painting and Drawing Honors is a year-long course that allows students to develop greater command of technical skills, media, and advanced vocabulary, while pursuing more thematic depth, complexity and a wider range of personal creative responses. As an approved Career Tech Education (CTE) class, students are given regular exposure to vocational education/ career paths, and acquire skills that prepare them for real world work in the arts. Overall, it is a "Portfolio Preparation" course meant to build and refine 2-D work for a college portfolio, an AP Studio Art Portfolio, or for personal interest. To this end, the class emphasizes the development of personal concepts, problem solving, and imagery, to ensure that the student's personal voice is evident in all work. Digital portfolios and supporting career related portfolio documents are required by the end of the year.

To successfully complete the class, students will be expected to further develop and refine their skills using various traditional materials and processes, while also exploring more contemporary/less traditional ways of working. Graphite, conté, charcoal, ink, pastels, watercolor, mixed media, oil painting, and printmaking techniques are included. A digital art unit in which students use Wacom Drawing tablets also included. While there is additional work drawing from life, the development of creative original ideas and students' own interests is central. Because the class does involve more independent work, students will be expected to demonstrate self-discipline and motivation to meet deadlines.

This course can satisfy the Career Technical Education (CTE) graduation requirement. Please see instructor.

ADVANCED PAINTING & DRAWING 2

6349	Adv. Pt/Dr 2	Year	11-12	*Not UC-Approved*

Prerequisite: If you are a senior, not wishing to take AP Studio Art, you will need to have taken Art Spectrum, Painting and Drawing and Advanced Painting and Drawing (either Honors or non-Honors)

Designed sequentially as the third course in the Drawing & Painting Program. Advanced Painting and Drawing 2 provides seniors with a year of very advanced self-directed portfolio preparation time, and an alternative to the rigorous commitments and time demands of AP Art. Because the focus of the class is independent self-directed work, subjects, media, and format will be chosen by the student in consultation with the instructor. There will be a requirement of three works of art due every quarter, dictated by goals developed by the student and approved by the instructor. Some outside work will be required, including research and analysis, and sketchbook assignments. Because it is a non-Honors class, students will not need to do the level of outside work required in Advanced Painting and Drawing Honors, but will be expected to keep a sketchbook and meet project standards and deadlines.

AP ART: DRAWING and 2-D DESIGN

6459	AP Studio Art	Year	12	*UC-Approved "f"*
6448DP	AP Stud Art	Year	12	*UC-Approved "f"*

Prerequisite: Successful completion of one full year of Painting/Drawing and Advanced Painting/Drawing/H and/or Graphic Design for Design Portfolio.

Work undertaken in Advanced Painting and Drawing H generally forms the basis of one section of the portfolio. Thus, assuming that the quality and quantity of work reflects the required AP level standards in development, technical refinement, and creative achievement, the student will be allowed to begin the AP portfolio process.

The AP Board provides two different paths to create an AP 2-D Portfolio:2-D Art and Design: (design emphasis, including graphic design, painting and drawing media, printmaking, photography, and digital art) and AP Drawing (emphasis on fine art work, including drawing, painting, printmaking, and mixed media). Both portfolios consist of two sections: Selected Work (previously, Quality), and Sustained Investigation (previously, Concentration). Students must complete approximately 20 works of art to successfully meet the requirements of the class. Work must be completed, photographed, digitally uploaded to an AP portal. Five actual artworks are then physically submitted to the AP Board. The entire portfolio must be completed and submitted by the end of the first week in May.

Grades for this course will be based on progress in meeting class benchmarks and the quality and completion of the work required for the AP portfolio. There may be summer assignments prior to the beginning of the fall school year, and there will be ongoing course work with deadlines, out of class work, written assignments, and ongoing sketchbook assignments. Meeting deadlines is essential. The instructor will advise, guide and assess each student's progress throughout the school year. Upon submission, the College Board will review portfolios in June and colleges may give credit for the course if a student's work is assigned a score of "3" or higher. Scores are posted in July.

AP 3-D ART & DESIGN

6449	ArtStu3D AP (Sculpture)	Year	11-12	*UC-Approved "f"*

Prerequisite: Successful completion of one full year of Advanced Sculpture and instructor approval.

Students who enroll in AP Art & Design must first successfully complete a portfolio review assessing the level of their current portfolio with the AP instructor. If the quality and quantity of work in the portfolio reflects the required AP 1st year college level standards in preparation, technical refinement and creative achievement, the student will be allowed to begin the portfolio process.

The student's goal in taking this course is to experience a college level art program and to develop a portfolio of sufficient quality to earn credits towards university matriculation. The portfolio consists of two sections. Section 1 Sustained Investigation (60% of portfolio score) on a topic of student choice that include 15 digital images demonstrating materials use, process, and idea development. Section 2 Selected Works (40% of portfolio score) includes 10 digital images submitted online demonstrating skillful synthesis of materials, processes, and ideas: Works must be completed, photographed, digitally uploaded to AP online portals by May 1. College Board will review portfolios and scores are posted in July.

CERAMICS / SCULPTURE

6258	Ceramics 1	Year	10-12	*UC-Approved "f"*

Prerequisite: Art Spectrum or Digital Art Spectrum

This course provides experiences in the study of sculpture. The emphasis of this course is in mixed media and primarily involves the use of clay as a sculptural medium. Glassblowing is an optional part of the curriculum. Materials studied include glass, wood, metal, stone, plaster, and found objects. As a result of taking this course, students will be able to create works of art that reflect an understanding of the three-dimensional elements of art and design. Students will learn to appreciate and discuss art of various cultures from past to present based on their understanding of the concepts, ideas, techniques, and materials of those cultures. Written reports, gallery/museum visits and oral critiques are integral parts of the curriculum.

ADVANCED SCULPTURE

6277	Advanced Ceramics 1	Year	11-12	*UC-Approved "f"*

Prerequisite: Ceramics/Sculpture

This course can be repeated for credit for three years.

Students in Advanced Sculpture continue to explore techniques in a variety of media to express their thoughts, using the visual language of form, space, color, and texture. Three-dimensional media include clay, glass, metal, wood, plaster, and found objects. Students work in sketchbooks designing thematic projects, leading to fabrication and installation of their sculpture. In-depth study of contemporary art and visits to galleries and museums is required study. There is an emphasis on individual artistic expression and aesthetic inquiry.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

AP ART HISTORY

6249	AP Art History	Year	10-12	*UC-Approved "f"*

This course can be taken for AP credit.

This course is an illustrated survey of worldwide art history from prehistory through modern times. The first semester will focus on art of Prehistory, the Pacific, Indigenous Americas, Africa, Asia, and the Ancient Mediterranean. The second semester will cover art of the early modern Atlantic world, later Europe and Americas, and global contemporary. Activities will include slide presentations and lectures, films, class discussions, sketching, reading and writing activities, oral presentations, video creation and museum visits. As we move through the course, students will begin to think globally, applying what they have learned in ever-deepening cross-cultural and thematic comparisons. Discussions will highlight important historical periods, civilization centers, artistic styles, artists, and works of art. We will also cover important political, social, religious, and technological issues relevant to each period, and the impact of art from one period on another period.

Students who successfully complete this course will be able to demonstrate an understanding of the major periods, ideas, artists, and works important to the development of art. They will also be able to analyze content, meaning and artistic form, and compare and contrast artwork cross-culturally, both verbally and in written essays.

PHOTOGRAPHY

6150	Photo 1	Year	9-12	*UC-Approved "f"*

Students learn applications of film and digital photography. Focus is on developing composition and design skills using elements and principles of art to enhance visual literacy and applications based on professional practice. Project-based assignments integrate art history and current events in traditional categories of portraiture, landscape, photo-essay, and street photography. Digital applications include file management and editing in Photoshop, Lightroom, and iPhoto, cellphone apps, slideshow exports and file sharing in online applications like Facebook, Vimeo, and Tumblr. Film applications include introduction to photochemistry and darkroom printing through photograms and cyanotype printing. Students contribute to project blogs and submit images for local and regional contests, as well as printing for exhibition and school displays. One actual gallery visit, three virtual gallery reviews, and class critiques are required to develop viewing and commentary skills using art vocabulary to explore historical and cultural aspects of expression and representation. Foundational skills are acquired to apply in Advanced Photography, AP Studio Art, Graphic Publication and Journalism classes.

ADVANCED PHOTOGRAPHY

6158	Adv Photo	Year	10-12	*UC-Approved "f"*

Prerequisite: Photo 1, Art Spectrum, Digital Art Spectrum, or portfolio review for Journalism Photography or Video Production students to demonstrate visual arts basics. Interested students may take this course to use design, coordinate, and compile content for the school Arts magazine [proof]. Participation in the [proof] Club and review with editors and Photography teacher for permission to take Advanced Photography for Arts magazine credit.

As a non-Honors class, students will not need to do the level of research and project submissions required in Advanced Photography. Course builds upon skills developed in beginning Art or Journalism classes. Focus is on practicing technical, cultural, and expressive skills for visual literacy while developing a passion for image making. Students will explore film and digital techniques and expand composing skills using digital, film, and darkroom technologies. Projects include Photojournalism, Collaborative Web site, Mixed Media, Social Issues, and Series photography. Techniques using framing, perspective, Gestalt, studio and outdoor lighting will be expanded for dynamic composing. Student will design final project book publication using InDesign. Study of significant historical movements, artists and professional practice in Photography will be linked projects. Students explore a wide range of photographic styles from documentary to alternative process to integrate into their topic focus for each project. Focus is on developing advanced skills for portfolio development, exhibition, contest entry, college/job interviews, and preparation for AP Studio Art, Yearbook, Journalism, and Video Production courses.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

ADVANCED PHOTOGRAPHY HONORS

4917 Adv Photo H | Year | 10-12 | *UC-Approved "f"*

Prerequisite: Photo 1, Art Spectrum, Digital Art Spectrum, or portfolio review for Journalism Photography or Video Production students to demonstrate visual arts basics.

This course can be repeated for credit upon recommendation of the instructor.

Course builds upon kills developed in beginning Art or Journalism classes. Focus is on practicing advanced technical, cultural, and expressive skills for visual literacy while developing a passion for image-making with applications for career skills development in digital and studio photography. Students explore film and digital techniques to expand advanced composing skills using digital, film, and darkroom technologies. Projects include Photojournalism, Collaborative Web site, Mixed Media, Social Issues, and Series photography. Techniques using framing, perspective, Gestalt, studio and outdoor lighting will be expanded for dynamic composing. Students will design final project book publication using InDesign. Study of significant historical movements, artists and professional practice in Photography will be linked to each project. Students explore a wide range of photographic styles from documentary to alternative process to integrate into their topic focus for each project. Focus is on developing advanced skills for portfolio development, exhibition, contest entry, college/job interviews, and preparation for AP Studio Art, Yearbook, Journalism, and Video Production courses. Students will do extended research to build their creative process and submit work at an Honors level of Advanced Photography.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

AP 2-D ART & DESIGN (Photography as Primary Media)

6448PH AP Stud Art (Photography Focus with 2D Media/Mixed Media) | Year | 11-12 | *UC-Approved "f"*

Prerequisite: Successful completion of one year of Photography and one year of Advanced Photography (two years of previous work).

Portfolio review for Advanced Journalism/ Media and Graphic Design students with advanced study in Photography or Art media. Quality and quantity of work in the portfolio must reflect the AP standards in preparation, technical refinement and creative achievement. 2D Design Portfolio may include artworks from 2D media, including graphic design, printmaking, collage, photography, and digital art.

AP portfolios for College Board submission consist of two sections. The first section includes 15 online submissions for the Sustained Investigation with specific narration of use of materials, process and ideas on a student selected topic demonstrating a thematic approach of exploration, experimentation, artistic and aesthetic development. The second section consists of 10 Selected Works that demonstrate synthesis of materials, process and idea for technical skill and artistic range. Artworks for the Sustained Investigation section must be completed, photographed, and digitally uploaded to an AP online portal with narration, and 5 artworks ready for Selected Works submission by May 1. College Board will review portfolios and scores are posted in July.

GRAPHIC DESIGN

6262 GraphDes | Year | 10-12 | *UC-Approved "f"*

Prerequisite: Art Spectrum or Digital Art Spectrum

This course may be repeated for credit.

Graphic Design picks up where Digital Art Spectrum leaves off, introducing students to technical and aesthetic skills, design thinking and design-related areas associated with the field of graphic arts. The class develops a variety of communication related skills, while building further understanding of the elements and principles of design, using Adobe Photoshop, Illustrator, In-Design, to create a variety of design related assignments. Class projects will include areas such as logo design, branding and editorial design, magazine layout, environmental design, advertising, communication design, product packaging and signage. Assignments include process and style exercises, individual and collaborative group projects; personal identity/expression, design history/movement style pieces, and digital portfolios. Visual composition, layout, color, style and typography are recurring points of focus.

Ultimately, students will develop an understanding of contemporary design, professional level software programs, and understand a wide range of design application and relevance. Students will also be able to critically analyze their own work alongside the work of others, through critique, reflection and short written assignments.

DANCE 2 (Dance 1 is a second-year PE class)

2732	Dance 2	Year	11-12	*UC-Approved "f"*

Prerequisite: Dance 1 with a "B" or higher, teacher's approval and/or successful audition.

Students in Dance 2 are introduced to intermediate levels of various dance styles, as well as performance and choreography studies. This course will focus on expanding their vocabulary of dance technique and the continued conditioning of the dancer. Student choreography and performances will be mandatory. Intermediate to advanced dance technique and combinations will be taught, as well as dance history, choreography, artistic perception, creative expression, aesthetic valuing, and audition technique.

PERFORMING ARTS – MUSIC

CONCERT BAND

7010	Band	Year	9	*UC-Approved "f"*

Suggested Course Preparation: At least one year of instruction on a band instrument (defined as woodwind, brass or percussion) and one year's experience performing in an ensemble. This course can be repeated for credit for four years.

The Concert Band is an intermediate ensemble open to students with some instrumental background who wish to be a part of a quality performing group. There will be a strong emphasis on instrumental techniques and music fundamentals taught through performance. As a result of participation in this class, the student will be ready to audition for more advanced ensembles.

Students will perform music drawn from our global heritage, including, but not limited to, the following music cultures: African, Asian, Eastern and Western European, Indian, Middle Eastern, Latin American, and North American. As a result of having discussed, studied, and performed the above, students will have a greater appreciation of cultural similarities and differences plus an increased awareness of the many contributions which enhance our lives.

Attendance at all performances is mandatory. Performance opportunities may include Winter and Spring Concerts, District/area festivals, home football games, solo/ensembles, feeder school concerts and graduation. Membership in this group makes students eligible to audition for other ensembles: Jazz Band, All-State Honor Band, and the Santa Clara County Honor Band.

SYMPHONIC BAND

7013	Symph Band	Year	10-12	*UC-Approved "f"*

Suggested Course Preparation: At least two years of instruction on a band instrument (defined as woodwind, brass or percussion), and at least one year's experience performing in an ensemble. Instructor's approval required.

This course can be repeated for credit for three years.

The Symphonic Band is an advanced ensemble open to students with a strong instrumental background who wish to be part of a quality performing group. There will be a strong emphasis on performance techniques and developing a repertoire of the finest literature for performances. As a result of this experience, the student will be able to better express themselves creatively, and they will have a knowledge and appreciation of music history. Both performance and written assessments will be included in the curriculum.

Music will be drawn from our global heritage, including, but not limited to, the following music cultures: African, Asian, Eastern and Western European, Indian, Middle Eastern, Latin American, and North American. As a result of having discussed, studied, and performed the above, students will have a greater appreciation of cultural similarities and differences plus an increased awareness of the many contributions which enhance our lives.

Attendance at all performances is mandatory. Performance opportunities include Winter and Spring Concerts, District/area festivals, home football games, solo/ensemble, feeder school concerts, and graduation**.** Membership in this group makes students eligible to audition for other ensembles: Jazz Band, All-State Honor Band, and the Santa Clara County Honor Band.

This course is offered for honors credit by audition and approval only. Additional course requirements include audition recordings, arranging and composing music, research project, a spring recital, a professional interview, and a portfolio.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

WIND ENSEMBLE

6455	Wind Ens	Year	10-12	*UC-Approved "f"*
7224	Wind Ens H	Year	10-12	*UC-Approved "f"*

Prerequisites: Teacher approval and/or audition required. Auditions for Wind Ensemble are held in the spring each year for the following year. At least three years of instruction on a band instrument, and at least one year performing in a Palo Alto High School Large Ensemble the prior year. If you are entering from outside PAUSD, you must have performed in your school band for a year.

This course can be repeated for credit for three years.

The Wind Ensemble is a highly advanced and select ensemble open to students with an extensive background in instrumental music performance. This ensemble will focus on the performance techniques and knowledge of repertoire associated with the finest in band and wind literature. All of the selected works, concepts learned, and techniques developed, will adequately prepare students to participate in collegiate level musical ensembles. There are opportunities for all students in this ensemble to participate in small chamber music ensembles. There are also opportunities for students to audition to participate in select ensembles such as the Jazz Band, the Santa Clara County Honor Band, the California Band Directors Association All-State Honor Band, and the California Music Educators Association All-State Honor Band.

Music will be drawn from our global heritage, including, but not limited to, the following music cultures: African, Asian, Eastern and Western European, Indian, Middle Eastern, Latin American, and North American. As a result of having discussed, studied, and performed the above, students will have a greater appreciation of cultural similarities and differences plus an increased awareness of the many contributions which enhance our lives.

Attendance at all performances is mandatory. Performance opportunities include Winter and Spring Concerts, District/area festivals, home football games, solo/ensemble, feeder school concerts, and graduation**.** Membership in this group makes students eligible to audition for other ensembles: Jazz Band, All-State Honor Band, and the Santa Clara County Honor Band.

This course is offered for honors credit by audition and approval only. Additional course requirements include audition recordings, arranging and composing music, a research project, a spring recital, a professional interview, and a portfolio.

Homework Expectation: 2 hours per week

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

JAZZ

7022	Jazz Ens	Year	9-12	*UC-Approved "f"*

Prerequisite: Instructor's approval. Students must be concurrently enrolled in Symphonic Band, Concert Band or Orchestra to be eligible for Jazz.

This course can be repeated for credit for four years.

This course will meet after school. Time TBA.

This course covers training in a wide variety of jazz styles including swing, be-bop, bossa nova, samba, ballads, funk, and jazz waltz. The Jazz Ensemble prepares for performances and for evaluation at various jazz festivals throughout the year. Through the performance portfolio process, student will have documented growth in the following areas: articulation, style, sound on their instrument, rhythm, intonation, counting, phrasing, and improvisation. Students will also demonstrate through their music and reports a broader understanding of different cultures and styles such as Afro, Cuban, Asian, and Latin music.

Group will be set by audition during the first weeks of school. There are no cuts. All interested in attending this class should enroll when signing up for classes in the spring.

STRING ORCHESTRA

7030	Orchstr	Year	9-12	*UC-Approved "f"*

Suggested Course Preparation: Past experience in playing orchestral string instruments: violin, viola, cello, bass.

This course can be repeated for credit for four years.

Music to be discussed, studied, and performed will be drawn from our global heritage, including, but not limited to, the following musical cultures: African, Asian, Eastern and Eastern European, Indian, Middle Eastern, Latin American, and North American.

The String Orchestra consists exclusively of string instruments used in a standard symphony orchestra: violin, viola, cello, and bass. Since other instrumentalists are used only on occasion, wind (woodwinds and brasses) and percussion players may not enroll, but rather, will be drawn from the Symphonic Band class when needed for full orchestra literature.

Attendance at all performances is mandatory. Performance opportunities include Fall, Winter and Spring Concerts, District/area festivals, solo/ensemble, feeder school concerts. Membership in this class makes students eligible to audition for other ensembles: Paly Jazz Band, CODA Honor Orchestra, CODA All State Orchestra.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

ORCHESTRA HONORS

7030H	Orchstr H	Year	10-12	*UC-Approved "f"*

Prerequisite: Teacher approval and/or audition required. Auditions for Orchestra Honors are held in the spring each year for the following year. At least three years of instruction on a string instrument, and at least one year performing in a Palo Alto High School Large Ensemble the prior year. If you are entering from outside PAUSD, you must have performed in your high school Orchestra for a year.

This course can be repeated for credit for three years.

The Honors Orchestra is a highly advanced and select ensemble open to students with an extensive background in instrumental music performance. This ensemble will focus on the performance techniques and knowledge of repertoire associated with the finest in string literature. All of the selected works, concepts learned, and techniques developed, will adequately prepare students to participate in collegiate level musical ensembles. There are opportunities for all students in this ensemble to participate in small chamber music ensembles. There are also opportunities for students enrolled in the class to participate in the Paly Jazz Band class, and to audition to participate in the California Orchestra Directors Association All-State Honor String or Full Orchestras

Music will be drawn from our global heritage, including, but not limited to, the following music cultures: African, Asian, Eastern and Western European, Indian, Middle Eastern, Latin American, and North American. As a result of having discussed, studied, and performed the above, students will have a greater appreciation of cultural similarities and differences plus an increased awareness of the many contributions which enhance our lives.

Attendance at all performances is mandatory. Performance opportunities include Winter and Spring Concerts, District/area festivals, solo/ensemble, feeder school concerts. Membership in this group makes students eligible to audition for other ensembles: Jazz Band, and All-State Honor Orchestra, which are only open to those who are enrolled in their school ensemble.

This course is offered for honors credit by audition and approval only. Additional course requirements include audition recordings, arranging and composing music, a research project, a spring recital, a professional interview, and a portfolio.

Homework Expectation: 2 hours per week This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade

PREMIER CHOIR

7267	Treb Choir	Year	9	*UC-Approved "f"*

Premier Choir is open to any student who enjoys singing and would like to participate in a musical ensemble. NO AUDITION IS REQUIRED. Chorus classes will be designed to develop students' musicianship and specific performance skills, which include posture, tone production, breathing and vocal techniques, and intonation through ensemble and solo literature. Activities and experiences will include sequential and systematic instruction in music reading, critical listening skills, and the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the ability of the ensemble. Students will increase their aural and analytical skills through identifying the basic elements of music including melody, harmony, rhythm, timbre, texture, form, and style of the literature studied in class.

Music to be discussed, studied, and performed will be drawn from our global heritage, including, but not limited to, the following musical cultures: African, Asian, Eastern and Eastern European, Indian, Middle Eastern, Latin American, and North American.

Premier Choir will perform at the Fall, Winter, and Spring Concerts, at selected festivals, and on a mini- tour. Occasionally the Premier Choir will perform jointly with the Concert Choir. There will be opportunities for solos and small ensemble singing. Students who successfully complete this course will have priority for admittance to the Concert Choir. Women who participate in Premier may audition for Spectrum Choir.

CONCERT CHOIR

7218	Conc Choir	Year	10-12	*UC-Approved "f"*

Suggested Course Recommendation: Premier Choir during freshman year.

This course can be repeated for credit for three years.

Concert Choir is open to all students who enjoy singing and desire to participate in a quality music ensemble. There will be a strong emphasis on vocal production, phrasing, and diction with special work devoted to extending the vocal range of the singers. Basic music theory will be included to aid in the improvement of sight-reading. Music will be drawn from our global heritage, including, but not limited to, the following musical cultures: African, Asian, Eastern and Western European, Indian, Middle Eastern, Latin American, and North American. As a result of having discussed, studied, and performed the above, students will have a greater appreciation and an increased awareness of cultural similarities and differences. Memorization of performance music and consistent attendance are required. There will be several performance opportunities for all: fall, winter, and spring concerts, music revues, choral festivals, Baccalaureate, solo/small ensemble performances, feeder school concerts, and choir tours. Every two years students will have the opportunity to tour internationally. In addition, students in Concert Choir will work with world renowned choirs and special guest artists from the choral community. Participation in Concert Choir allows you to audition for Advanced Vocals (Madrigals Singers and Spectrum Singers) as well as solos for concerts/shows, and various honor choirs.

