



# CURRICULUM GUIDE 2023 - 2024





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Pacific Ridge School students are expected to carry a minimum of five core academic courses during each school term. The requirement for the Pacific Ridge School diploma is the equivalent of twenty two full-year courses, eighteen of which are required courses or courses elected from designated departmental offerings; the other four may be chosen from any area and may be earned through any combination of full-year and trimester-long courses. The requirements for the Pacific Ridge School diploma meet and exceed the requirements for entry to the University of California system. Teacher recommendations are the primary determinant for enrollment in honors and AP classes. Juniors may take up to three AP courses; seniors may take up to four.

Seniors must take and pass a minimum of five classes in order to graduate. Students who enter Pacific Ridge School after 10th grade will have their graduation requirements adjusted as necessary by the Assistant Head of School for Academic Affairs.

<b>SUBJECT</b>	<b>GRADUATION REQUIREMENTS</b>	<b>SPECIFIC REQUIREMENTS</b>
English	4 years	Students must take English every year
History	3 years	Students must take 1 year of World History and 1 year of U.S. History
Laboratory Science	3 years	Students must take Science 9 and Science 10
Mathematics	3 years	Students must take three years through Algebra/Geometry 3 with Trigonometry
Visual or Performing Arts	2 years	Students must complete the Arts requirement by the end of the sophomore year
World Language	3 years	Students must take 3 years in a single language

In addition to the core academic requirements outlined above, students must take two years of Physical Education/Health and two years of Service Learning by the end of the sophomore year. The Physical Education/Health requirement is satisfied by one trimester of Health and five trimesters of Physical Education or sports.

# ENGLISH

Pacific Ridge School's Department of English teaches students to interpret and analyze texts while honing their creativity and clarity in writing. Through these activities, they develop a deeper understanding of themselves and the communities they inhabit and work toward an anti-racist worldview. Student-centered Harkness instruction and a commitment to diversity, equity, and inclusion are at the heart of our pedagogy. The curriculum reflects our conviction that engagement with both the traditional canon and with diverse voices — particularly those that customarily go unheard and those that have historically been oppressed — is crucial for cultural empathy and personal development. Our writing program encourages students to explore their own voices by writing in a variety of genres, including literary and rhetorical analysis, plays, short stories, poetry, and personal narrative. In the classroom, students engage in cooperative, student-led dialogue that stimulates critical thinking and learning.







## REQUIRED COURSES

### ENGLISH 9

In English 9, students explore the central theme of identity through two essential questions: Who am I? and What do I have to say to the world? Beginning in the first trimester, students examine the various character identities in their summer reading books, paying special attention to race, ethnicity, religion, socioeconomic class, gender identity, and sexuality. Following these themes, students read *Everything I Never Told You* by Celeste Ng. Focusing on identity, students also explore the role of myth and mythmaking, particularly the myths we tell about ourselves and the myths that others tell about us. From here, students delve into the Myth Project, a project that asks students to explore the question: Who am I? Through Myth, students create a larger-than-life myth that connects to a facet of their identity using any artistic medium. Following this, students move onto the second whole-class text, *Punching the Air* by Ibi Zoboi and Yusef Salaam. As students read this novel-in-verse, they further explore the theme of identity, focusing on race, gender, class, socioeconomic status, and religion. Students also explore the role of art as a form of liberation and self-expression, as well as how art can help us process difficult situations, such as the prison system and racial violence. From there, students begin work on the final grade-level project of the year: Orations. This project asks students to explore the question: What do I have to say to the world? Through Orations, students have the opportunity to write and deliver a persuasive speech on a topic of their choosing, sharing their passion, research, and position with our school community. Throughout the year, the class practices an interdisciplinary, skills-based approach to persuasive essay writing, Harkness discussion, and close reading. In written assignments, students learn to develop an argument and support