ADVANCED VOCAL

7226	Adv Vocal	Year	10-12	*UC-Approved "f"*
7227	Adv Vocal H	Year	10-12	*UC-Approved "f"*

Prerequisite: Madrigal Singers/Spectrum Singers by audition only (must also enroll in Concert Choir).

This course can be repeated for credit upon recommendation of instructor.

These groups are open to students currently enrolled in Choir who have had a minimum of a year of training and performance with a choral group or by teacher approval. The groups meet evenings (with some special sectionals/rehearsals during lunch). It is a performance-oriented course, emphasizing vocal production, note-reading skills and rehearsal and performance of repertoire appropriate for "chamber singing"; from madrigals to music of the Baroque, Classical, Romantic, Modern, and Contemporary periods along with works representative of other cultures of the world. These groups will be expected to perform extensively. Even though auditions for Advanced Vocal take place in September, students who are even considering auditioning should sign up.

This course is offered for honors credit by audition and approval only. Additional course requirements include creating a musical resume, audition recordings, arranging and composing music, research projects, and a spring recital.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

AP MUSIC THEORY (Blended Learning Course)

7379B	AP Music Theory	Year	10-12	*UC-Approved "f"*

Suggested Course Preparation: Previous experience with music is recommended; i.e., piano, instrumental or choral.

Please consider the following things when choosing to be a part of this blended class: Students need to log into their Schoology and other online platforms on a regular basis to contribute to discussions and other online activities, not just at regularly scheduled class times.

Tips for success in Blended Learning:

- *Get organized:* Keep track of deadlines, and give yourself plenty of time to complete assignments. Check online discussions on a regular basis.
- *Prioritize your work:* Organize your learning and your assignments and determine the order in which you need to tackle them.
- *Log in regularly:* Check your school email and Schoology daily. There may be new class announcements, responses to questions, new learning units, assignments, and new discussion postings by the professor and your classmates.

- *Participate, participate, and participate:* A lot of learning is realized through the classroom and online interactions. Participation reveals new ideas and thoughts and develops your critical thinking skills.

Basic music theory, i.e., names of lines and spaces of the grand staff, clef signs, key and time signatures, note and rest values, and scales, both major and minor, will serve as an introduction to the course.

Ear training and dictation, sight reading and sight singing, form and analysis, and elementary orchestration will be part of the course.

The harmony portion of the course will include the study of: chord structures, positions and inversions, harmonization of bass and soprano lines, use of the figured bass, and analysis of compositions for piano, chorus, and orchestra. Twentieth century theoretical techniques will also be emphasized. As a result of this study, students will be able to compose an original work and notate it correctly. This original composition will be performed in June and is required.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

PERFORMING ARTS – THEATRE

THEATRE 1

1070	Theatre 1	Year	9-12	*UC-Approved "f"*

Theatre 1 introduces students to theatre as a discipline and an art form. Course activities include theatre games, improvisation, voice and movement work, stage combat training, monologue and scene performance theatre production projects, field trips to see professional plays, and instruction in acting for stage, TV and film. Students will develop increased confidence and ability in personal presentation skills. As they give and receive feedback on performances, students will apply evaluative criteria and appreciate excellence in performance. Through studying theatre as an expression of both history and culture, students will explore the way in which theatre affects and is affected by its societal context.

Students who wish to go directly into Theatre 2 courses may do so by satisfactorily fulfilling the following requirements:

- Completion of Advanced Drama (1B) (or its equivalent) at the middle school level and teacher recommendation.
- Recommendation by the high school Theatre Instructor based on an audition and/or interview and the student's demonstrated proficiency.

THEATRE 2

1073	Theatre 2	Year	9-12	*UC-Approved "f"*

Course Preparation: Theatre 1 or Advanced Drama (1B) in middle school and middle school teacher recommendation.

Theatre 2 is designed for the intermediate drama student who wants to build on the skills learned in Theatre 1. Course activities include: improvisation, play analysis, scene and monologue performance, dialect work, audition preparation, stage combat training, acting for TV and film, and one act play preparation and performance. These activities enable students to build believable characters, apply basic technical theatre skills, develop directing skills, and work effectively as part of an ensemble. Class members build confidence as well as performance and analytical skills through giving and receiving feedback. Students trace the historical development of theatre through research, performances from a variety of theatrical genres, and attendance at theatre productions.

THEATRE 3

1076	Theatre 3	Year	10-12	*UC-Approved "f"*

Prerequisite: Theatre 2 or permission of instructor.

Theatre 3 builds on the skills learned in Theatre 1 and 2. Through participation in extensive projects, students will apply and develop directing, acting, technical and dramaturgical skills. During projects, students will write and adapt scripts and research societal contexts. By exploring different theatrical genres, students will experience, evaluate and appreciated a variety of production styles, including non-Western, non-traditional theatre. Class projects include a professional audition unit, playwriting, career exploration, and outside of class performance projects.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

THEATRE 4

1097	Theatre 4	Year	11-12	*UC-Approved "f"*

Prerequisite: Theatre 3 or permission of instructor.

Theatre 4 provides an opportunity for students to pursue an individualized course of study, taking leadership roles in in-depth theatrical projects in their areas of interest. Students will locate their productions within a theatrical genre, emphasizing the historical and cultural influences on their project. Students will create unified production concepts, integrating the contributions of the director, actor, designer, playwright, and spectator of a theatrical event.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

THEATRE 4 HONORS

1059	Theatre 4H	Year	12	*UC-Approved "f"*

Prerequisite: Theatre 3 or Theatre 4 and permission of the instructor.

Theatre 4 Honors is open to the highly dedicated theatre student who has a minimum of two years of high school theatre study or its equivalent. In addition to completing the standard Theatre 4 curriculum for the year, students in Theatre 4 Honors are engaged in a pre-approved, in-depth, theatre-related Honors project. Examples of projects include, but are not limited to: directing or producing a play, teaching a drama class to younger students, documenting the actor's process while performing a role in a show, or writing and producing an original script.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

STAGE TECHNOLOGY & DESIGN

1087	Stage Tech	Year	9-12	
1088	Stg Tech11	Semester	9-12	

This course does **not** meet current UC/CSU requirements. This course fulfills the Fine Arts or CTE graduation requirement and may be repeated for four years.

Please see this course description listed in the Career Technical Education section of course catalog.

ADVANCED STAGE TECH & DESIGN (Dual Enrollment Course)

4915	Stage Tech 2	Semester	10-12	
4915D	Stage Tech 2D	Year	10-12	*UC/CSU Transferrable credit*

This course fulfills the Fine Arts or CTE graduation requirement and may be repeated for three years. 4915D is a Dual Enrollment Course through Foothill College which takes place over 3 Foothill quarters, and are not repeatable. Students who choose to take Stage Tech for two years at Paly will need to enroll in 4915D for 3 semesters, and 4915 for one semester.

Please see this course description listed in the Career Technical Education section of course catalog.

This is a college-level, dual enrollment course; you will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of UC/CSU-transferable college credit. Dual enrollment courses taken on Paly campus receive an additional grade point in the weighted GPA grade calculation.

CAREER TECHNICAL EDUCATION

CTE Pathways

A CTE Pathway is a set of Career and Technical Education courses to be taken in sequence that takes at least 4 semesters to complete. Pathways are defined by the California Department of Education. All pathways must include options to complete as either a 2-course or 3-course program consisting of an introduction (optional), concentrator, and capstone. All concentrators and capstones are full-year courses, and each concentrator leads to one specific capstone. More information about state-defined CTE courses and pathways can be found at cde.ca.gov/ci/ct/sf/ctemcstandards.asp.

	INTRODUCTORY	INTERMEDIATE (CONCENTRATOR)	ADVANCED (CAPSTONE)
TRANSPORTATION	SYSTEMS DIAGNOSTICS, SERVICE & REPAIR		
	Introduction to the Automobile (sem) 9-12	Automotive Technology 1 10-12 UC-G	Automotive Technology 2 11-12
INFORMATION & COMMUNICATION TECHNOLOGIES	SOFTWARE & SYSTEMS DEVELOPMENT		
	AP Computer Science Principles 9-12 UC-D	Functional & Object-Oriented Programming 10-12 UC-G	AP Computer Science A 10-12 UC-C
EDUCATION, CHILD DEV. & FAMILY SERVICES	CHILD DEVELOPMENT		
	Early Childhood Development 1 (regular or dual enrollment) 10-12 UC-G	Early Childhood Development 2 (dual enrollment) 11-12	Child Development (regular or dual enrollment) 11-12
ENGINEERING & ARCHITECTURE	ENGINEERING TECHNOLOGY		
	Introduction to Engineering Design PLTW 9-12 UC-D	Principles of Engineering PLTW 10-12 UC-G	Engineering Technology 10-12 UC-G
HEALTH SCIENCE & MEDICAL TECHNOLOGY	BIOMEDICAL		
	Principles of BioMedical Science 9-12	Biotechnology 11-12 UC-D	

ARTS, MEDIA & ENTERTAINMENT

PERFORMING ARTS

- Theater 3 (10-12) UC-F → Theater 4 (regular or H) (11-12) UC-F

PRODUCTION & MANAGERIAL ARTS

- Stage Tech 1 (9-12) → Adv Stage Tech (dual enrollment) (10-12)
- Audio & Music Production (10-12) UC-G → Adv Audio & Music Production (11-12)
- Video Production (9-12) → Adv Video Production (10-12)

DESIGN, VISUAL & MEDIA ARTS

- Beginning Journalism (sem) DOES NOT EARN CTE CREDIT (10-11) UC-G
- Photo Journalism (sem) (10-12)
- Intro to Broadcasting (sem) 9-12

Newspaper Journalism AJAMS (10-12) UC-G	Newspaper Journalism MLM/H (12) UC-G
Magazine Journalism AJAMS (10-12) UC-G	Magazine Journalism MLM/H (12) UC-G
Sports Journalism AJAMS (10-12) UC-G	Sports Journalism MLM/H (12) UC-G
Web Journalism AJAMS (10-12) UC-G	Web Journalism MLM/H (12) UC-G
Yearbook AJAMS (10-12) UC-G	Yearbook MLM/H (12) UC-G
Magazine Incubator AJAMS (10-12) UC-G	Magazine Incubator MLM/H (12) UC-G
Broadcast Journalism AJAMS (10-12) UC-G	Broadcast Journalism MLM/H (12) UC-G

OTHER CTE ELECTIVES

- Interior Design 1 (sem) 9-12
- Interior Design 2 (sem) 9-12
- Computer Aided Design 9-12
- Advanced Authentic Research (AAR) 10-12 UC-G
- Culinary Arts–Intro (sem) 9-12 UC-G
- Culinary Arts–Internat'l & Regional Foods (sem) 9-12
- Sports Nutrition (sem) 9-12
- AP Research 11-12 UC-G
- Sports Medicine (dual enrollment) 10-12
- Business Law 9-12 UC-G
- Engineering Tech 10-12 UC-G

MLM = Media Leadership & Management
MLM/H = Media Leadership & Management Honors
AJAMS = Advanced Journalism & Media Studies

Through a variety of pathway program, representing the State's 15 CTE industry sectors, students develop knowledge, critical thinking, and problem-solving skills. These programs nurture curiosity, creativity, and resilience; empowering young people to reach their full intellectual, social, and creative potential.

At the State level, Career and Technical Education (CTE) Model Curriculum Standards, designed to prepare students to be both career and college ready, were adopted by the State Board of Education (SBE) on January 16, 2013. Organized into California's 15 high-employing industry sectors, the CTE standards are designed to assist schools in developing curriculum and measuring student achievement. Each standard is aligned with one or more Common Core English language arts and mathematics standards, Next Generation Science Core Ideas, and History/Social Studies standards. These CTE standards were recently loaded into the District's Learning Management System (LMS), Schoology, allowing CTE teachers to integrate the standards. It is exciting that there are structures in place at all levels to help support the creation and growth of high quality and rigorous career-themed pathways.

TRANSPORTATION / AUTOMOTIVE TECHNOLOGY

Automotive technology is one of the most exciting professions available. From the global concerns of sustainable mobility and teaching cars to drive themselves, to working out how we'll get around on the surface of Mars, automotive technology is all about the future.

The challenges facing personal mobility are endless. Automotive engineers work in every area of the industry, from the look and feel of current cars, to the safety and security of new forms of transport. Attempting to make cars as fast as possible while keeping them fuel efficient may seem like an impossible task, but this is just one of the problems automotive engineers deal with every day.

INTRO TO THE AUTOMOBILE

5042	Intro Auto	Semester	9-12	*Not UC-Approved*

Prerequisites: None

This course is designed for a student to learn the basic understandings of how an automobile works. A hands-on approach will be used to learn basic maintenance procedures on their car. This class will give the student the confidence to work on their own car and/or talk to a technician about repairs needed for their car. They will use the latest tools and equipment in the automotive field.

AUTOMOTIVE TECHNOLOGY 1

5043	Auto 1	Year	10-12	*UC-Approved "g"*

Prerequisites: None

This class is designed for the student who has little or no previous knowledge of how an automobile works. The course takes students through a more in-depth, hands-on approach to learning the basics of how each system in an automobile is designed and works.

The course provides students with the opportunity to tear down cars and rebuild them, to learn to repair their own vehicle. Students will use the latest diagnostic equipment and procedures to repair most systems in an automobile.

AUTOMOTIVE TECHNOLOGY 2

5050	Auto 2	Year	11-12	*Not UC-Approved*

Prerequisite: Automotive Technology 1 or approval from Instructor.

This is a more advanced course in which students will be building, repairing and maintaining vehicles. The class will allow students to enhance their mechanical skills learned in Auto 1. They will develop a better understanding on how to diagnose and repair the electrical and computer systems within the latest advanced automobiles.

In line with Stanford University and Cornell University's Automotive Engineering programs, students will build a solar powered vehicle from scratch, maintain electric vehicles, and learn more in-depth about hybrid vehicles. This course will allow students to transition into an Automotive Engineering, Electrical Engineering or Mechanical Engineering program with the background knowledge needed to excel within that program.

INFORMATION & COMMUNICATION TECHNOLOGIES

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

8635 AP Computer Science Principles Year 9-12 *UC-Approved "d"*
(This course receives elective credit to meet PAUSD graduation requirements)

AP Computer Science Principles introduces students to the central ideas of computer science, inviting them to develop the computational thinking vital for success across multiple disciplines. The course encourages students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. They will also develop effective communication and teamwork skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

FUNCTIONAL & OBJECT-ORIENTED PROGRAMMING

8634 Funct Object Or Prog Year 10-12 *UC-Approved "g"*

As programming technologies develop, the choice of languages for this course may change.

This course introduces students to the basic tools and concepts of programming and computer science. This is a project-based course with an emphasis on problem solving. Students use the Ruby programming language to learn conditionals, loops, and functions as well as computer science topics such as logic and recursion. This course uses a freely available textbook supplemented with online resources. The orientation of this course focuses on computing with respect to functions: Understanding of the mathematical concept of a function thus augments a student's ability to grasp the concepts in this course.

In the second half of this course, students add the Java programming language on the eclipse IDE to the set of tools at their disposal. Significant group work is involved in this course, as students learn the specifications and implementations of data structures such as collections, queues, trees, and hash tables. Object-oriented programming focuses on computing with respect to data.

ADVANCED PLACEMENT COMPUTER SCIENCE A

2339 AP Computer Science A Year 10-12 *UC-Approved "c"*
(This course receives elective credit to meet PAUSD graduation requirements)

Prerequisite: AP Computer Science Principles or Functional and Object-Oriented Programming

This course is designed to prepare the serious student to take the Advanced Placement Examination in Computer Science in the Java Programming Language. The course includes top down design, iteration, objects, arrays, sets, linked data structures, stacks, queues, pointers, binary trees, searching and sorting algorithms, computer systems and ethics. High ability students with a serious interest in Computer Science, who intend to take the AP Computer Science exam, should be taking this course. The course may be counted toward the Career Technical Education graduation requirement or general mathematics credits. Homework average is 3-6 hours/week.

WEB DEVELOPMENT

4735 Web Development Year 10-12 *UC-Approved "g"*

Prerequisite: AP Computer Science Principles or Functional and Object-Oriented Programming

This course provides an in-depth, project-based investigation of how to create Web-based applications using modern, industry-standard technologies and design patterns. Students will be exposed to every level of the creation process from the ground up, including statically and dynamically created HTML content, styling and front-end Web design, client-side rendering, database construction, routing, HTTP, and APIs. This course is driven by hands-on projects and the "learn by doing" manta, allowing students to build a portfolio of work as they progress through the content. Upon completion of this course, students will be confident in their ability to design and produce fully functional, live, Web-based applications..

COMPUTER SCIENCE CAPSTONE PROJECT

8638	CS Capstone	Year	11-12	*UC-Approved "g"*

Prerequisite: AP Computer Science A

This advanced computer science course demands that students identify and perform a project or series of projects that deeply engage computer science skills, and address a community need. Example projects have ranged from the implementation of a 3-D graphics capture and rendering package for Aikido techniques, a library of linear systems solvers, signal processing applications that attempt to count the number of cell phones in the room, and major components of FIRST robotics engineering efforts. These projects can be multidisciplinary, drawing from athletics, physics, mathematics, art, music, and beyond.

BUSINESS & FINANCE

BUSINESS LAW (Blended Learning Course)

4535B	Bus Law I	Year	9-12	*UC-Approved "g"*
4536B	Bus Law II	Fall Semester	9-12	*Not UC-Approved*

Business Law is an important course for any student interested in business or the law. Much of the content of this course is useful in our daily lives as consumers and citizens.

This course will expose students to an overview of our legal system and how it was formed. Topics include: law enforcement and the court systems, crimes and torts, contracts, insurance, property, personal injury laws, laws for minors, buying and selling goods, product liability, credit, bankruptcy, unions, wills and estate planning, labor law, consumer protection and how to create a business plan.

Students will discuss the law as it relates to current events and guest speakers will be invited from various areas of the legal and business community to talk about their involvement in law and its application in business.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

EARLY CHILDHOOD DEVELOPMENT

The child development pathway offers students a sequence of courses to earn college credit and engage in internships. Students who complete 2 or more years can apply for California Child Development Assistant Teaching Permit or NAFT certification to become employable in the field upon graduation. Students who complete all 3 years and complete an internship will be eligible to apply for a California Child Development Associate Teaching Permit. For more information, please go to our website: http://www.palyecd.net/

EARLY CHILDHOOD DEVELOPMENT I

5912	EarlyChildDev	Year	10-12	*UC-Approved "g"*

EARLY CHILDHOOD DEVELOPMENT I (Dual Enrollment Course)

5912D	EarlyChildDev 1D	Year	10-12	*UC and/or CSU-Transferable Credit*

Development of the child from prenatal life through early childhood. This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through early childhood. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. An examination of the underlying theoretical principles of developmentally appropriate practices applied to early childhood programs and environments. Emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development of the child. Includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.

The dual enrollment version of the course requires additional work and rigor. *This is a college-level, dual enrollment course; you will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of UC/CSU-transferable college credit. Dual enrollment courses taken on Paly campus receive an additional grade point in the weighted GPA grade calculation.*

Please note this year-long Paly dual enrollment course includes two separate courses at Foothill:

- *Child 1 – 4 quarter UC/CSU transferrable units*
- *Child 56N – 4 quarter CSU transferable units*

EARLY CHILDHOOD DEVELOPMENT 2

5914	EarlyChildDev2	Year	11-12	*UC-Approved "g"*

EARLY CHILDHOOD DEVELOPMENT 2 (Dual Enrollment Course)

5914D	EarlyChildDev 2D	Year	11-12	*UC and/or CSU-Transferable Credit*

Prerequisite: EarlyChildDev1 or EarlyChildDev1 dual enrollment

An overview of knowledge and skills related to providing developmentally appropriate curriculum and environments for infants and young children. Students will examine the teacher's role in supporting development by using observation and assessment strategies and emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

This is a college-level, dual enrollment course; you will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of UC/CSU-transferable college credit. Dual enrollment courses taken on Paly campus receive an additional grade point in the weighted GPA grade calculation.

Please note this year-long Paly dual enrollment course includes two separate courses at Foothill:

- *Child 89 – 4 quarter CSU transferrable units*
- *Child 8 – 4 quarter UC/CSU transferable units*

CHILD DEVELOPMENT: MIDDLE CHILDHOOD THROUGH ADOLESCENCE

5920	ChldDev	Year	11-12	*UC-Approved "g"*

CHILD DEVELOPMENT (Dual Enrollment Course)

5920D	ChldDev	Year	11-12	*UC and/or CSU-Transferable Credit*

Prerequisite: EarlyChildDev1 or EarlyChildDev1 dual enrollment

Students are exposed to developmental theory and hands on experience regarding the development of the child from middle childhood through adolescence. This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. Students will also examine, plan and implement developmentally appropriate curriculum and behavior management techniques for children 5-12 in a classroom setting in Palo Alto twice per week.

The dual enrollment version of the course requires additional work and rigor. *This is a college-level, dual enrollment course; you will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of UC/CSU-transferable college credit. Dual enrollment courses taken on Paly campus receive an additional grade point in the weighted GPA grade calculation.*

Please note this year-long Paly dual enrollment course includes two separate courses at Foothill:

- *Child 2 – 4 quarter UC/CSU transferrable units*
- *Child 59 – 4 quarter CSU transferable units*

HOSPITALITY, TOURISM & RECREATION

Experienced and beginning students have the opportunity to use their expertise and learning skills. Each course stands on its own merit and can be taken independently or in combination.

CULINARY ARTS – INTRO

5620 Culinary Arts - Introduction Fall Semester 9-12 *UC-Approved "g"*

If you have a special liking for good food, even if you have never done much more than boil water, this class is for you. If you have had lots of experience in the kitchen but want to stretch your skills, want to explore the why's and how's of delicious foods, this is your course, too. An art as well as a science, good cooking rests on basic principles and skills that have been refined over centuries. These principles and skills are demonstrated and practiced in class in clear, easy steps. Plunge in and have fun! Your family and friends will relish the results while you build your reputation as a terrific cook.

CULINARY ARTS – INTERNATIONAL & REGIONAL FOODS

5621 Culinary Arts - International Spring Semester 9-12 *Not UC-Approved*

Join a classroom tour of famous food of the regional United States, Asia, Europe, Africa and more. In addition to selecting, preparing, tasting and enjoying famous dishes typical to each region, you will learn about preparation methods, serving techniques and special equipment specific to the dishes made. If you love to cook and enjoy trying new and different foods, this eighteen-week travelogue of international culinary delights is for you!

SPORTS NUTRITION (Blended Learning Course)

5619B Sports Nutr Semester 9-12 *Not UC-Approved*

This class is all about empowering students with the knowledge to create nutritionally balanced meals that will enhance sports performance as well as overall good health. Guest speakers (Athletes, Sports Trainers, Nutritionists, Former Student Athletes) will be invited into our classroom, and we will use technology to actively engage your mind in the dynamic field of Sports Nutrition. Emphasis is placed on healthy food selection, improving nutritional value through ingredient selection, and cooking techniques that will enable students to create nutritionally balanced delicious dishes. If you are interested in eating for everyday activities or you especially have sports success on your mind; this class will prepare you for a healthy lifestyle with plenty of cooking and you will be creating and analyzing recipes to support peak performance.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

INTERIOR DESIGN

INTERIOR DESIGN I (Blended Learning Course)

5851B Interior11 Fall Semester 9-12 *Not UC-Approved*

Do you care about your living environment? Do you want your room and your home to reflect you? In this course you will examine your likes and dislikes and to discover and develop your own personal sense of good taste. You will create your own floor plans, select and arrange furniture, fabrics, and accessories for your "dream home." You will learn architectural and furniture styles, line, design, form, color and texture and be able to combine them into the kind of living environment which best reflects you. You will also develop an ability to decorate on a budget and how to inexpensively change the appearance of a room.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

INTERIOR DESIGN 2 (Blended Learning Course)

5852B	Interior12	Spring Semester	9-12	*Not UC-Approved*

Prerequisite: Interior Design 1

In this course you will learn how to utilize the principles of international and regional design, Feng Shui, Universal and Green design, and color theory to express your own sense of style. You will learn how to design residential and nonresidential spaces as well as kitchens and bathrooms using accurate architectural drawings. This is a hands-on project-based class. If you are interested in learning how to design your dream space this is the class for you.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

ENGINEERING & ARCHITECTURE

INTRODUCTION TO ENGINEERING DESIGN – PLTW

8569	Int Engr Des PLTW	Year	9-12	*UC-Approved "d"* *(This course receives elective credit to meet PAUSD graduation requirements)*

INTRODUCTION TO ENGINEERING DESIGN HONORS – PLTW

8685	IntEngrDesH PLTW	Year	9-12	*UC-Approved "d"* *(This course receives elective credit to meet PAUSD graduation requirements)*

Prerequisite: Algebra I and concurrent enrollment in a college preparatory math AND science course.

This course will introduce students to basic concepts of design and engineering. The course is based on the curriculum provided by Project Lead the Way (PLTW). Topics include the process of design, technical sketching, CAD (computer-aided design), dimensional analysis, statistical analysis using Microsoft Excel, tolerances, reverse engineering and 3-D printing. Students develop personal engineering notebooks that document skills and designs, including several projects printed on the 3-D printer. Teamwork and communication skills are developed through group projects. Students in this course have the opportunity to compete in regional and statewide PLTW design competitions hosted by local tech companies and universities.

The honors option requires additional independent CAD study to earn an Autodesk Inventor certification (by passing an online Autodesk exam).

Students who complete two PLTW courses and a STEM (math or science) AP class, with qualifying scores on course-related exams and assessments, earn a College Board AP + PLTW certificate of preparation for more advanced coursework in college.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

COMPUTER AIDED DESIGN (CAD)

8600	Comp DesI	Year	9-12	*Not UC-Approved*
8583	Comp DesII	Semester	9-12	*Not UC-Approved*

Students use high-speed computers to learn the industry standard in Computer Design Software. AutoCAD release 14 and 2000 along with 3D Studio Max release 3 provide the students the ability to create two- and three-dimensional drawings. This instruction is required background for career fields such as engineering, graphics design, architecture and electronics design. Second semester and advanced students can create realistic animation and graphics like those used in *Toy Story* and *Antz*. Web page design is also an advanced option. Students will gain experiences using network storage and network printing. Electronic portfolios can be recorded and placed on a CD or videotape. Certification in AutoCAD, SolidWorks, and Adobe Software such as Photoshop and Dreamweaver, are also available.

PRINCIPLES OF ENGINEERING – PLTW

5090	Prnc Of Engr PLTW	Year	10-12	*UC-Approved "d"*

PRINCIPLES OF ENGINEERING HONORS – PLTW

5092	Prnc Of Engr H PLTW	Year	10-12	*UC-Approved "d"*

Prerequisite: Successful completion of Algebra I. Concurrent enrollment in a college preparatory math AND science course; open to grades 10-12.

This course will introduce basic engineering concepts to students who want to build and program their own mechanical inventions. The course is based on curriculum provided by Project Lead the Way (PLTW) and includes topics such as simple machines, energy, statics, electronics, robotic control and real-time programming, and projectile motion. Theory is developed through application problems and hands-on projects built from VEX robotics and other components. Students develop personal engineering notebooks that document skills, design plans and completed projects. Teamwork, problem-solving, and communication skills are developed through group projects. Students in this course also have the opportunity to compete in VEX Robotics competitions. Homework expectation is ~1 hour per week.

The honors option requires additional independent online study to earn a pre-engineering certification (by passing an online exam administered by the REC Foundation).

College Board AP + PLTW student recognition: Students who complete two PLTW courses and a STEM (Math or Science) AP class, with qualifying scores on course-related exams and assessments, earn College Board AP + PLTW student recognition. This recognition shows colleges that you're prepared for advanced course work in engineering.

ENGINEERING TECHNOLOGY

8574	Engn Tech	Year	10-12	*UC-Approved "g"*
8601	Eng Tech II	Semester	10-12	*UC-Approved "g"*

Engineering Technology is designed to inspire students to be engineering and technology leaders. By engaging them in exciting mentor-based programs, they build skills in science, engineering and technology. Innovation, creativity and problem-solving skills are encouraged.

Students can participate in exciting national competitions such as USFIRST Robotics and the Silicon Valley Tech Challenge. In these programs, students receive life capabilities including self-confidence, communication, and leadership. Computer skills in solid modeling, animation, Web design, and video production are all areas of specialization available to students in this class. State-of-the-art software such as SolidWorks 3DStudio and Autocad is available. Students may also become certified operators of TIG welders, Bridgport and a Tormach CNC mill. Instruction is also provided in the safe use of all shop tools.

HEALTH SCIENCE & MEDICAL TECHNOLOGY

SPORTS MEDICINE (Dual Enrollment Course)

4533D	Sports Med	Year	10-12	*UC/CSU-Transferable Credit*

Prerequisite: Biology

Athletic injury prevention is emphasized through pre-participation physical exams, exercise programs, preventative taping, proper fitting of equipment, and protective braces. Basic injury recognition and emergency response of acute trauma. Practical hands-on skills are emphasized in laboratories.

This is a college-level, dual enrollment course; you will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of UC/CSU-transferable college credit. Dual enrollment courses taken on Paly campus receive an additional grade point in the weighted GPA grade calculation.

PRINCIPLES OF BIOMEDICAL SCIENCE (PBS) – PLTW

3954	Prnc BioMed PLTW	Year	9-12	*UC-Approved "g"*

In this introductory course of the Biomedical Science pathway program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person using curriculum from Project Lead the Way (PLTW). While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

This course meets the "g" requirement pending UC/CSU approval.

BIOTECHNOLOGY: THEORY & PRACTICES

3955	Bio Tech	Year	11-12	*UC-Approved "d"*

Prerequisite: Successful completion of Biology and Chemistry or with department approval

This course will introduce students to the theoretical aspects of Biotechnology (Cell Biology, Microbiology, Molecular Biology, Immunology) and societal issues arising from this new technology. Hands on laboratory activities will reinforce theoretical information and teach lab safety, data analysis, the scientific method, and related computer skills. This course may include topical speakers from biotechnology. No assigned homework. Students are given class time to complete work. Some students may need extra time to complete assignments at home.

ARTS, MEDIA & ENTERTAINMENT

Please refer to the pathways chart on the next page.

BEGINNING JOURNALISM

7625	Journal 11	Semester	10-11	*UC-Approved "g"*

This course is a prerequisite for Advanced Journalism, Magazine Journalism, Broadcast Journalism, and Web Journalism. This course is open to tenth and eleventh grade students who would like to improve their writing skills. It is designed to develop skills in the art of journalistic writing and production.

This course does **not** earn CTE credit. This course does **not** meet UC/CSU English "b" requirements.

INTRO TO BROADCASTING

1048	Intro Broadcast	Semester	9-12	*Not UC-Approved*

No prerequisite for this course, but it is recommended that this course be paired with one semester of journalism.

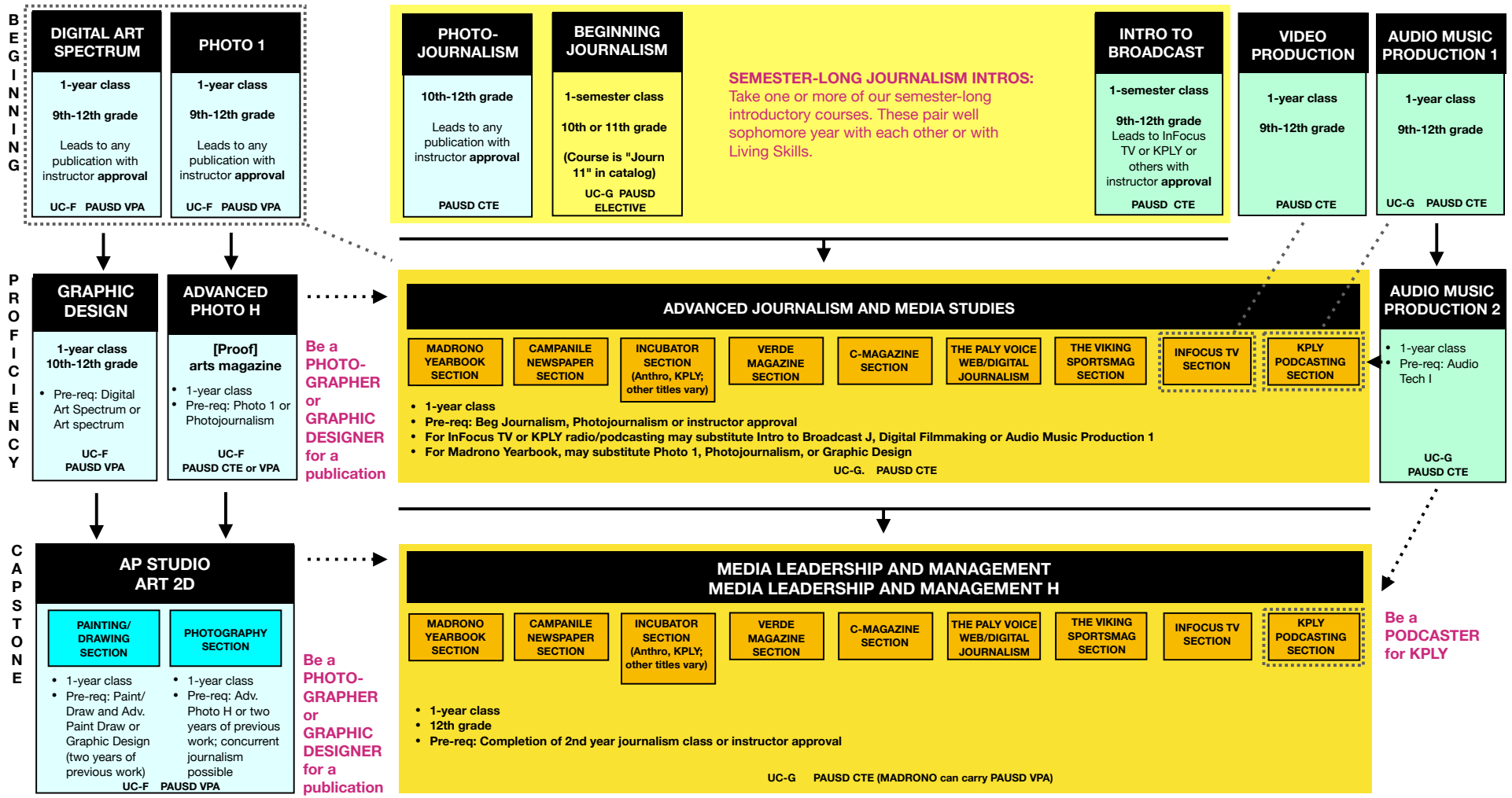
This semester course is aimed at the student who wishes to learn more about the Broadcasting industry including TV, Radio, podcasting, and other Webcasting platforms. Students will learn the history of broadcasting, and video, audio, and graphic techniques and equipment as well as writing and planning techniques for broadcasting in a project-based learning environment. This course is a prerequisite for Broadcast Journalism and Radio Broadcasting.

PHOTOJOURNALISM

4916	Photo Journalism	Semester	10-12	*Not UC-Approved*

The purpose of this course is to prepare students with the design and writing skills to create their own media sites or be contributing members to school publications. The project-based course is designed to provide an overview of camera use and visual and written techniques for photo-essay narratives. Students focus on reading professional examples and applying the techniques for writing and visual story-telling to compose non-fiction narratives of their own. Practice in camera use, writing, editing, and revision processes to develop written themes for publication: skills include composing body copy, interviewing, captions, headlines, and composing photography for illustration of story. Students will learn layout and design for a personal or group blog, Web site, or page design folio. Students explore the ethical aspects of issues as they search for and analyze information. The course teaches real-world skills in visual and literary perspectives, meeting deadlines, teamwork, working with professional technology, communication skills, and critical thinking skills. Journalism and Photojournalism students must apply and interview for Paly publications staff positions. Students completing Photojournalism may also present a portfolio for consideration to take the Advanced Photography class.

MEDIA ARTS PATHWAYS AT PALY



- **All PROFICIENCY-level journalism courses may be repeated prior to the CAPSTONE year, with leaders for the next year's staff generally selected from returning staff in the spring of junior year.**
- **Exceptions to standard pathways are made with instructor approval. In particular, Graphic Design and photography students are encouraged to seek admission to publication staffs, each of which has its own system for accepting students who have not taken Beginning Journalism.**
- **While most students stay with the same publication for two or more years, switching is possible, as is taking a class for a single semester, with instructor approval. A student may take more than one journalism production class at a time with approval of both instructors.**
- **All journalism publications and advanced video classes require after-school reporting hours; print publications require significant after-school production hours. All journalism staffs have multi-platform digital presences, although some focus on digital publishing more than others.**

ADVANCED JOURNALISM & MEDIA STUDIES (Blended Learning Course)

AdvJourMS | Year 10-12 | *UC-Approved "g"*

8670B	AdvJourMS	ArtEntMag	Arts and Entertainment Magazine (*C-mag*)
8671B	AdvJourMS	Broad	Broadcast (*In Focus*)
8672B	AdvJourMS	GraphPub	Graphic Publication (Yearbook/*Madrono*)
8673B	AdvJourMS	News Mag	News Magazine (*Verde*)
8674B	AdvJourMS	Newspaper	Newspaper (*Campanile*)
8675B	AdvJourMS	Radio	Radio Broadcasting (KPLY)
8676B	AdvJourMS	SportsMag	Sports Magazine (*The Viking*)
8677B	AdvJourMS	Web	Web (*The Paly Voice*)
8678B	AdvJourMS	Mag Inc	Mag Inc (*Magazine Incubator*)

Prerequisite: Successful completion of Beginning Journalism or, with instructor approval, other introductory media arts classes. (Note: Students who do not complete Beginning Journalism will face role limitations.)

Advanced Journalism and Media Studies (AJAMS) builds upon the foundational understandings of journalistic writing and ethics that were explored in the Beginning Journalism course. Working under the guidance of students in Media Leadership and Management (and under the supervision of the teacher/adviser), AJAMS students will employ various genres of journalistic writing to investigate topics of importance within their local community, and will work together to develop and circulate a regularly recurring journalistic publication or other media production to their school community, publishing in print, digital, audio, broadcast/streaming, and/or social media. Students will progress in their ability to defend – both orally and in writing – decisions regarding the medium and style of their journalistic output, and its legal and ethical soundness. Students will analyze the writing styles and perspectives of prominent local media while also frequently reflecting on the styles, perspectives, and values represented in their own publication. This course may be repeated for credit, but students entering their senior year will enroll in Media Leadership and Management or Media Leadership and Management Honors.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

MEDIA LEADERSHIP & MANAGEMENT (All classes are Blending Learning Courses)

MLM (Media Leadership/Management) | Year 12 | *UC-Approved "g"*

8650B	MLM	ArtEntMag	Arts and Entertainment Magazine (*C-mag*)
8652B	MLM	Broad	Broadcast (*In Focus*)
8654B	MLM	GraphPub	Graphic Publication (Yearbook/*Madrono*)
8656B	MLM	News Mag	News Magazine (*Verde*)
8658B	MLM	Newspaper	Newspaper (*Campanile*)
8660B	MLM	Radio	Radio Broadcasting (KPLY)
8662B	MLM	SportsMag	Sports Magazine (*The Viking*)
8664B	MLM	Web	Web (*The Paly Voice*)
8668B	MLM	Mag Inc	Mag Inc (*Magazine Incubator*)

Prerequisite: Successful completion of an introductory media arts course AND one full year of any advanced media course.

This course is open to students who successfully complete an introductory media arts course followed by one year of any Advanced Jounralism and Media course (including TV Broadcasting, Radio Broadcasting, Yearbook, Web, Sports, Magazine, Newspaper). This course is a capstone option in an extensive media and digital communication strand offered at Paly. Students will have successfully completed prerequisites that cover journalism reporting and writing, design, photography and production. This leads to a year of serving in a media leadership role in peer-editing and production teams for student media as well as studying college and career options. Options will range from serving as a section editor to managing editor to business manager, or as an editor-in-chief over a full staff. In addition to peer editing responsibilities, leadership and management students will work to create sense of community, foster the development of good journalistic principles, help each other and their younger peers in the selection of story ideas, conducting primary research, and will serve as writing coaches.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

MEDIA LEADERSHIP & MANAGEMENT HONORS (All classes are Blending Learning Courses)

MLM (Media Leadership/Management H) Year 12 *UC-Approved "g"*

8651B	MLM ArtEntMag H	Arts and Entertainment Magazine Honors (*C-mag*)
8653B	MLM Broad H	Broadcast Honors (*In Focus*)
8655B	MLM GraphPubH	Graphic Publication Honors (Yearbook/*Madrono*)
8657B	MLM News Mag H	News Magazine Honors (*Verde*)
8659B	MLM NewspaperH	Newspaper Honors (*Campanile*)
8661B	MLM Radio H	Radio Broadcasting Honors (KPLY)
8663B	MLM SportsMag H	Sports Magazine Honors (*The Viking*)
8665B	MLM Web H	Web Honors (*The Paly Voice*)
8669B	MLMH Mag Inc	Mag Inc Honors (*Magazine Incubator*)

Prerequisites: Successful completion an introductory media arts course AND one full year of any advanced media course.

This course is open to students who successfully complete an introductory media arts course followed by one year of any Advanced Jounrnalism and Media course (including TV Broadcasting, Radio Broadcasting, Yearbook, Web, Sports, Magazine, Newspaper).

The honors class requires students to complete more extensive personal explorations, reflections, and analytical work in leadership and management. In key assignments, they will interact with professional media leaders. They will demonstrate mastery of all media reporting and writing principles as well as print, digital, and mobile package planning and execution.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

AUDIO & MUSIC PRODUCTION I

1054 Audio/MusicProd Year 10-12 *UC-Approved "g"*

The Audio Production course focuses on the aesthetic qualities of sound production and analyzes the impact of digital audio technology as an inherent form of communication in today's society, including production, recording, composing and editing. Students will convey creative expression and develop ideas individually and within groups, write compositions, proposals, and budgets. Projects will consist of historical and or cultural nature, and completed projects will be an audio product based on compositions. Students will also write and produce podcasts and songs in a variety of formats. Students will study the impact audio and sound production on our society from a social, economic, and political viewpoint. Students will learn the history of sound production and the technological advances in the art form. The class will gain knowledge and utilization of microphones, both digital, and analog and computer-based audio editing and recording equipment, and software programs such as Logic Pro, Pro Tools, Ableton Live, and Adobe Audition. Study and training in the Audio Production course will prepare students for careers in music engineering and production, post-production for film and television, and live sound-mixing for theater and concerts. Students will develop an extensive Digital Audio Portfolio (a collection of sound designs, podcasts, and produced songs).

ADVANCED AUDIO & MUSIC PRODUCTION

1055 Adv Audio/Music Prod Year 11-12 *UC-Approved "g"*

Prerequisite: Audio & Music Production 1

This CTE Audio Production capstone course builds on the skill sets of the Audio Production 1 course and further prepares students for a wide variety of careers in professional audio industries. In addition to strengthening the skills learned in Audio Production I, students will learn advanced live recording, advanced mixing, synthesis, "off-site" recording and mixing, and live sound reinforcement, music composition and songwriting. Students will create and perform their own live electronic performance piece and explore their personal interests (digital music production, film scoring, sound design), while being challenged with real-world concepts and technologies found in today's professional audio industries. Each unit focuses on a major project, building off the skills learned in Audio Production 1 and in previous projects. The class will gain knowledge and utilization of microphones, both digital, and analog and computer-based audio editing and recording equipment, and software programs such as Logic Pro, Pro Tools, Ableton Live, and Adobe Audition. Students will also create a digital personal portfolio of their work for final presentation. Study and training in the Audio Production course will prepare students for careers in music engineering and production, post-production for film and television, and live sound-mixing for theater and concerts. Students will develop an extensive Digital Audio Portfolio (a collection of sound designs, podcasts, and produced songs).

VIDEO PRODUCTION: DIGITAL FILM-MAKING I

1037	Video Prod	Year	9-12	*UC-Approved "f"*

Students will investigate techniques of video production: directorial style, script development, camera technique, editing, etc. Evaluation of the aesthetic principles of videography, investigation of selected historical topics, and "hands-on" training in video technique will form the basis of most class sessions. Students will write, shoot, and edit short films ranging from the traditional to the avant-garde. In order to produce original digital films, students will be trained in camera technique and in the uses of non-linear editing and audio creation software applications.

ADVANCED VIDEO PRODUCTION: DIGITAL FILM-MAKING II

1038	Adv Video	Year	10-12	*UC-Approved "f"*
1044	Adv Video H (Honors)	Year	10-12	*UC-Approved "f"*

Prerequisite: Video Production and permission of instructor.

This course may be repeated for credit with permission of instructor.

Advanced Video Production Digital Filmmaking II provides students with opportunities to work on individual and small group video projects at the mastery level with industry grade equipment and software. Peer mentorship and brief workshop methods will be employed to provide students with understandings of advanced principle and practices of digital filmmaking. Students in this course will be expected to use time outside of the school day in collaborative groups during the production process and are expected to complete post production within our specialty lab via Adobe Premiere, After Effects and Audition.

The honors option includes additional written, production presentation and exhibition work that may include, but is not limited to, genre analysis essay, script revision and portfolio, production journals, film analysis journals, a capstone end of class portfolio reflection and presentation.

This course can satisfy Career Technical Education (CTE) graduation requirement. Please see instructor.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

STAGE TECHNOLOGY & DESIGN I

1087	Stage Tech	Year	9-12	*Not UC-Approved*
1088	Stg Tech11	Semester	9-12	*Not UC-Approved*

Stage Technology and Design 1 is designed to integrate theoretical and practical knowledge of stage technology and design. Students will study the design and construction of sets, lighting, sound, and costumes, and apply their skills by developing design concepts and mounting productions from a variety of theatrical genres. By assuming vital roles in play productions, students will work effectively in leadership and ensemble situations, and experience the relationship of technical theatre to the theatrical event as a whole. Students will learn to operate theatrical equipment and tools safely, and use these skills to provide technical services for many school stage activities.

This course meets after school. This course can satisfy either the Fine Arts or Career Technical Education graduation requirement and may be repeated for four years.

ADVANCED STAGE TECH & DESIGN (Dual Enrollment Course)

4915	Stage Tech 2	Semester	10-12	
4915D	Stage Tech 2D	Year	10-12	*UC/CSU-Transferable Credit*

Students will continue to practice their technical theater skills at an advanced level through working in leadership roles on Palo Alto High Theatre Productions. They will manage and supervise a design or construction crew while drawing on their knowledge of theater history, design aesthetics, and creative processes. At the end of a production, students will be responsible for a production report, analyzing their process, successes and challenges. This course will also require students to archive their designs and experiences in a portfolio, which they will present at the end of the spring semester.

This course can satisfy either the Fine Arts or Career Technical Education graduation requirement and may be repeated for three years. 4915D is a Dual Enrollment Course through Foothill College which takes place over 3 Foothill quarters, and

are not repeatable. Students who choose to take Advanced Stage Tech for two or more years at Paly will need to enroll in 4915D for for the first 3 semesters, and 4915 for the fourth and any subsequent semesters. If only taken for one year enroll in 4915D.

This is a college-level, dual enrollment course; you will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of UC/CSU-transferable college credit. Dual enrollment courses taken on Paly campus receive an additional grade point in the weighted GPA grade calculation.

COURSES IN OTHER DEPARTMENTS THAT MAY BE TAKEN FOR CTE CREDIT

Advanced Painting/Drawing
Advanced Painting/Drawing Honors
Advanced Photography
Advanced Photography Honors
Advanced Sculpture
Advanced Vocals
Symphonic Band
Wind Ensemble H
String Orchestra
Orchestra H
Theater 3
Theater 4
Theater 4H

MULTIPLE PATHWAYS PROGRAMS

WORK EXPERIENCE EDUCATION PROGRAM

Additional information about work permits can be found at https://www.pausd.org/student-services/work-permit

Work Experience is a program where students' can individualize their learning outcomes based on their work-based learning needs:

- **TIER 1 = Work Permit**
  Students obtain a work permit through the WEEP program, but do not desire to pursue any additional support/guidance at this time.
- **TIER 2 = Work Permit + Curriculum Modules**
  Curriculum modules will provide students with basic knowledge in certain fields/work experience.
- **TIER 3 = Work Permit + Exploratory or Work Experience Course**
  Allows students to complete all modules to enhance their personalized learning and demonstrate mastery of certification opportunities, and provides students with work-based oversight since the WEEP teacher makes quarterly visits to the student work sites.

EXPLORATORY EXPERIENCE (Unpaid Job/Internship)			*Not UC-Approved*
8421AS	Expl Exp11 (after school)	Fall Semester	9-12
8422AS	Expl Exp12 (after school)	Spring Semester	9-12
WORK EXPERIENCE EDUCATION (Paid Job/Internship)			*Not UC-Approved*
8484AS	Gen WEEP11 (after school)	Fall Semester	11-12
8486AS	Gen WEEP12 (after school)	Spring Semester	11-12

The WEEP program combines classroom instruction with part-time student employment (paid or unpaid position). Students develop work habits, attitudes, self-confidence, job-related skills, and demonstrate their mastery through a portfolio. The course follows the California Department of Education guidelines and covers the following curriculum: career exploration, job/work cycle, labor law, economic awareness/financial literacy, and soft skills.

Students must have an appropriate* job/internship and obtain a valid work permit prior to attending class. If a student wishes to take the course and does not have a job/internship, the student must meet with the Work Experience Teacher Coordinator to help them find a position prior to the beginning of the semester.

Class meets one time per week as an 8th period (Tuesday afternoons). Students work a minimum of 3 hours per week in addition to their time towards academic work. Students can earn a total of 5 units of credit per semester that can be applied toward either Career Technical Education or Elective credits, but credit earned is variable based on the number of hours worked during the semester and on class attendance.

This course can satisfy the Career Technical Education graduation requirement.

All employers must comply with labor laws and regulations concerning Workers' Compensation Insurance, Social Security, and Income Taxes. An employer-employee relationship must exist and all employers must agree to work with the student and teacher in order for the student to successfully complete the class.

ADVANCED AUTHENTIC RESEARCH

ADVANCED AUTHENTIC RESEARCH

8429	ExplExp-AAR	Year	10-12	*UC-Approved "g"*
8429AS	ExplExp-AAR	Year	10-12	*UC-Approved "g"*

Prerequisites: None

The Advanced Authentic Research (AAR) Program is a unique opportunity for students in grades 10-12 where it is designed for students with interest, passion, curiosity, and perseverance to investigate an authentic topic of their choosing. Students are paired with mentors in the particular field of research who will support and facilitate each students' work in their own laboratories, offices, and other settings. The student research will be supported by the process-oriented curriculum developed by the AAR Team. The recursive nature of the research process allows students to go back and forth between the different stages of inquiry as they encounter new information. The expectation is that students will spend approximately 3-4 hours per week, including class meeting time, on their project. For more information, please visit http://aar.pausd.org

Option 1: *During regular school day (per 1-7) (sign up for 8429)*

Option 2: *After school, twice/week, 3:30 to 4:30 (sign up for 8429AS)*

This course can satisfy the Career Technical Education graduation requirement.

AP SEMINAR (Blended Learning Course)

8401B	AP Seminar	Year	11-12	*UC-Approved "b"* *(This course receives elective credit to meet PAUSD graduation requirements)*

Prerequisites: None

Ready to choose your own adventure and dive into a topic about which you feel passion, curiosity and excitement? AP Seminar may be the class for you. An interdisciplinary offering from the College Board, AP Seminar is similar to a "First Year" seminar experience in college. Students will direct much of their own learning, engaging in cross-curricular conversations that explore the complexities of academic and real-world topics through scientific, economic, political, cultural and other lenses. By analyzing divergent perspectives, students become the type of nuanced, critical thinkers that employers and colleges expect. This course is a good fit for students who are strong communicators and mature team players. Estimated time spent on homework (3 to 4 hours/week).

NOTE: This course does NOT earn CTE credit – it receives elective credit to meet PAUSD graduation requirements. AP Seminar can be taken in addition to your English full-year class and will receive "b" English credit from the UCs.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

AP RESEARCH (Blended Learning Course)

8413B	AP Research	Year	12	*UC-Approved "g"*

Prerequisites: AP Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000 to 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

This course can satisfy the Career Technical Education graduation requirement.

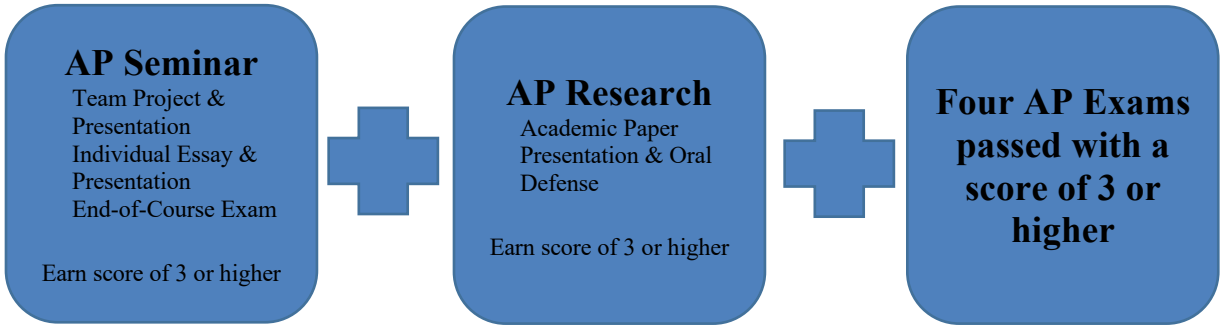
Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

AP CAPSTONE

What is AP Capstone?

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.



9TH GRADE

AP Computer Science Principles

10TH GRADE

AP Art History
AP Chinese Language & Culture
AP Computer Science A
AP Computer Science Principles
AP French Language & Culture
AP Japanese Language & Culture
AP Music Theory
AP Statistics
AP Spanish Language & Culture
AP Spanish Literature

11TH GRADE

AP Art History
AP Biology
AP Chemistry
AP Chinese Language & Culture
AP Computer Science A
AP Computer Science Principles
AP English Language & Composition
AP Environmental Science
AP French Language & Culture
AP Japanese Language & Culture
AP Music Theory
AP Physics C
AP Research
AP Seminar
AP Spanish Language & Culture
AP Spanish Literature
AP Statistics
AP Studio Art: 2D Drawing
AP Studio Art: 2D Design
AP Studio Art: 3D Design
AP United States History

12TH GRADE

AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Chinese Language & Culture
AP Computer Science A
AP Computer Science Principles
AP English Literature & Composition
AP English Language & Composition
AP Environmental Science
AP French Language & Culture
AP Japanese Language & Culture
AP MacroEconomics
AP Music Theory
AP Physics C
AP Psychology
AP Research
AP Seminar
AP Spanish Language & Culture
AP Spanish Literature
AP Statistics
AP Studio Art: 2D Drawing
AP Studio Art: 2D Design
AP Studio Art: 3D Design

ENGLISH

ENGLISH DEPARTMENT COURSE CHANGE POLICY

The English Department is dedicated to providing the best learning environment for all students. Therefore, all English lane changes must take place by the end of the fifth week of the semester. Such changes are contingent on the Instructional Leader's approval. The IL will consider class size, student's current and past performance (earning less than an A is not a valid reason to change classes), dynamic of the class, and the overall circumstances.

SCHOOLWIDE LEARNER OUTCOMES (SLOs)

While the discipline of Language Arts measures student success through the report card grades, English Department courses also emphasize three of the SLOs measured by the district rubrics: *Reads with Understanding, Communicates Effectively through Writing*, and *Critical and Creative Thinking to Solve Problems*. The department also requires documented papers each year. Such papers and projects emphasize the ESLRs of *Strong Research Skills* and *Effective Use of Technology*. All the district SLOs are effectively embedded throughout the curriculum and are also measured in report card grades.

ENGLISH DEPARTMENT COURSE OFFERINGS 2021-2022

9th Grade – year-long.....English 9A
10th Grade – year-long.....English 10A (Social Justice option)
11th Grade.....AP Language (year-long) or two electives
12th Grade.....AP Language (year-long) or AP Literature (year-long) or two electives

11TH & 12TH GRADE ELECTIVES

AP English Literature
(year-long for seniors)

AP Language
(year-long for juniors and seniors)

SEMESTER-LONG ELECTIVES:

Analysis of the Writer's Craft
Communication & Leadership
Escape Literature
Film Composition & Literature
Humanities
Literature of Comedy
Literature of Sport
CSU Expository Reading & Writing
(formerly Reading Between the Lines)
(year-long for seniors only)

Electives with fewer than 60 sign ups may not be offered. **After students choose their top elective, they should rank the alternative electives, beginning with 1 as their first alternate.**

FRESHMAN ENGLISH

All freshmen are required to take one full year of English. English 9A is a college preparatory course that satisfies the UC/CSU English "b" requirement.

ENGLISH 9A

7631	English 9A	Year	9	*UC-Approved "b"*

This course provides foundational skills in reading, writing, speaking, and critical thinking for students. Through discussion, oral presentations, and expository writing, students will demonstrate their understanding of key concepts and critical thinking skills. Students will also gain strong writing skills through the ninth-grade writing program. Most course reading is assigned as homework. Extended pieces of revised and edited writing are assigned quarterly and average 2-4 pages per assignment. Shorter pieces of writing may be assigned more frequently or completed in class.

Estimated Time Spent on Homework: Up to 90 minutes/week.

SOPHOMORE ENGLISH

All sophomores are required to take one full year of English. English 10A is a college preparatory course that satisfies the UC/CSU English "b" requirement.

ENGLISH 10A

7641	English 10A	Year	10	*UC-Approved "b"*
7641SJ	English 10A (SJ)*	Year	10	*UC-Approved "b"*

Students demonstrate their ability to read American and world literature at an advanced (defined as depth) level. Through discussions, oral presentations, journal entries, and expository and argumentative papers, students also demonstrate knowledge of literary terms and techniques, as well as the principles of composition and language study (sentence structure, mechanics and punctuation). Students will demonstrate their ability to work independently and be selfmotivated. All course reading is assigned as homework. Extended pieces of revised and edited writing are assigned every 4-6 weeks, and average 3-4 pages per assignment. Shorter pieces of writing may be assigned more frequently or completed in class.

Estimated Time Spent on Homework: 2-3 hours/week

***NOTE:** 7641SJ is for students in the Social Justice Pathway. For more information, see page 86.*

JUNIOR / SENIOR ENGLISH ELECTIVES

All courses satisfy the UC/CSU English "b" requirement.

ANALYSIS OF THE WRITER'S CRAFT (Blended Learning Course)

7601B	WritCr 11	Semester	11-12	*UC-Approved "b"*

A creative writing course for students who are serious about writing. Students will write regularly in the genres of fiction, personal narrative, poetry, drama, etc. and are required to share their writing with other students in the class. Group editing is standard classroom procedure. By focusing on modern and contemporary fiction, non-fiction, and poetry, students will recognize characteristics of different genres and different writers. Students will also focus on the specific techniques and elements of fiction, including characterization, setting, narrative, action, dialogue, point of view, voice, suspense, and plot. Students will analyze writing paying particular attention to form and structure in addition to meaning and theme. A special project of ten or more pages is required.

Emphasis: Creative Writing (fiction and nonfiction)

Estimated Time Spent on Homework: 1 to 2 hours/week

This is a Blended Learning course. Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

AP ENGLISH LANGUAGE & COMPOSITION

8409	AP English Lang	Year	11-12	*UC-Approved "b"*
8409SJ	AP English Lang*	Year	11-12	*UC-Approved "b"*
8409B	AP English Lang**	Year	11-12	*UC-Approved "b"* *Blended Learning Course***

This is a year-long English elective for juniors and seniors. Completion of this course will fulfill the 10-credit English graduation requirement.

According to the College Board, "an AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres."

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language. The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

Students who choose to take this course are highly recommended and encouraged to take the Advanced Placement exam given by the College Board in May.

Emphasis: Reading of **non-fiction** and application of rhetorical analysis to better understand how authors effectively communicate with particular audiences.

Estimated Time Spent on Homework: 2-3 hours/week

***NOTE:** *8409SJ is for students in the Social Justice Pathway. For more information,* *see page 86.*

****This is the Blended Learning option of this course. Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses,* *see page 83.*

AP ENGLISH LITERATURE & COMPOSITION

1279	AP English Lit & Comp	Year	12	*UC-Approved "b"*

AP English Literature & Composition is given a weighted grade by the University of California and California State University. This course is, according to College Board, a freshman college course offered on a high school campus. The grading policies, academic standards, and workload for this class are therefore rigorous. Students are highly recommended and encouraged to take the Advanced Placement exam given by the College Board in May. Many colleges and universities will award college credit to students who earn a passing score on the exam.

The class is heavily discussion-based, and everyone is required to participate. Expect 40-50 pages of careful reading to be due at each class meeting, and frequent writing opportunities. This is NOT just a "test prep" class – students will do more this year than simply take practice tests. The work students do in this class will enhance their reading, writing, and analytical thinking skills in ways that will benefit them in college and in life.

Emphasis: Analytical discussion of **literature and poetry** from both "old" and "new" authors, expository writing.

Estimated Time Spent on Homework: 3-4 hours/week

COMMUNICATION & LEADERSHIP

1180	Communic	Semester	11-12	*UC-Approved "b"*
1180SJ	Communic*	Semester	11-12	*UC-Approved "b"*

Communication and Leadership focuses on public speaking, global competencies and effective leadership styles. The course focuses on persuasive organizing, supporting, and presenting speeches, writing and other forms of effective communication. The course also explores how communication styles can be affected by gender, culture, age, technology, etc.

Emphasis: Speaking and listening

Estimated Time Spent on Homework: 2-3 hours/week

***NOTE:** 1180SJ is for students in the Social Justice Pathway. For more information, see page 86.*

CSU EXPOSITORY READING & WRITING

7650	ERWC	Year	12th grade only	*UC-Approved "b"*

The goal of this college-preparatory course is to prepare college-bound seniors for the literacy demands of higher education. Students in this year-long course develop advanced skills in expository, analytical, and argumentative reading and writing. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. 2-4 pages per writing assignment.

Emphasis: Writing about non-fiction

Estimated Time Spent on Homework: 1-2 hours/week

ESCAPE LITERATURE

1384	Escape Lit	Semester	11-12	*UC-Approved "b"*
1384SJ	Escape Lit*	Semester	11-12	*UC-Approved "b"*

This course explores some of the literary avenues of escape from the ordinary through stories and novels selected from mystery and suspense, horror, fantasy, and science fiction. We will do both expository and creative writing and a variety of individual and group projects related to the stories and books we read. 2-3 pages per formal writing assignment.

Emphasis: Science fiction

Estimated Time Spent on Homework: 2-3 hours/week

***NOTE:** 1384SJ is for students in the Social Justice Pathway. For more information, see page 86.*

FILM COMPOSITION & LITERATURE

1339	Film Complt	Semester	11-12	*UC-Approved "b"*
1339SJ	Film Complt*	Semester	11-12	*UC-Approved "b"*
1339B	Film Complt**	Semester	11-12	*UC-Approved "b"* *Blended Learning Course**

PLEASE NOTE: This course meets the UC/CSU English "b" requirement but is not an approved NCAA core class .

Students in this college preparatory elective study basic film terms and techniques, the history of film (particularly as it reflects society's concerns and culture), various film genres, the development of and changes in the film industry, and analyze the adaptation of novels and stories to film. Through discussions, oral presentations, reading, and extensive reflective and expository writing, and after viewing a variety of films, students will understand film as both art and composition. Students will deepen their appreciation for and recognition of film techniques and composition, develop a critical and discerning eye, broaden their choice of preferred genres, develop an historical perspective and appreciation for the evolution of film and how dependent and influenced modern film is by its origins. Students will reflect on the issues and challenges facing film today and the powerful impact film has on society. Required: Four novel units, analytical and reflective papers and journal entries, and a major creative project.

Emphasis: Film analysis (analyzing film as text), critical reading (reading film as text with an emphasis on a comparative analysis of written and visual texts, analysis of movie reviews and research articles), research (film movements, auteurs, film criticism), and analytic writing.

Estimated Time Spent on Homework: 1-2 hours/week

***NOTE:** *1339SJ is for students in the Social Justice Pathway. For more information, see page 86.*

****This is the Blended Learning option of this course. Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.*

HUMANITIES

7703	Human 11	Semester	11-12	*UC-Approved "b"*
7703SJ	Human 11*	Semester	11-12	*UC-Approved "b"*

Who are we? Why are we here? What does it mean to be human? Humanities is a college preparatory elective that seeks to answer, or attempt to answer, these questions. In doing so, students will explore various branches of philosophy, from the philosophy of science to the philosophy of ethics, and their connections to religion, literature and art history. Students can expect to engage in informal and formal discussions, conduct presentations, read a variety of fiction and non-fiction texts, and complete several argumentative writing pieces. Short writing pieces will be 1-2 pages in length; longer pieces may be 3-4 pages. Reading requirements vary but when reading novels, students can expect 15-25 pages per class meeting.

Emphasis: Philosophy

Estimated Time Spent on Homework: 2-3 hours/week

***NOTE:** *7703SJ is for students in the Social Justice Pathway. For more information, see page 86.*

LITERATURE OF COMEDY

7704	Comedy Lit	Semester	11-12	*UC-Approved "b"*

Learn the language of laughter. In the Literature of Comedy, students will study comic traditions and periods in literature and read a range of complex comedic texts that invite evaluation of particular comedic writing techniques and effects. The course will trace the history of modern comedy from its roots in ancient Greece and early vaudeville to the present day. By synthesizing the effect of comedy on certain audiences, students will be able to appraise and justify what is considered funny, and why. Students will read a variety of texts and be responsible for several papers and projects (10-15 pages of reading between classes; 2-3 papers). Partial author list: Aristophanes, William Shakespeare, Oscar Wilde, Firoozeh Dumas, Flannery O'Connor, Dorothy Parker, Sherman Alexie, Woody Allen, Mark Twain, Steve Martin and others.

Emphasis: Comedic writing and performance

Estimated Time Spent on Homework: 2-3 hours/week

LITERATURE OF SPORT (Blended Learning Course)

1350B	Sports Lit	Semester	11-12	*UC-Approved "b"*

A college preparatory course, the Literature of Sport will help students analyze, investigate and study, from a literary perspective, the unique phenomenon of participatory and competitive sport in America. Specific attention will be paid to the parallels that exist between professional and amateur sports, as well as their accompanying sociological changes. Students will study all portions of the literary spectrum (novel, non-fiction, essay, short story, poem, and film) to explore a wide panorama of opinions, themes, observations, and social commentary related to sport. While developing analytical and writing skills, students will formulate ideas on this distinct genre through numerous compatible assignments. A final project requiring research is required. 2-3 pages per writing assignment.

Emphasis: Contemporary sports writing and research, as well as sports journalism.

Estimated Time Spent on Homework: 2-3 hours/week

This is a Blended Learning course. Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

HISTORY – SOCIAL SCIENCE

Over the four years of required History Social Science at Palo Alto High School, all subject-related concepts of the State Framework and Content Standards for grades 9-12 are covered through courses in World History, including Contemporary World History, US History, US Government, Economics, and various elective courses open to juniors and seniors. All SLOs, plus the development of critical thinking skills are built into the courses, beginning with the 9th grade World History course, and progressively expanded through the four years of coursework related to History Social Science. **All courses offered in the department are UC/CSU-approved.**

SCHOOLWIDE LEARNER OUTCOMES (SLOs)

1. Our courses emphasize knowledge of key concepts related to an understanding of both western and non-western world history, cultures, geography, and contemporary political, social, and economic issues.
2. Effective communication through listening, speaking, and writing are emphasized in the variety of assignments and assessments used throughout the curriculum.
3. Research skills are developed through assigned formal research papers beginning in the 9th grade, and required in subsequent courses. Students also develop research skills through other project-based assignments, which require them to examine and evaluate a variety of sources. Each year's curriculum builds upon important critical thinking skills of evaluating the ever-increasing sources of information available to students.
4. Students integrate knowledge by using reading and writing skills critical to all disciplines. The Contemporary World History curriculum taught in the 10th grade builds upon 9th grade units dealing with exploration, imperialism and nationalism. The US Government course builds upon 9th grade units on the Enlightenment, political philosophies and the development of democratic institutions. The course prepares students for US History by teaching concepts of federalism and issues of constitutional interpretation that have been critical in American History. By the time students study Economics, Sociology, Psychology, or other electives in History Social Science, they have both a national and global frame of reference into which they may integrate the knowledge they acquire in these courses.
5. Reading comprehension is developed throughout the History Social Science curriculum as students are exposed to text and periodical materials, original documents, charts, graphs, or other print sources relevant to each course.
6. Throughout the curriculum, simulations, debates, and special projects relevant to each subject area require critical and creative problem solving.
7. Technology is used for online research projects and for lessons on the evaluation of sources of information.

In many courses, students do PowerPoint presentations and prepare creative videos.

Thus, through their four years of work in History Social Science, students will be exposed to a curriculum focusing on the State Framework and content standards for History Social Science and all of the SLOs to which the school is committed. Our goal is to prepare students to become knowledgeable, responsible citizens of a democracy, with an understanding of national and global issues that is essential, regardless of their post-secondary goals.

WORLD HISTORY

1625 Wld Hist | Year | 9 | *UC-Approved "a"*

Ninth Grade World History covers the Middle Ages and Renaissance through the two World Wars of the 20th Century, the Cold War and some post-Cold War developments, as time allows. Segments of textbook chapters for each unit are assigned for homework reading several nights per week, with worksheets, text questions, or other short written assignments or map work to complete for class. There are formative and summative assessments for each unit. All 9th grade students are assigned a formal research paper during the second semester. There may be other projects, simulations and/or re-enactments requiring work outside of class.

CONTEMPORARY WORLD HISTORY

1641	ContWld 11	Spring	10	*UC-Approved "a"*
1641SJ	ContWld 11*	Spring	10	*UC-Approved "a"*

Contemporary World History is a one semester course which builds upon the World History curriculum by focusing on post World War II developments in Africa, Asia (especially China and India), the Middle East and Latin America. The course reviews historical economic and political conditions (colonialism, imperialism, post-colonial nationalism, the Cold War) giving rise to current problems in each region. The course is taught after students have one semester of US Government. Students will apply concepts taught in the US Government course to examine the extent to which each area has developed democratic institutions. Both textbook and current periodical readings are assigned. Students also complete map work and study geographical features important to each region. Tests cover history, geography, and current issues. All students write one formal research paper on a selected area of interest. Short essays will require students to analyze particular situations or problems. There may be other projects assigned requiring students to make short presentations or do creative work related to the culture of each area studied.

***NOTE:** 1641SJ is for students in the Social Justice Pathway. For more information, see page 86.*

UNITED STATES GOVERNMENT

1753	US Govt	Fall	10	*UC-Approved "a"*
1753SJ	US Govt*	Fall	10	*UC-Approved "a*

This one semester course builds upon knowledge of US Government and institutions taught in Middle School. Students will study the Constitution, the Bill of Rights, concepts of separation of powers and federalism, which prepares them for the US History course in the 11th grade. Students study the political system, including elections of local, state and national officials. There are units covering the structure and functions of each branch of government, including the criminal justice system and due process of law. There are textbooks and periodical readings, as well as case studies of issues facing the President, Congress, and the Federal Courts. Students follow current news relating to each level and branch of government. One research paper or writing-based project is assigned, usually covering either a political campaign or a current issue. There are debates, simulations and essays assigned related to the concepts being taught. Students are encouraged to participate in local campaigns or meetings to help them understand the value of citizen participation and the responsibilities of citizenship.

***NOTE:** 1753SJ is for students in the Social Justice Pathway. For more information, see page 86.*

UNITED STATES HISTORY

1686	US Hist	Year	11	*UC-Approved "a"*
1686SJ	US Hist*	Year	11	*UC-Approved "a*

This is a survey course which emphasizes US History in the late 19th century and the 20th century. The introductory units of the course review earlier US History, which was covered in-depth in the 5th and 8th grades. The main units, organized into historical periods/themes, provide a detailed view of the critical events, people, and historical processes which have created the United States of the 21st century. A wide range of materials and learning activities are incorporated into the course, including lecture/note-taking, document analysis, videos, group and individual presentations, and simulations. Common homework assignments for each unit include responding to questions based upon text reading, and research-based projects. Tests are given upon completion of each unit of work. A research paper is required each semester.

***NOTE:** 1686SJ is for students in the Social Justice Pathway. For more information, see page 86.*

AP US HISTORY

1699	AP US History	Year	11	*UC-Approved "a"*

This course is a survey of US History from the colonial period to recent presidential administrations. The course, with its breadth, pace and rigor is comparable to a college-level US History survey course, covering the political, diplomatic, economic, social and cultural dimensions of each period of US History. The course includes lectures, discussions, small group and individual presentations. In-depth reading of the main text, supplemental texts, and separate readings is

required. Much of the reading is college level. Essay writing is emphasized. The course prepares students for the AP US History examination, which students are highly recommended and encouraged to take in early May.

Summer assignments (reading and writing) are required. Due to the accelerated pace of this course and the extensive reading requirements (a weekly minimum of one chapter of the main text plus supplementary readings) and writing requirements, strong academic skills and the ability to learn independently are important characteristics of the successful AP US History student.

INTRODUCTION TO ECONOMICS

1815	Econ 11	Semester	12	*UC-Approved "g"*
1815SJ	Econ 11*	Semester	12	*UC-Approved "g"*

This course prepares students for AP Econ.

An introduction to the American economic system (micro and macro), this course covers concepts of scarcity, opportunity costs and trade-offs, the use of economic models such as the PPF, supply and demand, and the cost/revenue model from the theory of the firm as well as analysis of market structure. The class will include an introduction to macroeconomic concepts such as business cycles, economic measurement and growth, monetary and fiscal policy. It will touch upon the topics of international finance, trade, and global economic development. Each unit concludes with an exam.

***NOTE:** *1815SJ is for students in the Social Justice Pathway. For more information, see page 86.*

AP MACROECONOMICS

9039	AP Macroeconomics	Semester	12	*UC-Approved "g"*

Prerequisite: Successful completion of Intro to Economics (Econ 11).

The purpose of AP Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. The course will build on concepts and, more importantly, an economic way of thinking started in the Intro to Economics course (Econ 11). These concepts and economic way of thinking are important in preparing for the AP exam since the free-response questions are very different than those in other AP exams – the required answers in AP Economics are precise and succinct. To build those skills the successful AP Macro student will: come to class, complete about 2 hours of homework/studying a week, actively participate, work towards competence on formative work, and prepare for and complete unit exams and free-response writing assignments.

SOCIOLOGY

1843	Soc 11	Semester	11-12	*UC-Approved "g"*
1843SJ	Soc 11*	Semester	11-12	*UC-Approved "g"*

Sociology is defined as the scientific study of human society and social behavior. While a Psychologist may study an individual, a Sociologist will study societies of individuals. Sociologists look at patterns of behavior and attempt to understand such behavior using social, rather than individual, explanations. While everyone has a degree of sociological insight about their experiences, Sociology is about systematically bringing these and other social forces to recognition. This course is designed to help you to become more aware of the power of social forces acting on all individuals. Sociologists study an array of topics. In a semester course, we will cover the following topics: Research and Perspectives, Culture, Social Interaction and Socialization, Race in America, Construction of Gender, Deviance and Crime, and Social Inequalities.

***NOTE:** *1843SJ is for students in the Social Justice Pathway. For more information, see page 86.*

AP PSYCHOLOGY (Blended Learning Course)

1859B	AP Psychology	Year	12	*UC-Approved "g"*

AP Psychology is a college-level course designed to introduce you to the study of human behavior and mental processes. As a college-level course offered in a BLENDED modality, there will be a heavy emphasis on independent work, especially readings from the textbook and from outside articles. This course will generally use the first block day as a flex day, to give you time to complete coursework at your convenience at a location of your choosing. However, the instructors still

reserve the right to call students in to meet on flex days. It is a fast-paced course; you must be mindful of the course calendar to avoid being overwhelmed. By the end of the year, through reading, classwork, projects and experiments, you will have learned a great deal about the study of the human mind and its real-world applications. Students are highly recommended and encouraged to take the Advanced Placement exam in May. Ultimately, it is our hope that you leave the course with a great deal of enthusiasm for psychology as well.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

PSYCHOLOGY

1840	Psych 11	Semester	11-12	*UC-Approved "g"*
1840B	Psych 11*	Semester	11-12	*UC-Approved "g"* *Blended Learning Course**

Psychology is the scientific study of human behavior and mental processes. This semester course will survey a variety of topics which may include: Psychobiology and Research Methodology, Child Development, Learning and Memory, Stress and Sleep Behavior, Psychological Disorders, and Social Psychology. Each unit lasts approximately 3-4 weeks. Students will read approximately 20-25 textbook pages per week, in addition to related articles. Assessments include exams, projects, textbook questions, and classwork.

**This is the Blended Learning option of this course. Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.*

POSITIVE PSYCHOLOGY (Blended Learning Course)

1847B	Positive Psych	Semester	11-12	*UC-Approved "g"*

An introductory course to the field of Positive Psychology, this is a BLENDED TWILIGHT semester-long course for 11th and 12th grade students. It will meet one evening per week, and students will complete some course work online outside of our class meeting. Topics include: defining and measuring happiness; interpreting beliefs, and developing healthy self-esteem and positive health; mindfulness, focus, and appreciation; learned optimism; flow and intrinsic versus extrinsic motivation; resilience and posttraumatic growth; perfectionism and creativity, setting goals and forming positive habits; social support structures and healthy relationships.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

US FOREIGN POLICY HONORS

1769	USFor Pol H	Semester	11-12	*UC-Approved "g"*

This one semester course is designed to help students better understand US foreign policy. The course will begin with a brief review of the Cold War – how and why communism emerged as America's #1 enemy. Case studies and history serve as a guide to understanding US policy in Central America, Eastern Europe and the former USSR, the Middle East, Africa, and Asia. Is there a "New World Order"? What are the major alliances into which the US has entered (NATO, the UN, the current anti-terror coalition) and to what degree can or should we depend upon these alliances to steer policy decisions in the future? How can we use the past to better understand our current war against terrorism in Afghanistan and our policies toward Iraq, Colombia, Israel, Somalia, Rwanda, Bosnia, Kosovo, and China over the last ten years? What values and interests should be reflected in the foreign policy we create for an increasingly interdependent world? In light of the tragic events of September 11, this class will discuss, debate, and struggle with these issues in the hope of creating a better understanding of the world and our role in it.

Students are responsible for producing a three-page current policy paper, a formal class presentation, or leading a seminar discussion covering one topic or subtopic related to US policy. One of these requirements must be met for each unit (units are approximately three-weeks long and are based upon a country or region of study). These require students to synthesize data from an array of sources – newspapers, academic journals, books, etc. There are no unit exams; assessment is based upon policy papers, presentations and seminar participation for each unit.

INTRODUCTION TO GENDER STUDIES

1846	IntrGenStd	Semester	11-12	*UC-Approved "g"*

This course surveys a wide array of social, economic, political, and global topics included within the boundaries of gender studies. We will explore and define the changing roles of men and women brought about by the roles of gender. Topics include the study of the relationships between men and women of various racial and ethnic groups, issues of communication between the sexes in various cultural contexts, and the rapidly evolving complexities of gender identity. We will look at the work of historians, artists, novelists, biologists, anthropologists, sociologists, and psychologists to sharpen our sense of how these professional traditions might affect our perception of gender. Students will have a choice of topics and will be expected to complete one major project during the semester.

ETHNIC STUDIES

1953	Ethn St 11	Semester	11-12	*UC-Approved "g"*

The course covers the history and culture of various ethnic groups in the United States, exploring how contemporary issues have been shaped by their histories. Students will look at historical events from multiple perspectives and explore issues and challenges of diversity in America today. The course is an excellent supplement to the US History course, where these issues are also covered, but without the depth of a specialized course. Students should expect homework reading assignments 2-3 nights per week, tests and/or projects for each unit.

MODERN CALIFORNIA HISTORY

1639	ModCal Hist	Semester	12	*UC-Approved "g"*
1639SJ	ModCal Hist*	Semester	12	*UC-Approved "g"*

Prerequisites: Successful completion of 9th and 10th grade UC-approved "a" courses; grade 11 Social Justice Pathway.

How did Hollywood and LA become what they are today? What kind of effect will immigration have on California? How does being on the west coast change the perspectives of war? Students will have a chance to examine these questions and more as they study modern historic events and literature from a California standpoint. This semester-long course would offer students five credits in Social Studies.

**This class is a College Prep Class and may be part of the senior year Social Justice Pathway. For more information, see page 86.*

MATHEMATICS

Mathematics is offered in three college preparatory lanes. Students who are continuing in PAUSD and have completed Algebra in middle school should speak with their middle school teacher for recommended placement. Students who have successfully completed Algebra typically enroll in the advanced or honors sequence. Students who are new to PAUSD will be placed into a math course upon completion of a required placement test; please go to https://www.paly.net/learning/math and click on "Math Placement Test" to register.

The college prep lane is a four-year sequence that prepares students for their first calculus course in college. The typical course sequence includes Algebra 1, Geometry, Algebra 2, and Precalculus. By completing approved summer work, it is possible to begin in this pathway and still finish in a calculus course. Please contact the math IL to discuss.

The advanced lane takes students through Advanced Placement Calculus AB and prepares them to finish "Calculus C" in college. The typical course sequence includes Geometry A, Algebra 2/Trigonometry A, Introduction to Analysis & Calculus (IAC), and Advanced Placement Calculus AB.

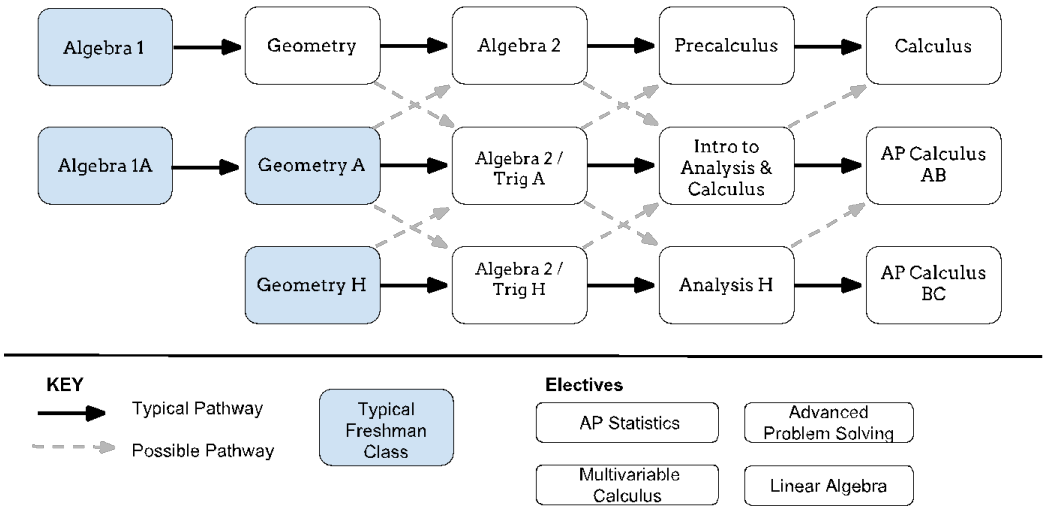
The most rigorous course of study is a four-year honors lane that culminates with Advanced Placement Calculus BC. The typical course sequence includes Geometry H, Algebra 2/Trigonometry H, Analysis H, and Advanced Placement Calculus BC. Due to overlapping content/curriculum, students can take either AB or BC Calculus. Please see the math Instructional Leader for questions.

It is possible for students to change lanes over the course of their math education. Your student's current math teacher, Teacher Advisor, and the Math Instructional Leader will help with such decisions. Students showing academic responsibility, independence, and mastery on current year assessments might consider moving up a lane. Students are encouraged to speak with the classroom teacher and the IL for support in choosing a new lane. Changing lanes into a more advanced course may require summer work.

During the first quarter, a student with a B- or below may request to downlane by initiating a conversation with the classroom teacher. Such changes are contingent on class size of the requested class. It must be approved by the current classroom teacher and the Instructional Leader. Students carry over their homework grade at the time of transfer to the new lane. There are no student initiated lane changes during quarter 2. Students may also initiate a lane change at the semester break. There are no lane changes in semester 2 after the first week of classes. Please be aware that changing lanes may impact your overall schedule of classes.

LANING-UP DEADLINE	LANING-DOWN DEADLINES	GRADE TRANSFER
So that a student does not fall further behind in the course, up-laning must occur within one week after the first Progress Report.	Down-laning first semester must occur within one week after the end of the First Quarter. For second semester, students must down lane within the first week of semester 2.	Students will take their homework grade to new course.

SECONDARY MATH FLOW CHART



ALGEBRA I

2347 Alg 1 | Year | 9 | *UC-Approved "c"*

Prerequisite: Grades of D- or better in both semesters of Math 8 (or equivalent course)

The fundamental objectives of this Common Core-aligned course are to formalize and extend the mathematics students learned in middle school and to lay the foundation for future mathematics courses. Students study the applications of linear and quadratic functions. Students learn properties of real numbers, solve linear equations and inequalities, graph linear equations, equations and inequalities with absolute value, solve systems of linear equations and inequalities, simplify exponential expressions, graph and solve quadratic equations and use factoring and the quadratic formula. Students learn how to simplify irrational expressions and solve equations with square roots.

Estimated Time Spent on Homework: 1-3 hours per week

ALGEBRA IA

2348 Alg 1A | Year | 9 | *UC-Approved "c"*

Prerequisite: Grades of C- or better in both semesters of an Introduction to Algebra course *and* teacher recommendation.

In addition to the objectives of the Algebra 1 curriculum, Algebra 1A studies in greater depth functions and equation solving. Students are expected to work more independently, have strong study skills, and solve more challenging problems. Concepts are explored at a deeper level than in Algebra 1.

Estimated Time Spent on Homework: 2-3 hours per week

GEOMETRY

2357 Geom | Year | 10-12 | *UC-Approved "c"*

Prerequisite: Grades of D- or better in both semesters of Algebra 1.

The fundamental objectives of this Common Core-aligned course are to formalize the geometric concepts students learned in middle school, and to expand their knowledge of Euclidean geometry. Students deepen their understanding of geometric relationships and explore geometric situations using formal mathematical arguments. Topics covered include: congruence, similarity, right triangle trigonometry, transformations, constructions, geometric measurement and dimension, solids, modeling with geometry.

Estimated Time Spent on Homework: 1-3 hours per week

GEOMETRY A

2358 Geom A | Year | 9-10 | *UC-Approved "c"*

Prerequisite: *For incoming PAUSD freshmen:* grades of B- or better in both semesters of Algebra 8 *and* teacher recommendation; *for high school students:* B- or better in both semesters of Algebra 1A .

In addition to the objectives of the Geometry curriculum, analytic geometry and transformations are studied in greater depth. Students are expected to work more independently, have strong algebra skills and solve more challenging problems. Concepts are explored at a deeper level than in Geometry.

Estimated Time Spent on Homework: 2-4 hours per week

GEOMETRY HONORS

2408 Geom H | Year | 9 | *UC-Approved "c"*

Prerequisite: Grades of B or better in both semesters of Algebra 8 *and* teacher recommendation.

In addition to the objectives of the Geometry A curriculum, students study an extensive inferential logic unit including truth validity and tautologies. Direct and indirect proofs are also covered. Students are expected to be highly motivated to learn about mathematics and have exceptional algebra skills. Concepts are explored at a deeper level than in Geometry A.

Estimated Time Spent on Homework: 3-5 hours per week

NOTE: 9th grade courses are not eligible to receive weighted credit from UC/CSU, and 9th grade courses do not receive weighted credit for PAUSD.

ALGEBRA 2

2380 Alg2 | Year | 10-12 | *UC-Approved "c"*

Prerequisites: Grades of D- or better in both semesters of Algebra 1 and Geometry.

The fundamental objectives of this Common Core-aligned course are to formalize and extend the mathematics students learned in Algebra 1, and to continue to lay the foundation for future mathematics courses. Students learn the structure and the properties of the complex number system and its operations. Students develop the algebraic skills needed for modeling and solving of quantitative problems that arise in real life. Students study families of functions including: linear, quadratic, polynomial, absolute value, exponential, logarithmic, rational, and radical functions. Students study complex numbers and basic probability. Students extend the domain of trigonometric functions using the unit circle and model periodic phenomena with trigonometric functions.

Estimated Time Spent on Homework: 2-3 hours per week

ALGEBRA 2 / TRIGONOMETRY A

2369 Alg2/Trig A | Year | 10-11 | *UC-Approved "c"*

Prerequisites: Grades of B- or better in both semesters of Geometry A or Geometry H.

In addition to the objectives of the Algebra 2 curriculum, students study conic sections, circular trigonometry in greater depth including reciprocal functions, trig identities, trigonometric applications, and solving trigonometric equations. The use of a graphing calculator is strongly recommended for this course. Concepts are explored at a deeper level than in Algebra 2.

Estimated Time Spent on Homework: 3-4 hours per week

ALGEBRA 2 / TRIGONOMETRY HONORS

2416 Alg2/TrigH | Year | 10 | *UC-Approved "c"*

Prerequisites: Grades of B- or better in both semesters of Geometry H.

This course covers content similar to Algebra 2/Trigonometry A but with a greater emphasis on proof and problem solving. In each unit, students are expected to apply their understanding of the content to solve problems that are similar but not identical to problems solved in class. Additional content includes a deeper study of conic sections and an introduction to polar coordinates. The use of a graphing calculator is required for this course. Concepts are explored at a deeper level than in Algebra 2 / Trigonometry A.

Estimated Time Spent on Homework: 3-5 hours per week

PRECALCULUS

2371 Pre Calc | Year | 11-12 | *UC-Approved "c"*

Prerequisite: Grades of C- or better in both semesters of Algebra 2.

The fundamental objectives of this Common Core-aligned course are to broaden students' understanding of functions and trigonometry, and to prepare students for college calculus. Students review exponential, logarithmic and rational functions and study trigonometry including trigonometric identities, law of sines and cosines, trigonometric applications and solving trigonometric equations. Additional topics include conics, sequences, series, statistics, finance, and an introduction to limits and calculus. The use of a graphing calculator is strongly recommended for this course.

Estimated Time Spent on Homework: 2-3 hours per week

INTRODUCTION TO ANALYSIS & CALCULUS

2385 IntrAnl/Calc | Year | 11-12 | *UC-Approved "c"*

Prerequisites: Grades of B- or better in both semesters of Algebra 2 / Trigonometry A.

The objectives of this Common Core-aligned course are to broaden students' understanding of functions and trigonometry and to prepare them for AP Calculus AB through more advanced equation and inequality solving techniques, combined with function analysis and synthesis. Students will build on their knowledge of functions and explore new topics including vectors, parametric functions, polar functions, probability, combinatorics, matrices, sequences, series, finance, and statistics. The fourth quarter of the year will focus on limits and an introduction of calculus including the derivative. The use of a graphing calculator is strongly recommended for this course. Concepts are explored at a deeper level than in Precalculus.

Estimated Time Spent on Homework: 2-4 hours per week

ANALYSIS HONORS

2399 Analysis H | Year | 11 | *UC-Approved "c"*

Prerequisites: Grades of B- or better in both semesters of Algebra 2 / Trigonometry H.

The objectives of this Common Core-aligned course are to broaden students' understanding of functions and trigonometry, teach students how to synthesize and analyze, cover the first semester of the AP Calculus AB curriculum, and prepare students for AP Calculus BC. In addition to the objectives of IAC course, students study mathematical induction, three-dimensional graphing, complex numbers, and more in-depth conics applications. The course concludes with the beginning of calculus including limits, difference quotients, and derivatives. A graphing calculator is required.

This is a UC/CSU-weighted course. Concepts are explored at a deeper level than in Introduction to Analysis & Calculus.

Estimated Time Spent on Homework: 3-5 hours per week

CALCULUS

2436 Calculus | Year | 12 | *UC-Approved "c"*

Prerequisites: Grades of C- or better in both semesters of Precalculus or Introduction to Analysis & Calculus.

This course will introduce calculus topics to enable success with college level mathematics. Topics include reinforcement of foundational skills necessary for success in a calculus course and basic calculus topics such as limit, derivative, and anti-derivative. This course is designed for students who want to continue in mathematics, but do not want to enroll in an Advanced Placement calculus mathematics course.

Estimated Time Spent on Homework: 2-3 hours per week

AP CALCULUS AB

2449 AP Calculus AB | Year | 12 | *UC-Approved "c"*

Prerequisites: Grades of B- or better in both semesters of Introduction to Analysis & Calculus, or grades of A in both semesters of Precalculus with teacher recommendation.

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. A graphing calculator is required for this course.

This is a UC/CSU-weighted course. Students may choose to take the Advanced Placement exam in Calculus AB. Due to overlapping content/curriculum, students can take either AB or BC Calculus. Please see the math Instructional Leader for questions.

Estimated Time Spent on Homework: 3-4 hours per week

AP CALCULUS BC

2459	AP Calculus BC	Year	12	*UC-Approved "c"*

Prerequisites: Grades of B- or better in both semesters of Analysis H.

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. A graphing calculator is required for this course.

This is a UC/CSU-weighted course. Students may choose to take the Advanced Placement exam in Calculus BC. Due to overlapping content/curriculum, students can take either AB or BC Calculus. Please see the math Instructional Leader for questions.

Estimated Time Spent on Homework: 4-5 hours per week

STATISTICS APPLICATIONS

2392	Stats App	Semester	10-12	*UC-Approved "c"*

Prerequisites: Grades of C- or better in both semesters of Geometry or higher course.

This course is a project-based introduction to applied statistics. Topics include studying data (descriptive statistics), probability and simulation, normal, linear regression, survey design, and basic inference. Completion of a final project is required for this course.

Estimated Time Spent on Homework: 0-2 hours per week

NOTE: *This course is mandatory for students in the Social Justice Pathway.* *For more information, see page 86.*

AP STATISTICS

2319	AP Statistics	Year	10-12	*UC-Approved "c"*

Prerequisites: Grades of B+ or better in both semesters of Algebra 2, or B- or better in both semesters of Algebra 2/Trigonometry A or higher-level course .

AP Statistics is a course roughly equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Course content includes examination of exploratory data analysis, experimental and survey design, the study of random variables (including some probability theory), and inferential statistics for one and two variables. A variety of projects are assigned throughout the year. Graphing calculators and computers will be used extensively as aides to statistical inference and analysis.

This is a UC/CSU-weighted course. Students may choose to take the Advanced Placement Exam in AP Statistics.

Estimated Time Spent on Homework: 3-4 hours per week

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

ADVANCED PROBLEM SOLVING IN MATHEMATICS I

2393	Adv Prob 1	Semester	9-12	*Not UC-Approved*
2394	Adv Prob 2	Semester	9-12	*Not UC-Approved*

NOTE: This course does **not** meet UC/CSU requirements.

The objective of this course is to foster excellence through problem solving and competition. The course is offered in two discrete semesters to 9th through 12th grade students who are interested in expanding their mathematical horizon beyond the usual high school curriculum. *One course is not a prerequisite for the other.* Skills explored and developed in this course include mathematical discovery and alternate methods of proof, shortcuts and multiple solutions to challenging problems, and cross-curricular applications. This course is ideal for students interested in participating in contests such as the American Mathematics Competition (AMC) and the Mathematics Olympiad.

ADVANCED PROBLEM SOLVING IN MATHEMATICS 2

2395	Adv Prob 3	Semester	10-12	*Not UC-Approved*
2396	Adv Prob 4	Semester	10-12	*Not UC-Approved*

Prerequisites: Advanced Problem Solving in Mathematics I

NOTE: This course does **not** meet UC/CSU requirements.

The objective of this course is to foster excellence through problem solving and competition. The course is offered in two discrete semesters to 10th through 12th grade students who are interested in expanding their mathematical horizon beyond the usual high school curriculum. *One course is not a prerequisite for the other*. Skills explored and developed in this course include mathematical discovery and alternate methods of proof, shortcuts and multiple solutions to challenging problems, and cross-curricular applications. This course is ideal for students interested in participating in contests such as the American Mathematics Competition (AMC) and the Mathematics Olympiad.

PHYSICAL EDUCATION

The high school physical education courses equip students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. In these courses, the foundation for a physically active lifestyle is firmly laid so that students become independent learners who initiate and monitor their own participation in physical activity.

COURSE OFFERINGS			
I. TEAM	**II. SWIMMING & WATER GAMES**	**III. IND/DEVELOPMENT**	**IV. RHYTHMS**
Soccer Football (flag) Basketball Softball Volleyball Indoor Hockey Team Handball Ultimate Frisbee Rug Ball	Swimming	Weight Training/Conditioning Badminton Golf Tennis Self-Defense/Wrestling Fitness and Nutrition Gymnastics/Tumbling Pickleball Track and Field Swimming	Aerobic Exercise Line Dance Step Aerobics

ADDITIONAL INFORMATION

1. Physical Education is an activity-based course. Non-participating students need to be aware that in order to receive PE credit, active participation a minimum of 70% of the school days in a given grade marking period is required. A non-participating student, for whatever reason, will receive a No Mark (NM) for the grade marking period if the 70% minimum is not met and the student will have to retake the class. Serious medical issues that limit and/or prohibit active participation will be handled as follows depending on the amount of active PE participation missed in a semester:
    - Missing up to 30% of the school days will require that students get an incomplete (I) and make up work for the semester credit based on a contract determined by their teacher.
    - Missing more than 30% and less than 50% of the school days, the student will earn a quarter of PE credit and make up a quarter when they can actively participate in PE. Consult with the PE Instructional Leader for details.
2. The physical education curriculum may be adapted for students for whom an assessment has been made by a multi- disciplinary Individual Education Plan (IEP) team. This assessment takes into consideration all other physical education options health history, current medical status, and adaptive physical education (APE) assessment for students.
3. Independent Study PE information is available to sophomores in special circumstances. Consult with the PE Instructional Leader for details.
4. “0” period PE may be offered if there is enough interest/demand (7:15-8:10 a.m., 4 days each week). Freshmen who enroll in “0” period PE are not permitted to take 8 classes. They must take a prep during the school day. Sophomores who enroll in "0" period PE may only enroll in 7 total courses, which means they will have a prep sometime from 1st-7th period. They may receive special permission to take an "8th -period" course, such as Stage Tech.
5. See page 64 for information on “PE prep” offered for Paly student athletes during their sports season.

BOYS' SPORTS	
Fall:	Cross Country Football* Water Polo*
Winter:	Basketball* Soccer* Wrestling
Spring:	Badminton* Baseball* Swimming and Diving* Tennis* Track and Field Golf* Lacrosse*

GIRLS' SPORTS	
Fall:	Cross Country Field Hockey* Water Polo* Tennis* Volleyball* Golf*
Winter:	Basketball* Soccer* Wrestling
Spring:	Badminton* Softball* Swimming and Diving* Track and Field Lacrosse*

**Sports with tryouts and cuts*

PHYSICAL EDUCATION 9TH GRADE CORE

2791	PE 9/11	Fall	9
2831	0 period PE	Fall	9
2792	PE 9/12	Spring	9
2832	0 period PE	Spring	9

PHYSICAL EDUCATION 10TH-12TH GRADE

2793	PE 10/11	Fall	10-12
2770	0 period PE	Fall	10-12
2794	PE 10/12	Spring	10-12
2771	0 period PE	Spring	10-12

DANCE 1

2731	Dance 1	Year	10-12

Suggested Course Preparation: Grade of "B" or better in ninth grade physical education or by permission of the department.

Students in Dance 1 will learn the beginning techniques of hip hop, jazz, modern and tap, and will have exposure to various traditional ethnic and contemporary dance forms. Students will develop a vocabulary of dance and an understanding of line and spatial design. Dance technique and combinations will be taught. Basic dance history, choreography, and audition technique are covered along with performance skills. No PE Prep given to athletes for this course.

YOGA

2759	Yoga	Year	10-12

Prerequisites: Grade of "B" or better in ninth grade physical education.

This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. The aim of this course is to promote physical and mental health. No PE Prep given to athletes for this course.

ATHLETIC CONDITIONING

2795 AthlCond Year 10-12

This course is designed to help the athlete maintain his/her body conditioning. Activities include: strength and endurance training in the weight room, cardiovascular training through running, step aerobics, and aerobic games; i.e., basketball, soccer, flag football, etc.; flexibility training through power stretching and plyometrics. Two or more sport athletes are encouraged to enroll in Athletic Conditioning. No PE Prep given to athletes for this course.

INTERSCHOLASTIC ATHLETICS

Physical Education is the state-required course for graduation. Athletics are extra-curricular.

Interscholastic athletics are limited to those wishing to compete on the school teams. A current physical examination is required for enrollment. To be eligible, students must have received passing grades in 20 or more credits of course work and have a cumulative GPA of at least 2.0 in the previous grading period. Students must also be currently enrolled in 25 units of credit.

Students enrolled in a PE class and exempted from attending the class during the athletic season of participation may receive credit for PE if the following requirements are met:

1. An athlete must be enrolled in a PE class to earn credit for a Paly sport. Participation in the PE class determines the grade earned by the athlete.
2. A student must attend PE class during tryouts until a final team roster is processed. If the student makes the team, they must complete a PE Prep Waiver Form, available from the PE Department. Only the PE teacher may release a student- athlete for his/her in-season PE prep. The student will be released for his/her prep if the following conditions are met:
    a. The Athletic Director has received the final roster from the coach and provided it to the PE Department.
    b. The student is academically eligible (see above).
    c. The student's current grade in PE is an "A."
3. A student must attend PE class to complete all assessments during the semester, including while released during their sport season.
4. An athlete must return to PE class after his sport competition season is completed or if the student is no longer a part of the team and must remain in PE until released for another team or until the semester ends. Failure to return to PE will result in loss of PE credit.

Any student in PE on a modified medical excuse is not allowed to participate in interscholastic athletics. If a student has been participating in PE in a modified way due to a doctor's excuse, the student must fully participate in 2 weeks of PE, without limitations, before being released for an in-season prep.

SCIENCE

To graduate from high school, students are required to have one year of life science (biology) and one year of physical science. The student whose plans include a 4-year college generally takes courses in biology, chemistry, physics, and a 4th year elective. Those students who have an interest in scientific careers such as mathematics, engineering, medicine, and the sciences often elect to take honors and advanced placement courses. The science department measures a student's success by performance on homework, projects, labs, quizzes and exams. Curriculum and assessment are informed by District SLOs and Common Core/Next Generation Science Standards involving the effective integration of knowledge with critical and creative thinking, problem solving, investigation design, and experimental analysis. Students will also be evaluated on their oral and written communication skills as they relate to forming and conveying claims supported by evidence-based reasoning.

All science courses are college preparatory classes and are UC/CSU-approved.

Students are not allowed to take two classes in the same discipline (e.g., two science classes at the same time) until they have satisfied or are concurrently satisfying their PAUSD graduation requirements in other departments (including CTE and VPA). Any exception to this policy must be approved by the instructional leader and counselor, and, in some cases, by the Assistant Principal of Student Services.

SCIENCE DEPARTMENT COURSE LEVEL CHANGE POLICY

Lane Change Policy

We encourage students to challenge themselves in a healthy and balanced manner. It is important that students consider their placement carefully before they commit, as lane changes will be thoughtfully considered. Such changes are contingent on the IL's approval. The IL will consider class size, student's current and past performance (earning less than an A is not a valid reason to change classes), dynamic of the class, and the overall circumstances.

LANING-UP	LANING-DOWN	GRADE TRANSFER
So that a student does not fall further behind in the honors course, up-laning must occur within one week after the first Progress Report.	Down-laning first semester must occur within one week after the end of the First Quarter. For second semester, students must down lane within the first week of semester 2. Students who lane down (to Biology, Chemistry or Physics) at the start of semester 2 must have completed the first semester of the corresponding course (Biology H, Chemistry H, Physics H).	Students will take grade to new course.

PALY SCIENCE PATHWAYS 2021-2022

We strongly encourage students to take four years of science that include Biology, Chemistry and Physics. Movement "between lanes" from one year to the next is always a possibility, and may be appropriate depending on a student's level of maturity, academic readiness, motivation, overall course load, and extra-curricular demands. Please stay in communication with your teacher about your progress and what they might recommend for you.

PALY SCIENCE FLOW CHART TYPICAL PATHWAYS 2021-2022

GRADE LEVEL	COURSE OPTIONS
Freshman	Biology or Biology Honors*
Sophomore	Chemistry, Chemistry Honors, Physics, or Physics Honors
Junior	Chemistry, Chemistry Honors, Physics, Physics Honors, Science Elective**
Senior	Science Electives**: Astrophysics, Human Anatomy, Marine Biology, AP Biology, AP Chemistry, AP Environmental Science, AP Physics C

**Does not receive weighted credit from UC/CSU because it is primarily a 9th grade class.*
***Science Electives: Please check the catalog for suggested preparation for each course.*

9TH GRADE
CORE SCIENCE OFFERINGS

All freshmen should enroll in Biology or Biology Honors.

BIOLOGY

3130 Biology | Year | 9-10 | *UC-Approved "d"*

Biology is a college prep Biology course and is paced at grade level. The concepts of Biology will be studied through a thematic approach. Some of the themes are cell and molecular biology, genetics, evolution, ecology, and physiology. Students will learn basic knowledge and laboratory skills as a foundation for further study in science.

BIOLOGY H

3131 Biology H | Year | 9-10 | *UC-Approved "d"*

Suggested Course Preparation: Recommended for freshmen enrolled in Geometry A or higher math who have a desire to be challenged at an accelerated level should consider enrolling in Biology Honors. Strong reading, language, analytical, and critical thinking skills are required. Students with a strong motivation who do not meet the above requirements should consult a Biology Honors instructor for further guidance.

Biology Honors is an accelerated college prep biology course that is paced above grade level and presumes retention of concepts learned in Middle School life science. Biology Honors varies from Biology in the depth and breadth of coverage and the application of mathematics. Students should have an interest in understanding Biology concepts at a new and higher level.

NOTE: 9th grade courses are not eligible to receive weighted credit from UC/CSU, and 9th grade courses do not receive weighted credit for PAUSD. UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

PREDICTORS FOR SUCCESS IN BIOLOGY

PREDICTOR	BIOLOGY	BIOLOGY H
Commitment to homework per week	1-2 hours per week	2-3 hours per week
Degree of independent learning	Teacher guidance will be differentiated based on student needs.	Can work independently on most tasks or will take the initiative to seek help.
Degree of academic language skills	Comfortable reading academic texts, but may need support at times. Reading and writing skills may vary.	Strong reading and writing skills, able to analyze complex texts independently.
Degree of mathematical skills	Has foundational graphing and analytical skills, but may need support at times.	Able to analyze data and construct graphs independently. Can recognize complex patterns and graphing trends.

NOTE: Biology and Biology H will cover parallel topics only through the first 6 weeks. **Laning-up** must occur within one week after the first Progress Report and **laning-down** must occur within one week after the First Quarter. Students will take their grade to the new course.

- Biology is a college prep biology course and is paced at grade level (meets UC "d" requirement).
- Biology H is a college prep biology course and is paced above grade level (meets UC "d" requirement).

10TH & 11TH GRADE CORE SCIENCE OFFERINGS

CHEMISTRY

3624	Chemistry	Year	10-12	*UC-Approved "d"*

Prerequisites: Successful completion of Biology (grade of "C" or higher strongly recommended), completion of Algebra 1 with a grade of "C+" or higher (by the end of the current school year), concurrent enrollment in Geometry or Geometry A and science teacher recommendation.

Chemistry is a college prep course that introduces students to the study of the structure and properties of matter and the changes that matter undergoes. It emphasizes the development of chemical principles and theories on the basis of experimental data and includes many laboratory experiments and demonstrations. The quantitative aspects of chemistry are thoroughly covered in this course. Some topics covered in this course include atomic structure, chemical nomenclature, stoichiometry, gas laws, solids, liquids, and solutions, chemical bonding, reaction rates, acid-base chemistry, oxidation-reduction and electrochemistry.

CHEMISTRY HONORS

3625	Chemistry H	Year	10-12	*UC-Approved "d"*

Prerequisites: Successful completion of Biology or Biology H. Completion of Geometry (a grade of "A" is strongly recommended) or completion of Geometry A or Geometry H with grades of "A or B" and concurrent enrollment in Algebra 2 or higher math. Students with a strong motivation not meeting these requirements should consult a Chem H instructor for further guidance.

Chemistry Honors is challenging college prep course that presents chemistry in greater depth and breadth than Chemistry. This is a year-long study and an analysis of the chemical phenomena of our world. The course takes a very quantitative and experiential learning approach through lab experiments and exercises. Problem-solving techniques will be stressed with emphasis on analysis. The major topics discussed are: Moles and Stoichiometry, Gases and States of Matter, Intermolecular Forces, Atomic Structure and Theories, Bonding, Thermochemistry, Equilibrium, Acid Base theory and equilibrium, and Nuclear Chemistry.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

PHYSICS

3820	Physics	Year	10-12	*UC-Approved "d"*
3820B	Physics*	Year	10-12	*UC-Approved "d"* *Blended Learning Course**

Prerequisites: Successful completion of Biology, completion of Algebra 1A (grade of C or higher is strongly recommended). Concurrent enrollment in Geometry or higher Math course. Students in IAC or higher should consider enrolling in Physics H (read recommendations for that course carefully).

Physics is a conceptual level lab science with a strong emphasis in understanding physical principles and applying them to understand experiences outside of the classroom. There will be some supports with students who have less comfort with advanced math, but it is essential that they have a good grasp of algebra and being able to produce and interpret graphs. A body of formative quizzes, taken through Schoology have been developed to support learning of students with less confidence in Science to be successful. Topics covered will include: Motion, forces, momentum, energy, waves behavior, sound, light/optics, static electricity, electric circuits, magnetism. Other topics may be studied, time permitting. This course will focus on developing a good conceptual understanding, algebraic problem solving, lab practice and developing Scientific communication.

***** *This is the Blended Learning option of this course. Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.*

PHYSICS H

3822 Physics H | Year | 10-12 | *UC-Approved "d"*

Prerequisites: Completion of Alg2/Trig A (grade of B or better strongly recommended) or higher math class. Students should be enrolled in IAC or Analysis H or higher. It is strongly recommended that students in PreCalc, Alg2, or Alg2/Trig A *NOT* enroll in this course, but take Physics (not Honors) instead. Students who do not meet these requirements should consult with a Physics H instructor for further guidance.

Physics H is intended to prepare students interested in fields of study that could require them to take engineering-level Physics in college. Such students are expected to have strong skills in algebraic and trigonometric problem solving. This course provides an introduction to the fundamental principles of Physics and how they apply to our daily lives. Emphasis is placed on developing experimental investigations to address a problem, the analysis and evaluation of data, development of conceptual understanding of Physics principles, and mathematical problem solving using 2nd year algebra and trigonometry. Topics addressed will include: Motion, forces, energy, momentum, wave behavior, light, electrostatics, simple electrical circuits, magnetism, electromagnetic induction, digital communication and Big Bang Theory. Other topics may be studied, time permitting.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

PREDICTORS FOR SUCCESS IN PHYSICAL SCIENCE COURSES

PREDICTOR	CHEMISTRY/PHYSICS	CHEMISTRY H	PHYSICS H
Commitment to hours of homework per week	2-3 hours per week	3-5 hours per week	3-5 hours per week
Degree of independent learning and academic responsibility	Moderate guidance and support needed Fairly self-motivated	Minimal guidance and support needed Highly self-motivated	Minimal guidance and support needed Highly self-motivated
Previous math course	Completion of: Alg 1A (C+ or better) or Geom A (C or better) Alg 1 (B or better)	Completion of: Geometry (A), Geom A (B+ or A) or Geom H (B or better) Concurrent enrollment in Alg 2/Trig A or higher	Successful completion of Alg 2/Trig H Completion of Alg 2/Trig A with grade B or better
Previous biology course	Biology (C)	Biology (A) Biology H (B or better)	Biology (A) Biology H (B or better)

NOTE: Chemistry/Chemistry honors and Physics/Physics Honors will cover parallel topics only through the first 6 weeks. **Laning-up** must occur within one week after the first Progress Report and **laning-down** must occur within one week after the First Quarter. Students will take their grade to the new course.

11TH & 12TH GRADE SCIENCE ELECTIVE OFFERINGS

ASTROPHYSICS

6409 Astrophysics | Year | 11-12 | *UC-Approved "d"*
(This course receives elective credit to meet PAUSD graduation requirements)

Suggested Course Preparation: Successful completion of Biology and Chemistry or Physics

This course offers a thorough introduction to the concepts and principles governing the structure and behavior of the Universe. Though completion or concurrent enrollment in Physics at any level may be helpful, the course is designed to be accessible to students of all math and science levels whether they have completed Physics or not. Students will explore how, overtime, humanity has developed a scientific understanding of its place in the cosmos and how our knowledge and perception evolves with new technologies and new ways of thinking. Topics covered include: the structure and scale of the Universe; the nature of gravity and light and the possibilities of space and time travel; relativity and quantum physics;

the formation of planetary systems and habitable worlds beyond Earth; the birth, life, and death of stars; the origin, evolution, and fate of the Universe. Class lessons combine: lecture and note-taking; discussion and personal reflection; observation and data-collecting using simulation software; research and presentation of current events in space science. While the course periodically makes use of exams and quizzes, many assessments are project-based and emphasize communicating understanding to a lay audience with accuracy, creativity, and enthusiasm.

HUMAN ANATOMY & PHYSIOLOGY

3159	Human Anatomy	Year	11-12	*UC-Approved "g"* *(This course receives elective credit to meet PAUSD graduation requirements)*

HUMAN ANATOMY & PHYSIOLOGY (Dual Enrollment Course)

3159D	Human Anatomy	Year	11-12	*UC/CSU-Transferable Credit* *(This course receives elective credit to meet PAUSD graduation requirements)*

Suggested Course Preparation: Successful completion of Biology and Chemistry.

This course discusses the design (anatomy) of the human body, how it meets the demands of everyday living (physiology), and how it can be influenced positively to increase performance. We will explore connections between form and function through rigorous units in Cell Biology, Histology, Exercise Physiology, and the following body systems: Integumentary, Nervous, Skeletal, Muscular, Respiratory, and Circulatory. These topics will be investigated under overarching themes of homeostasis and wellness.

This course is ideal for students with interests in medicine, nursing, dentistry, physical therapy, athletics, and overall wellness. It is designed to be practical and "hands-on" as it will focus on kinesthetic activities like working with anatomical models, examining bones, performing heart and brain dissections, conducting labs, and creating various original projects. The use of cooperative learning groups and "study buddies" will be emphasized. Human A&P requires extensive memorization of body structures and functions and, as such, is well-suited for motivated students with strong study skills and good note-taking abilities.

The dual enrollment version of the course requires additional work and rigor. *This is a college-level, dual enrollment course; you will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of UC/CSU-transferable college credit. Dual enrollment courses taken on Paly campus receive an additional grade point in the weighted GPA grade calculation.*

MARINE BIOLOGY (Blended Learning Course)

3168B	Marine Biology	Year	11-12	*UC-Approved "d"* *(This course receives elective credit to meet PAUSD graduation requirements)*

Suggested Course Preparation: Successful completion of Biology and Chemistry or Physics.

Marine Biology is a second-year biology course that builds upon and extends biological concepts developed during first year Biology courses. Students will take an in-depth look at the features of the ocean and the variety of plant and animal life that lives within. They will investigate how life in the ocean is interconnected and the impact that humans have on that system.

Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83.

ADVANCED PLACEMENT SCIENCE ELECTIVE OFFERINGS

IMPORTANT NOTE:

Advanced Placement (AP) courses offer college-level curriculum and skill development. Particular emphasis is placed on technical reading & writing and quantitative & laboratory analysis. Strong organization and time management skills are required. As such, these courses are geared toward mature learners capable of managing a demanding workload and learning rigorous content independently with minimal guidance and support. Most importantly, students taking on this challenge are best served by having a deep interest in the subject to begin with.

Strong performance in previous science and math courses are indicators – but not guarantees – of strong performance in AP classes. Students looking to take an AP course coming from the non-honors prerequisite for that course need to be prepared to put in significant effort to bridge the gap in rigor between the two courses. As such, students enrolling in AP courses should do so with clear expectations, and are strongly encouraged to contact an instructor to learn more about the course, its requirements, and what they can best do to prepare for it.

AP BIOLOGY

3139	AP Biology	Year	11-12	*UC-Approved "d"*
3139B	AP Biology*	Year	11-12	*UC-Approved "d"* *Blended Learning Course** *(This course receives elective credit to meet PAUSD graduation requirements)*

Prerequisites: Successful completion of Biology and Chemistry. Concurrent enrollment in or prior completion of Physics is strongly recommended.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

*****_This is the Blended Learning option of this course. Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83._

AP CHEMISTRY

3609	AP Chemistry	Year	11-12	*UC-Approved "d"* *(This course receives elective credit to meet PAUSD graduation requirements)*

Suggested Course Preparation: Successful completion of Chemistry. Concurrent enrollment in or prior completion of Physics is strongly recommended.

This course is a second year of chemistry and the first year of inorganic/general college chemistry including a demanding laboratory component. This year-long study prepares students for the AP Chemistry Exam but it uncovers and discusses all of the topics in a general college chemistry course. The topics are: stoichiometry, solutions and solution stoichiometry, atomic structure and theory, periodic properties, bonding and bonding theories, gases, solids, liquids, and intermolecular forces, kinetics and equilibrium, acid base equilibrium, thermodynamics, electrochemistry, and some organic and nuclear chemistry. Problem solving and quantitative analysis are at college level and are an integral part of the course.

AP ENVIRONMENTAL SCIENCE

3279	AP Environmental Science	Year	11-12	*UC-Approved "d"*
3279B	AP Environmental Science*	Year	11-12	*Blended Learning Course** *(This course receives elective credit to meet PAUSD graduation requirements)*

Suggested Course Preparation: Successful completion of Biology and Chemistry, with a grade of "B" or higher. Concurrent enrollment in or completion of Physics is strongly recommended. Juniors taking Algebra 2 are encouraged to wait until their senior year to take APES.

This college level course explains the scientific principles behind environmental problems and issues. The goal is, "to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made and to evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them." This course covers more topics in greater depth than Environmental Science. The treatment of topics in this course is much more mathematical; the difference is especially pronounced in the lab and the field portions of the course.

*****_This is the Blended Learning option of this course. Blended Learning Courses feature instruction delivered in a non-traditional schedule; possibly meeting one less time per week. This will require independent learning by students using Web-based tools, along with check-in times with teachers. For additional information about Blended Learning Courses, see page 83._

AP PHYSICS C

3859A	AP Physics C: Mechanics	Semester 1	11-12	*UC-Approved "d"*
3859E	AP Physics C: E&M	Semester 2	11-12	*UC-Approved "d"* *(This course receives elective credit to meet PAUSD graduation requirements)*

Prerequisites: Successful completion of Physics Honors at Paly with a grade of "B" or better. Concurrent enrollment in BC Calculus is recommended, though students enrolled in AB Calculus could find success with particularly strong commitment.

Success in this course requires a high capacity for self-guided learning and perseverance in the face of challenge. AP Physics C is equivalent to the introductory course for a Physics or Engineering major in a typical university. It is a second year of physics incorporating calculus in the development of theory as well as problem solving, focusing specifically on the topics of Mechanics and Electricity & Magnetism. The main emphasis will be on application of concepts and advanced problem solving. The course will prepare students to take the AP Physics C test.

SPECIAL EDUCATION

Special Education classes are offered to students who have an Individualized Education Program (IEP) and who qualify for these classes based on their area of disability, skill level, and demonstrated need. Students with IEP's are enrolled in special education courses to support their individual needs in accessing the general education curriculum. Special education classes are intended to provide focused, direct instruction for students, to continue addressing their area(s) of need, in order to build necessary skills to access their coursework, gain independence and prepare for life after high school as aligned with their Individual Transition Plans. All modified content courses receive non-college prep (NCP) credit, as noted in each course description.

ACADEMIC PLANNING

8308	Acad Planning	Year	9-12	*Not UC-Approved*

Prerequisite: None

This course is designed to provide students with instruction on organizational skills and academic study skills. Students are introduced to the concepts and methods needed to increase study efficiency and improve critical thinking. The course acquaints students with better study habits and the processes and practices of critical thinking. Specific areas that may be covered are listening, textbook reading, time scheduling, prioritizing, note-taking, test preparation and test-taking strategies, project and paper development, library skills, basic study systems improvement, memory processes and strategies, and models of critical thinking. The course is designed to improve students' knowledge and application of effective study and cognitive/thinking strategies.

This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit.

Estimated Time Spent on Homework: None

District SLOs Addressed in this Course: 1, 3, 4, 6 Placement in Academic Planning is recommended based on student need for specialized support.

ACADEMIC MATH

7101	Acad Algebra	Year	9-12	*Not UC-Approved*
7102	Acad Algebra 2	Year	9-12	*Not UC-Approved*
7103	Acad Geometry	Year	9-12	*Not UC-Approved*

Prerequisite: None

This course will help students prepare for introductory algebra by strengthening their understanding of essential algebra prerequisites. The course will cover: arithmetic operations using fractions, decimals and integers; proportional reasoning using ratios and percents; solutions of linear equations; equivalent expressions; the distributive property; and graphs of linear functions. Students will investigate problems using tables, graphs, and equations in order to make connections between the three representations.

This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit.

This course should be taken concurrently with a general education math course.

Estimated Time Spent on Homework: None

District SLOs Addressed in this Course: 1, 3, 4, 6 Placement in Academic Math is recommended based on student need for specialized support in the academic area of math.

ACADEMIC WRITING

7087	Academic Writing	Year	9-12	*Not UC-Approved*

Prerequisite: None

This course gives students the opportunity to develop their academic writing skills. Students receive instruction in generating and developing effectively written sentences, paragraphs, and essays. They review basic grammar principles to develop sentence correctness and practice skills in expanding and clarifying sentence and paragraph content. A strong emphasis on planning, writing, and revising of assignments will be a key component of instruction. A combination of individualized and group instruction in a classroom or workshop setting will be used. Students receive additional help writing for required English courses and more time to develop the skills they need to perform well in high school and prepare for college.

This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit.

This course must be taken concurrently with a general education English course.

Estimated Time Spent on Homework: None

District SLOs Addressed in this Course: 1, 3, 4, 6 Placement in Academic Writing is recommended based on student need for specialized support in the academic area of writing.

ACADEMIC COMMUNICATIONS

8908	Academic Comm 1	Year	9-12	*Not UC-Approved*

Prerequisite: None

Academic Communications is a course that addresses social learning needs. This course addresses the social learning needs of students with deficits in the area of social cognition. Students receive direct instruction in the area of effective social communication strategies such as perspective taking, problem-solving, communication skills, a solid understanding of social thinking, flexibility and independence. Addressing social cognitive deficits that are directly related to getting and maintaining employment and daily living skills, vocational opportunities are provided for exploration.

This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit.

Estimated Time Spent on Homework: None

District SLOs Addressed in this Course: 1, 3, 4, 6

ACADEMIC ENHANCEMENT

7090	Acad Enhancement SAI	Year	9-12	*Not UC-Approved*

Prerequisite: None

Academic Enhancement is a course designed to provide reading intervention that aligns with California State Standards designed to accelerate the reading levels and test scores of struggling readers by directly addressing individual student needs. The course provides differentiated instruction, high-interest fiction and nonfiction reading materials, and direct instruction in reading skills, vocabulary, writing, and grammar.

This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service.

Estimated Time Spent on Homework: None

District SLOs Addressed in this Course: 1, 3, 4, 6 Placement in Academic Enhancement is recommended based on reading scores/level.

THERAPEUTIC ELECTIVE

7078	Therapeutic Elective	Year	9-12	*Not UC-Approved*

Prerequisite: None

The Therapeutic Elective Class (TEC) serves students who require regular therapeutic interventions in order to access their educational programs. The class includes academic instruction and therapeutic support. This class is co-taught by a special education teacher and a mental health therapist. Group therapy services are embedded into the class with individual therapy services available for students who qualify. This class is designed to teach students how to effectively and safely regulate their emotions.

This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit.

Estimated Time Spent on Homework: None

District SLOs Addressed in this Course: 1, 3, 4, 6

TAPS – Therapeutic Academic Planning

7091	TAPS	Year	9-12	*Not UC-Approved*

Prerequisite: None

TAPS is a class within the Therapeutic Support Program that serves high school students whose IEP (Individualized Education Program) determines the need for therapeutic services. Class Content is designed to build upon and practice therapeutic skills to help students manage ongoing emotions. TAPS also provides a safe space for students to process emotions and implement skills learned in class, while concurrently working with students to support academic successes. Each student's IEP and personal goals are used to inform the individualization of instruction and support.

This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service. Upon successful completion, students receive 10 units of elective credit.

Estimated Time Spent on Homework: None

District SLOs Addressed in this Course: 1, 3, 4, 6

WORLD LANGUAGES

STUDENT PATHWAY

7th Grade Language Level 1A → 8th Grade Language Level 1B → Students who took Level 1A & Level 1B in middle school will most likely continue with Level 2 of the language in high school:

- American Sign Language
- Chinese
- French
- Japanese
- Spanish

COURSE PATHWAYS

All courses are UC-approved "e"

AMERICAN SIGN LANGUAGE

ASL 1 → ASL 2 → ASL 3 → ASL 4

CHINESE

Chinese Mandarin 1 → Chinese Mandarin 2 → Chinese Mandarin 3 → Chinese Mandarin 4 → Chinese Mandarin AP

FRENCH

French 1 → French 2 → French 3 or 3H → French 4 → French 4AP

French 3 or 3H → French 4AP

JAPANESE

Japanese 1 → Japanese 2 → Japanese 3 → Japanese 4 → Japanese AP

Japanese 3 → Japanese 4H → Japanese AP

SPANISH

Spanish 1 → Spanish 2 → Spanish 3 or 3H → Spanish 4 → Spanish 4AP → Spanish 5AP

Spanish 3 or 3H → Spanish 4AP → Spanish 5AP

The Paly World Language department offers five languages: American Sign Language, French, Japanese, Mandarin Chinese and Spanish. At all levels of instruction students are immersed in the target language and culture. Emphasis is placed on oral and written communication using performance-based assessments. Classes are offered in sequential order in order to build the proper foundation for oral and written proficiency.

Students who successfully begin their language in middle school move directly into level 2. Students coming from outside of PAUSD or who are native or heritage speakers or have been in after-school or from immersion programs are required to take a placement exam (offered in the spring and in the fall) to determine their appropriate placement. Please see the Paly Web site or contact the World Language Instructional Leader for more details about this exam.

In the Spring, students make their course selection for the following year based on their performance in the previous course and also based on their teacher recommendation. Honors/AP courses require a high degree of independence, self- discipline, commitment, and maturity. Students having difficulty in their class despite putting in their best effort may request a lane change. If students struggle to meet these commitments, the teacher may recommend a lane change. All lane changes are contingent on the Instructional Leader's approval. The IL will consider class size, student's current and past performance (earning less than an A is not a valid reason to change classes), dynamic of the class, and the overall circumstances. Students will carry over their current grade to the new lane/course. The World Language department cannot accommodate schedule requests or changes based on teacher preference or learning style. Independent study is not offered.

LANING-UP	LANING-DOWN	GRADE TRANSFER
So that a student does not fall further behind in the course, up-laning must occur within one week after the first Progress Report.	Down-laning first semester must occur within one week after the end of the First Quarter. For second semester, students must down lane within the first week of semester 2.	Students will take grade to new course.

The primary goal of the World Language Department is to offer students the opportunity to become familiar with a language other than their own. All classes are year-long courses. Students learn to use, understand and communicate in a new language, both in spoken and written form. We support and encourage all language learning to the highest degree of proficiency possible. To this end, we strongly encourage students to take language for all four years of high school in order to achieve maximum proficiency in reading, writing, speaking and listening according to the ACTFL Proficiency standards. The ranges of proficiency levels referred to in the course descriptions come from the American Council of Teachers of Foreign Language (ACTFL) proficiency guidelines.

LEVEL I

4010	Chinese 1	Year	9-12	*UC-Approved "e"*
4110	French 1	Year	9-12	*UC-Approved "e"*
4270	Japanese 1	Year	9-12	*UC-Approved "e"*
4410	Spanish 1	Year	9-12	*UC-Approved "e"*

Prerequisite: None

Estimated Time Spent on Homework: 45 minutes per week

Level I World Language classes are designed for non-native or non-heritage speakers of the target language. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice range on the ACTFL proficiency scale. Students build a foundation for communication in the language through activities based on linguistic and cultural themes. In addition, students develop insight into their own language and culture. Themes may include family, friends, home, school, food and customs, geography, seasons, weather and travel.

Students who begin their language studies in middle school and earn a grade of C or higher may move to into Level 2.

LEVEL 2

4020	Chinese 2	Year	9-12	*UC-Approved "e"*
4120	French 2	Year	9-12	*UC-Approved "e"*
4275	Japanese 2	Year	9-12	*UC-Approved "e"*
4420	Spanish 2	Year	9-12	*UC-Approved "e"*

Prerequisite: Grade of C or better in Level 1 of the course *and* teacher recommendation. Also open to middle school students who have completed two years of study in the language.

Estimated Time Spent on Homework: 45 minutes per week

Level II World Language classes are designed for non-native speakers of the target language. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice mid to intermediate low range on the ACTFL Proficiency Scale; interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of the target culture (s) and other cultures. In addition, students develop insight into their own language and culture. Themes may include family, friends, school schedules, leisure activities, shopping, directions, buildings and monuments, sports, places and events.

LEVEL 3

4030	Chinese 3	Year	9-12	*UC-Approved "e"*
4130	French 3	Year	9-12	*UC-Approved "e"*
4277	Japanese 3	Year	9-12	*UC-Approved "e"*
4430	Spanish 3	Year	9-12	*UC-Approved "e"*

Prerequisite: Grades of C or better in Level 2 of the course *and* teacher recommendation.

Estimated Time Spent on Homework: 1.5 hours per week

Level III World Language classes are designed for non-native speakers of the target language. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice high to intermediate low range on the ACTFL Proficiency Scale. Also, it prepares students to interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and develop insight into their own language and culture. Themes may include family and community, future and careers, environment, current events, beauty and the arts, and travel.

LEVEL 3H

4139	French 3H	Year	9-12	*UC-Approved "e"*
4439	Spanish 3H	Year	9-12	*UC-Approved "e"*

Prerequisite: Grade of B or better in Level 2 of the course *and* teacher recommendation.

Estimated Time Spent on Homework: 2.5 hours per week

Level III Honors World Language classes are designed for non-native speakers of the target language. This course is a pre-AP course. It is designed for students with a high degree of independence, self-discipline, commitment, and maturity. The curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice high to intermediate mid- range on the ACTFL Proficiency Scale; interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of the target culture(s) and other cultures. In addition, students develop insight into their own language and cultures. Themes may include family and community, future and careers, environment, current events, beauty and the arts, music, history and travel. Students will be exposed to literature, short stories and poetry. The long-range plan for students who stay in the program for at least three years is to give them the opportunity to develop sufficient proficiency in the language to use it as a marketable skill.

Students enter the course with a solid foundation of language structure and vocabulary. Students are expected to speak solely in the target language and have a genuine passion for learning and expanding their skills in all areas: listening, reading, writing, and speaking. Although not a requirement, students in this level can proceed to the Advance Placement course.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

LEVEL 4

4040	Chinese 4	Year	9-12	*UC-Approved "e"*
4140	French 4	Year	10-12	*UC-Approved "e"*
4278	Japanese 4	Year	9-12	*UC-Approved "e"*
4440	Spanish 4	Year	10-12	*UC-Approved "e"*

Prerequisite: Grade of C or better in Level 3 of the course *and* teacher recommendation.

Estimated Time Spent on Homework: 2 hours per week

The course continues development of the four language skills and an appreciation and understanding of culture. The expected outcomes are that students will:

- Understand most conversations on non-technical subjects.
- Handle with some facility most social situations, including introductions and casual conversations about one's work, family, and hobbies.
- They should be able to speak and write about personal experiences and about the readings, films, or current events, presented in class.
- Read with understanding some modern works such as short stories, plays, novels, or poetry.

JAPANESE 4 HONORS

4289	Japanese 4H	Year	9-12	*UC-Approved "e"*

Prerequisite: Grade of B or better in Level 3 of the course *and* teacher recommendation.

Estimated Time Spent on Homework: 2 hours per week

The Level 4H Japanese curriculum prepares students to perform interpersonal, interpretive and presentational communicative tasks within the novice high to intermediate mid-range on the ACTFL Proficiency Scale; interpret, exchange, and present information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of the target culture (s) and other cultures. In addition, students develop insight into their own language and culture. Students are expected to speak solely in the target language and have a genuine passion for learning and expanding their skills in all areas: listening, reading, writing, and speaking. Themes may include job applications, holiday traditions, planning a trip, educational systems, and speech styles.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

AP LANGUAGE & CULTURE

4149	French AP	Year	10-12	*UC-Approved "e"*
4329	Japanese AP	Year	10-12	*UC-Approved "e"*
4039	Chinese AP	Year	10-12	*UC-Approved "e"*
4449	Spanish AP	Year	10-12	*UC-Approved "e"*

Prerequisite: Grade of B or better of level 3 or 3H for French and Spanish. Grade of B or better of level 4 or 4H for Mandarin and Japanese. Open to 10-12 grade.

Estimated Time Spent on Homework: 2.5 hours per week

The Advanced Placement World Language and Culture courses provide students with the opportunities to demonstrate their proficiency at the intermediate to pre-advanced rage in each of the three modes of communication on the ACTFL Proficiency Guidelines. These courses are designed for students with a high degree of independence, self-discipline, commitment, and maturity. Students are expected to: engage in spoken and written interpersonal communication; synthesize information from a variety of authentic audio or audiovisual resources; synthesize information from a variety of authentic written and print resources; plan, produce and present spoken and written presentations. The broad themes of study include beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, science and technology.

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

AP SPANISH LITERATURE

4459	Spanish AP Literature	Year	10-12	*UC-Approved "e"*

Prerequisite: Grade of B or better of Spanish AP Language and Culture or department approval.

Estimated Time Spent on Homework: 2.5 hours per week

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature.

Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g. art, film, literary criticism).

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

LEVEL 1 AMERICAN SIGN LANGUAGE (ASL)

4001	ASL 1	Year	9-12	*UC-Approved "e"*

Prerequisite: None

Estimated Time Spent on Homework: 45 minutes per week

Focusing on productive and receptive skills, ASL I students will begin to create original language through functional and notional instruction, which includes but is not limited to lexicon, syntax, facial and head morphology, fingerspelling and numbers, and classifiers. In addition, through readings, projects, and informative lessons, students will learn about Deaf culture.

LEVEL 2 AMERICAN SIGN LANGUAGE (ASL)

4002	ASL 2	Year	9-12	*UC-Approved "e"*

Prerequisite: Grade of C or better in ASL 1 *and* teacher recommendation.

Estimated Time Spent on Homework: 45 minutes per week

Focusing on productive and receptive skills, ASL 2 students will continue to create original language through functional and notional instruction, which includes but is not limited to lexicon, syntax, facial and head morphology, fingerspelling and numbers, and classifiers. Students will continue to learn about Deaf culture through readings, arts, and informative lessons.

LEVEL 3 AMERICAN SIGN LANGUAGE (ASL)

4003	ASL 3	Year	9-12	*UC-Approved "e"*

Prerequisite: Grade of C or better in ASL 2 *and* teacher recommendation.

Estimated Time Spent on Homework: 1 hour per week

Utilizing vocabulary acquisition, production skills, and storytelling, ASL 3 students will focus on interpretations from English to ASL and the unique nuances of ASL, which include but are not limited to lexicon, syntax, facial and head morphology, fingerspelling and numbers, and classifiers.

LEVEL 4 AMERICAN SIGN LANGUAGE (ASL)

4004	ASL 4	Year	9-12	*UC-Approved "e"*

Prerequisite: Grade of C or better in ASL 3 *and* teacher recommendation.

Estimated Time Spent on Homework: 1 hour per week

Utilizing vocabulary acquisition, production skills, and storytelling, ASL 4 students will continue to focus on interpretations from English to ASL and the unique nuances of ASL, which include but are not limited to lexicon, syntax, facial and head morphology, fingerspelling and numbers, and classifiers. In addition, through social community interaction, students will continue their understanding of Deaf culture and cross-cultural functionality.

ADDITIONAL OFFERINGS

LIVING SKILLS

8458	Liv Skill	Semester	10-12

This course provides students with knowledge and skills that will enable them 1) to make informed, responsible decisions about issues that affect personal health and well-being, 2) to establish and sustain healthy, rewarding interpersonal relationships, 3) to manage life crises and, 4) to cultivate the understanding, appreciation, and practice of socially responsible behavior necessary for proactive community membership. This fulfills the high school graduation requirement. The Living Skills course includes 15 hours of community service. These hours must be completed within 6 months of taking the course.

SCHOOL SERVICE or TEACHING ASSISTANT

8385	Sch Serv 11	Semester	10-12
8386	Sch Serv 12	Semester	10-12
0676	Teaching Assistant	Semester	10-12

Offers the student an opportunity to give service to the school and gain valuable experience in the process. While students who have some clerical skills are needed, those students who may be thinking of teaching as a career should be most interested. In this program they will be given the opportunity to work with teachers in the classroom and school offices in their particular fields of interest, thus gaining a better understanding of teaching and working at school as a career. They will also work with experienced office personnel, helping in the preparation and handling of educational materials.

Note-taking and peer tutoring. Use your time to provide a service to your classmates.

This course may be taken for a semester or a year. Students may take a **maximum of one period** of School Service/Teaching Assistant per semester for credit. Students are not permitted to add school service after the drop deadline of each semester. **Students who take this class will receive a grade of "Pass" or "No Credit."**

FOCUS ON SUCCESS

2010	Focus on Success	Semester	10-12

This elective class contains structured time to learn about and work on study skills as well as daily time to work on homework while at school. It is ideal for students who need extra support and personal attention for organizational skills, time management, test-taking strategies, motivational strategies, and task completion. Interested students will be interviewed to see if they are a good fit for the program.

AVID (*Advancement Via Individual Determination*)

8333	AVID 9	Year	9	*UC-Approved "g"*
8334	AVID 10	Year	10	*UC-Approved "g"*

The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities and intensive preparation for ACT, SAT I and SAT II. Teachers may recommend students for the program or interested students can get an application by emailing the AVID Coordinator Liz Mueller at emueller@pausd.org. Interested students will be interviewed to see if they are a good fit for the program.

AVID – JUNIOR / SENIOR SEMINAR

6687	AVID Semin	Year	11	*UC-Approved "g"*
6705	AVID 12	Year	12	*UC-Approved "g"*

The AVID Seminar for the junior and senior years prepares students for entrance into four-year colleges by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note-taking, and research. Seminar students are expected to participate in, and eventually act as moderators for, Socratic Seminars. In addition, students are required to make oral presentations to the class on topics related to career searches, contemporary issues, and social concerns, all the while focusing on a culminating senior paper, portfolio, and/or project.

ASB STUDENT GOVERNMENT

8390	Stu Govt	Year	9-12	*UC-Approved "g"*

Prerequisite: Teacher and administrative recommendation.

All elected and appointed Associated Student Body (ASB) Officers will be enrolled in this course for the length of their term. Over the course of the year Leadership students should expect to perform their specific PALY ASB Constitutional roles as well as participate in leadership activities chosen by both the ASB Executive Board and the teacher. This course is only open to current ASB officers at this time.

ALTERNATIVE EDUCATION PROGRAMS

Programs are available at the high school level for students who desire or need an alternative approach to instruction. These programs provide students with opportunities to earn credits in a manner which is consistent with their own level of ability, interests, talents, and overall orientation to school. **For further information on any of these programs, contact the Guidance Department.**

The school district has developed a variety of options for high school completion so that each student can finish high school in a productive and purposeful way. We currently offer the following programs for students to utilize as alternative programs at our comprehensive high school:

Adult Education

Students can enroll in classes to prepare for the General Education Diploma (GED) 6 months before their 18th birthday or earlier under special arrangements with the Adult Education principal. Students may also complete coursework through Adult Education which can be transferred back to their high school to satisfy graduation requirements. The Adult Education program offers courses at 16 locations, including Palo Alto High School. Call 650-329-3752 for more details.

Middle College Program at Foothill

This program is designed as an alternative primarily for juniors and a few seniors who are mature enough to handle a college level environment and who can take responsibility for their own educational planning and credit completion. Students take both high school and college level classes on the Foothill campus. Counseling and academic support services are also available. This program has an application process.

Alta Vista Continuation High School

This alternative for students of the Mountain View/Los Altos and Palo Alto Unified School Districts emphasizes personalized instruction, integrated study, and technical education and training. Students take core courses, elective classes and/or technical courses. Students are referred to this program by high school staff. The profile for AV students is usually credits shy and attendance issues. It also provides a smaller learning community for students looking for an alternative to the larger comprehensive campuses.

Santa Clara County Alternative Schools Department

The County Office of Education provides educational programs for students who are under court supervision, expulsion or who are not attending regular school for a variety of reasons. The educational program at all sites emphasizes academic competencies, as well as behavior and attitude change.

Independent Study Program

Contract/independent study possibilities will be offered to a small group of Paly and Gunn students who are only a few credits shy of graduation. These will be unusual cases where a student desires to graduate early, needs to be on a shortened day, or is working full time. These students will continue to be enrolled at the comprehensive high school while working independently. Prior approval is required.

California High School Proficiency Exam

This examination, which yields the equivalent of a high school diploma given by the State Department of Education, is currently offered twice a year for high school students aged 16 and above. Upon passing the exam and with the parents' approval, a student is no longer subject to mandatory high school attendance laws and may leave high school to work or go on to a college program.

Opportunity

The Opportunity Program serves grades 9 through 10 (students under 16 years of age) who need a small, self- contained instructional setting for a majority of the school day. The program provides instruction in English, Social Studies, Math, Science, and Life Skills, emphasizing a personalized approach to instruction when needed. Curricular content corresponds to that of the regular program, although learning may be self-paced and adapted to individual needs. Opportunity classes are not College Prep courses. This program requires an alternative placement meeting prior to entry.

BLENDED LEARNING

PAUSD is offering a variety of Blended Learning Courses at both high schools (see chart below for full list). These courses feature a mix of instructional strategies that are delivered both online and face-to-face, with the goal of allowing the student more flexibility in meeting the course requirements while developing twenty-first century technology skills in a safe learning environment.

In these courses, students may receive one release day a week where they are not required to meet during the normal class time. With this release, students are able to complete their course assignments at their own time, place, and/or pace. Because of this, students interested in registering for blended courses should be self-motivated learners with good time management skills.

These release dates will be communicated in advance by the teacher and may not be provided for all students in the course. Students receiving a C- or lower will be required to attend class as normal during release times (other requirements may also apply). Students wanting more personalized support from their teachers are also invited to attend class as normal during release times. Homework expectations do not include independent work time given during the blended release periods.

BLENDED LEARNING COURSES OFFERED 2021-2022

COURSE NAME (ABBREVIATION)	COURSE #	DEPARTMENT
Advanced Journalism & Media Studies Arts and Entertainment Magazine (*C-mag*) Broadcast (*In Focus*) Graphic Publication (Yearbook/Madrono) News Magazine (*Verde*) Newspaper (*Campanile*) Radio Broadcasting (KPLY) Sports Magazine (*The Viking*) Web (*The Paly Voice*) Mag Inc (*Magazine Incubator*)	 8670B 8671B 8672B 8673B 8674B 8675B 8676B 8677B 8678B	CTE
Media Leadership & Management / Honors Arts and Entertainment Magazine (*C-mag*) Broadcast (*In Focus*) Graphic Publication (Yearbook/Madrono) News Magazine (*Verde* & *Magazine Incubator*) Newspaper (*Campanile*) Radio Broadcasting (KPLY) Sports Magazine (*The Viking*) Web (*The Paly Voice*) Mag Inc (*Magazine Incubator*)	 8650B / 8651B 8652B / 8653B 8654B / 8655B 8656B / 8657B 8658B / 8659B 8660B / 8661B 8662B / 8663B 8664B / 8665B 8668B / 8669B	CTE
Sports Nutrition	5619B	CTE
Interior Design I & II	5851B / 5852B	CTE
Business Law I / Business Law II	4535B / 4536B	CTE
AP English Language & Composition	8409B	English
Literature of Sport	1350B	English
Analysis of the Writer's Craft	7601B	English
Film Composition & Literature	1339B	English
AP Psychology	1859B	History/Social Science
Positive Psychology	1847B	History/Social Science
Psychology	1840B	History/Social Science
AP Seminar	8401B	Innovative Programs
AP Research	8413B	Innovative Programs
AP Environmental Science	3279B	Science
Marine Biology	3168B	Science
AP Biology	3139B	Science
Physics	3820B	Science
AP Music Theory	7379B	VAPA

To learn even more about Blended Learning Courses, please see the district's Web site:
https://www.pausd.org/school-life/learning/curriculum-resources/high-school-education/blended-learning

COURSES AVAILABLE FOR REPEAT CREDIT

These courses may be repeated for any number of times for credit:

ART	CAREER TECHNICAL EDUCATION
Drawing/Painting Advanced Drawing/Painting Graphic Design Ceramics/Sculpture Advanced Photo Advanced Sculpture Advanced Video	Advanced Authentic Research Auto 2 Work Experience Exploratory Experience Advanced Journalism Magazine Journalism Broadcast Journalism Web Journalism Yearbook
MUSIC/DRAMA	**OTHER**
Concert Band Symphonic Band Wind Ensemble H Jazz Ensemble String Orchestra Orchestra H Choir Advanced Vocal Stage Technologies Theatre 3 Theatre 4	School Service/Teaching Assistant Special Day Classes English Language Development Classes Academic Support

COHORT PROGRAMS

TEAM PROGRAM

9TH GRADE INTERDISCIPLINARY TEAM

8460 TEAM Year 9

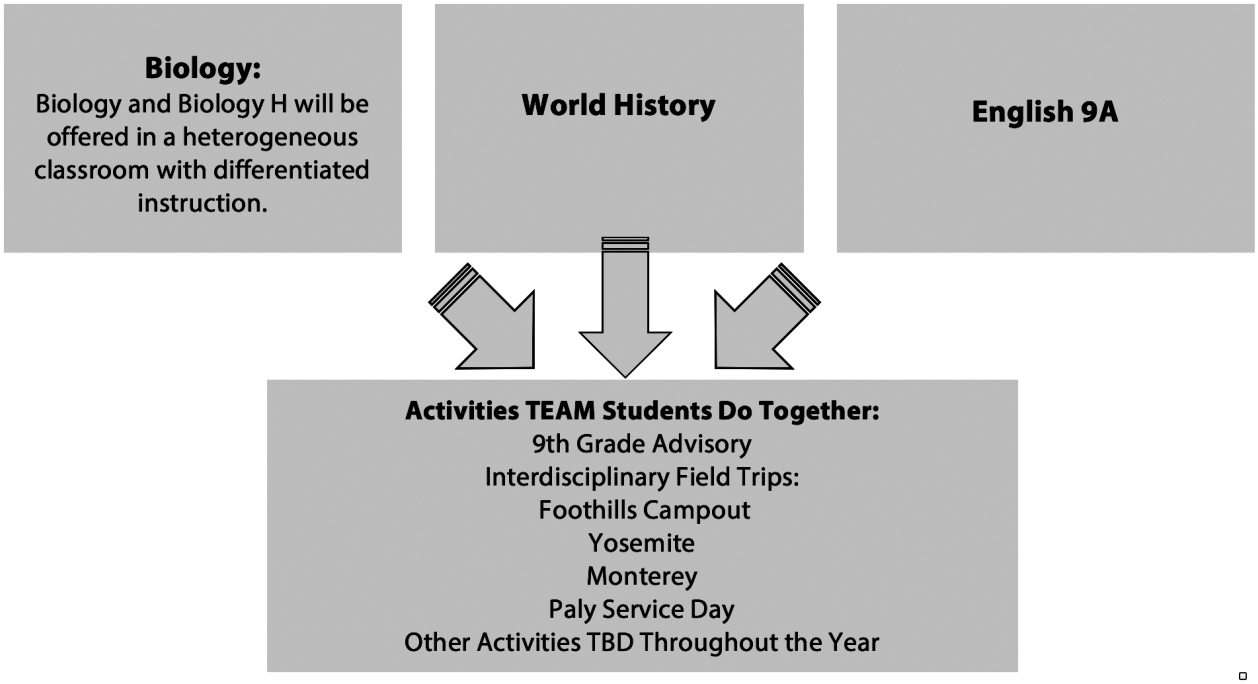
Prerequisites: None

TEAM stands for "Together Everyone Achieves More." It is a small community of ninth graders within the larger Paly community who share core academic classes, (English, World History and Biology), so that students can develop supportive relationships with peers and teachers. TEAM teachers have an aligned prep period to discuss the progress of the students they share and to collaborate on the organization of various off-campus interdisciplinary activities, service-learning opportunities, and social events.

The Interdisciplinary TEAM is an innovative approach to the ninth-grade core subjects. TEAM goals are focused on: building a community of caring students, parents, and teachers; increasing student/teacher interaction; providing connections between the disciplines with a collection of hands-on activities and field trip experiences in order to aid in promoting opportunities for a variety of learning styles; and enhancing evaluation of students' social and academic performance by greater communication between teachers, students, and parents.

TEAM offers a freshman core consisting of Biology/Biology H, English, and World History.

Students interested in joining must indicate their interest on the course selection sheet and sign up during course selection process on Infinite Campus.



SOCIAL JUSTICE PATHWAY

What

The Social Justice Pathway is a three-year program featuring self-direction and project-based learning in an interdisciplinary model rooted in community action and collaboration. Students begin by learning the practices of social justice in sophomore year by identifying global and local issues that they want to devote themselves to, and learn how to achieve transformative rather than temporary relief from social problems.

Who

This program is for students interested in empowerment, conviction and the passion to build a better world and are willing to work hard at it. It's an opportunity for authentic education and experiential learning beyond the high school walls. The Social Justice Pathway is for the student who is interested in rigorous curriculum that is not learned in a traditional way. The program is designed to help students reach for and succeed at a wide-range of post-secondary goals--from the highly competitive college track to the work force and everything in-between.

How

This 3-year program begins sophomore year. Students explore the theme of Social Justice within the context of the core college-preparatory and A-G approved curriculum. Students move together through English and History classes in a multiple subject setting. While subjects are separate courses, they connect to each other by asking students to read novels from the time period studied in history, or use reading and analysis skills from English class to understand primary documents in their History class.

Students work in a project-based environment both on and off campus. Through readings, discussions, critiques, brainstorming sessions, writings and peer editing, class work will be designed to connect to real issues identified by our students and challenges in our local community. Ultimately, students make their own solutions to these problems and work to solve them. This work goes beyond the classroom through field trips off campus. The students' experiences outside the classroom enriches curriculum and evaluates the effectiveness of what we are doing in the community.

Social Justice Pathway is available for 10th grade students, and students continuing in the pathway from the preceding year only. If you are interested in the pathway, please sign up for 1763 US Govt (SJ), 1661 Cont Wld (SJ), and either 7647 Eng 10 (SJ) or 7648 Eng 10A (SJ).

Year 1 (Sophomore)
International Focus

Semester 1: Contemporary World History, English 10/10A

Semester 2: US Government, English 10/10A

Year 2 (Junior)
Domestic Focus

US History

Humanities (S1) & English Elective (S2) or AP Language

Applied Statistics or AP Statistics

Year 3 (Senior)
Capstone Project Year

Advanced Authentic Research: Guided by a mentor in their chosen field, students will conduct an action-based research project.

Semester 1: Economics 11, Humanities or English Elective

Semester 2: SS Elective (TBD), English Elective(TBD)

Pathway Features: Field trips, speakers, local and school-based volunteer opportunities .

APPENDIX

The proceeding pages include helpful additional information for you to think about during the course selection process.

Please use this information to help make informed decisions about your requested schedule for the 2021-2022 school year.

TIME MANAGEMENT ASSESSMENT

The number of hours you spend on certain tasks can be surprising, especially when you begin to compare the totals. Do you spend almost as much time doing extracurricular activities as you do academics? Do you sleep – at all? Are most of your meals eaten on the run? Do you wish you had more free time? As you begin to evaluate your current time expenditures, consider some of the points below.

ACADEMICS

When planning your academic time ask yourself...

- How are you doing academically? Are you happy with your progress or do you feel you need to put more time into your work? Do you need more time for studying, assignments or both?
- Which subjects are more challenging for you and require more of your time? Would it be helpful to seek help in the ARC or the MRC?
- Are you able to complete assignments on time? Do you have to stay up very late the night before an assignment is due to finish?
- How often do you find yourself procrastinating on assignments? Do you need to work on using the academic time you have more effectively?
- Do you currently use weekend time to study and do assignments?
- Do you sometimes feel overwhelmed by the amount of work you have to do?
- Do you usually study more than 2 days in advance of an exam? Are you able to prepare adequately for tests?

EXTRACURRICULAR ACTIVITIES

Finding the right balance between academics and extracurricular activities can be difficult. A commitment made to an activity at the start of the year might not be easy to continue if classes become consuming.

When planning your extracurricular time ask yourself...

- Which of your extracurricular activities is most important to you? Why?
- Which of these activities help you to relax? Which help you to relieve or work off stress?
- Does your enthusiasm sometimes lead you to overcommitting to activities, clubs, sports, etc.?
- Have your extracurricular commitments ever adversely affected your academics? Are they adversely affecting your academics now?
- Which do you enjoy more: well-structured activities with meeting times and established goals or independent activities that you pursue at your own pace?
- Which of your extracurricular activities could you pursue in other ways? Are there more flexible ways to participate in the same activity?

SLEEP

Students love to sleep, yet it is the first thing they give up when pressed for time. Not only is sleep necessary for your physical and mental well-being, you will simply not be able to concentrate well if you are tired, distracted and mentally run down. You will spend more time on assignments, learn appreciably less and be vulnerable to making obvious mistakes on exams and projects. Although it might feel as though you are doing more by sleeping less, the habit isn't sustainable, so sleep well and often, and consider it an investment.

When planning for sleep time ask yourself...

- How many hours of sleep per night are ideal for you? How many hours of sleep do you need to wake up feeling rested and refreshed, but not groggy?

- Between which hours of the day are you most comfortable sleeping?
- Do you feel that you get enough sleep now?
- When you run short of time on assignments, do you sacrifice sleep to make up the balance?
- Do you often feel tired or lethargic in class, especially in the morning?
- Do you sometimes have difficulty concentrating in class and/or have headaches due to fatigue?
- Do you occasionally fall asleep in class?
- Do you often wish for (or take) a nap during the day?
- Are you able to get out of bed when the alarm clock rings the first time?

MEALS

Eating is just as important as sleeping for all the same reasons. Always eat something in the morning, even if it is just a breakfast bar on the way to class. Plan to make sit-down time for lunch and dinner – not only because you need the fuel, but because you need physical, mental and emotional breaks in your day. Meals can rejuvenate you on all of these levels. Relax, eat well and enjoy yourself.

When planning for mealtime ask yourself...

- Do you make a point of eating regularly and well? Although you can't always have a healthy, well-balanced meal, do you usually try to make health-conscious decisions?
- Do you occasionally skip meals? How do you feel when you do?
- Does being hungry sometimes distract you in class?

FREE TIME!

At last! Are you surprised at the amount of free time that you have? Is it too much or too little? Do you prefer your days to be more flexible and spontaneous or packed and busy? The amount of free time that you have at the start of the year might diminish as you find fun things to do and your academics gain momentum. Again, a conservative approach is often best: leave yourself some space to unwind and relax every day, and extra time to handle the unexpected — whether it is a difficult assignment or going out with friends.

When planning for free time ask yourself...

- Which of your free time activities are most important to you? Which could you give up if you wanted or needed to spend time on other things?
- Which of these activities help you to relax? Which help you to relieve or work off stress?
- Do you occasionally find yourself procrastinating by overindulging in one of these activities? Do you need to be more disciplined about limiting these activities?

Is there something that you would really like to do or try, but you never seem to have the time? Could you fit it in by re-prioritizing your other tasks?

Adapted from MIT Online Learning Module, Time Management and Organization

4 – Year Academic Plan

Palo Alto High School

Date:_____

Student Name _____ T.A. _____ Class of_____

PAUSD Graduation Requirements **CSU/UC (A-G) Requirements** ( ) =recommended

D- or better	***C- or better*** UC approved	A-G	9	9	10	10	11	11	12	12
English—40	English--40	B								
Hist/Social St.-40 world hist.-10 cont wld-5, US govt-5 US hist.--10, econ.--5, S.S. elec.--5	Hist/Social St.--20 including: US hist./US govt.—10 world hist.--req. for UC only-10	A								
Math—30 Alg 1, Geom, & Alg 2	Math--30 (40) through Alg 2	C								
Science—20 Bio1.--10, phys.—10	Lab sci.--20 (30) Bio1.--req. for CSU	D								
P.E.—20	None									
Arts, Vis.& Perf.--10	Arts, Vis.&Perf 10 yr. long course/ sems. in sequence	F								
Career/Tech Ed.-10	None									
Living Skills—5	None									
World Lang.-20	World Lang.-20 (30), same lang.	E								
Addt'l. credit. for graduation--25	Col. prep elec-10	G								
Total credits required 220	**Total credits** (add):									

Also required for graduation: High School Exit Exam—English____ High School Exit Exam—Math____

Goals: 4 yr college _____ 2 yr college _____ Other _____ 11/2013

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 year-long/30 semester college preparatory A-G courses are required with letter grades of C or better#:	
		11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
A | History/Social Science	**2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND**	
	1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area.
B | English	**4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):**	
	Advanced ESL may be substituted for the first year of the 4 years of English.	The ESL/ELD cannot be completed during the senior year
C | Mathematics	**3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, geometry)*** (Integrated math sequences may be used to satisfy the C Mathematics requirement.)	
	Students applying to CSU and UC must complete a geometry course (or integrated math courses with geometry content).	
D | Science	**2 years/4 semesters of science**	
	At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area****** **Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.**	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/ Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] models); **or** two years of a three-year NGSS integrated science model; **or** one year of biology, chemistry or physics **and** one year of an approved science chosen from the earth & space sciences or interdisciplinary sciences disciplines. *Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3rd year (or beyond) of the science requirement.* Courses must be from the D subject area.
E | Language Other Than English	**2 years/4 semesters (or equivalent to the 2nd level of high school instruction) of a language other than English* (Courses must be in the same language, American Sign Language allowed)**	
F | Visual and Performing Arts	**1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Music, Theater, Visual Arts or Interdisciplinary Arts**	
G | College Preparatory Elective	**1 year/2 semesters of elective course work chosen from any area on approved A-G course list**	
REPEATED COURSES	**California State University (CSU)**	**University of California (UC)**
	CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	
	Required A-G courses must be completed with a grade of C or better. Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated.	Required A-G courses must be completed with a letter grade of C or better#. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g. English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

 # Pass/Credit grades allowed for A-G coursework completed in winter/spring/summer 2020.

**** High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements.***

***** It is best to prepare for both UC and the CSU by completing two laboratory courses from the D subject area.***

Information is accurate as of August 2020

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
Mathematics	A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II, but will not validate Geometry. Integrated style Math 2 will be accepted in lieu of a Geometry course.	
	A letter grade of C or better in the second semester of an area C course with a discipline of Advanced Mathematics on the A-G website validates the entire high school college preparatory requirement. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2.	The omission of a full year of geometry **cannot** be validated by any higher-level coursework. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to UC's Validation Matrix in *Quick Reference Guide to UC Admissions*.
Language Other than English (LOTE)	A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course is equivalent to two years of high school instruction.	
Chemistry	A grade of C or better in the second semester of Chemistry will validate the first semester.	UC does not allow validation of Chemistry.
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. For UC, refer to the Validation Matrices in *Quick Reference Guide to UC Admissions*. CSU also allows the validation of D/F grades in Chemistry.	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	Required A-G courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests, Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to *Quick Reference Guide to UC Admissions*. For UC, the omission of a course in Geometry cannot be validated by any examination score.	
HIGH SCHOOL GPA		
	Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade---excluding deficient grades which have been repeated. **CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.**	
	Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does **not** average grades. **However**, **when completing the UC admission application, all A-G courses and grades must be reported.**
HONORS POINTS		
	Maximum of 8 extra grade points (honors points) from four year-long courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two year-long courses (4 semesters) completed in 10th grade can be used in the honors points calculation.	
TEST SCORES – ACT/SAT		
ACT or SAT	Applicants to CSU are not required to submit ACT or SAT scores. The CSU will temporarily suspend the use of ACT/SAT examinations in determining admission eligibility for all CSU campuses for the 2021-2022 academic year. Student will not be penalized if they choose not to submit scores.	Applicants to UC are not required to submit ACT or SAT scores. Students who choose to submit scores will report the scores in their application no later than December 31. Students will not be penalized in the application review process if they choose not to submit scores. Students are no longer required to take the SAT Essay or ACT Writing Test. Some campuses may recommend SAT Subject Tests for specific majors.

Information is accurate as of August 2020

UC ELIGIBILITY

There are three paths to UC eligibility for prospective freshmen. The first path includes the subject, scholarship, and examination requirements. The second path is eligibility by examination alone. The third path confers UC eligibility upon the top nine percent of students at individual California high schools. Students who fulfill at least one of the three paths to UC eligibility will be entitled to a comprehensive review of their UC application(s). Most UC campuses use criteria that exceed the minimum to select students. Therefore, meeting the minimum eligibility criteria is not a guarantee of admission. The comprehensive review process varies by campus. Be sure to review how it's applied (i.e. campus-specific selection criteria) on the University of California Web site.

PATH 1 – Eligibility in the Statewide Context

This is the path that most prospective freshmen follow to attain UC eligibility. Students must satisfy specific course pattern, scholarship, and test requirements.

Subject Requirement

Students must complete 11 of the 15 year-long courses in designated A-G subject areas by the end of junior year as outlined in the A-G UC/CSU Comparison Matrix found in the Course Catalog. For a list of designated UC-approved courses that fulfill these A-G subject area requirements, see the list in the Course Catalog.

Scholarship Requirement

Applicants must earn at least a 3.0 UC GPA in UC-approved courses taken in grades 10-12. A table with directions on how to calculate a UC GPA can be found in the Course Catalog.

Examination Requirement

Students must have taken the SAT Reasoning test (includes writing) or the ACT plus Writing test. The highest total score from a single sitting of either test is used.

For more information: http://admission.universityofcalifornia.edu/counselors/files/csu-uc-a-g-comparison-matrix.pdf

PATH 2 – Eligibility by Examination Alone

You may qualify for eligibility to apply to the UC by earning high scores on the SAT Reasoning Test or ACT Assessment Plus Writing.

To qualify this way, you must achieve a minimum UC Score Total — calculated according to the Admissions Index instructions – of 3450 (3550 for nonresidents). In addition, you must earn a minimum UC Score on each component of the ACT or SAT Reasoning Test and 2 SAT Subject Tests; see the exam translation table for more information:
http://admission.universityofcalifornia.edu/freshman/requirements/examination/

You may not use an SAT Subject Test to meet these requirements if you have completed a transferable college course in that subject with a grade of C or better.

PATH 3 – Eligibility in the Local Context (ELC)

Student must fulfill the following minimum requirements to be eligible for the UC in the local context (ELC):

- Have a UC-calculated GPA of 3.0 or higher
- Complete a specific pattern of 11 UC-approved courses in A-G subject areas by the end of junior year.
- Rank in the top 9 percent of the expected graduating class, based on a UC-weighted grade point average that includes all UC-approved courses taken in the 10th and 11th grades.

Following the junior year, for those students who submit a release to Paly, high schools will identify the top 9 percent of students in the class and forward copies of the students' transcripts to the UC for evaluation. The UC will select the top 9 percent and notify these students by late September of the following school year.

For more information: http://admission.universityofcalifornia.edu/counselors/freshman/california-residents/local-path.html

UC GUARANTEED ADMISSION

Two groups of California-resident students will be guaranteed admission to a UC campus:

- Those who rank in the top 9 percent of all high school graduates statewide
- Those who rank in the top 9 percent of their own high school graduating class at the end of the 11th grade (ELC)

It's important to understand, however, that these students are not guaranteed admission to the UC campus or campuses to which they apply. Some campuses and majors are extremely competitive and aren't able to accommodate every qualified student who wishes to attend. In those instances, students will be offered admission to a UC campus with available space.

Students must complete the UC's course and test-taking requirements by the end of their senior year in high school to be considered fully qualified to enroll.

To determine whether California students rank in the top 9 percent statewide, the UC uses an admission index.

UC & SAT SUBJECT TESTS

Students are no longer required to take 2 SAT Subject Tests to be minimally eligible for the UC. However, some campuses and some majors *recommend* students submit SAT Subject Test scores to be considered for admission.

The UC has now released that a few UC campuses already have determined SAT Subject Test recommendations for specific colleges or schools, and majors:
http://admission.universityofcalifornia.edu/freshman/requirements/examination-requirement/SAT-subject-tests/

If a major is not listed, then there is no recommendation--at least not at this point. The remaining campuses either have not finalized their position or have chosen to view Subject Test scores, in general, as adding merit to a student's application.

Remember, these are recommendations, not mandates. The UC indicates that students will not be penalized for failing to take the SAT Subject Tests. On the other hand, submission of test scores may add positively to the review of their application – especially for selective campuses and majors.

APPROVED A-G COURSES

for
University of California
& California State University

For a list of approved courses for each year, please visit: https://hs-articulation.ucop.edu/agcourselist

The list is year-specific, so check the list for the year you were enrolled in the course.

NCAA ELIGIBILITY

For a list of NCAA approved courses, please visit the NCAA Eligibility Center at:
http://www.ncaa.org/student-athletes/future

The NCAA High School Code and the CEEB code are both 052350.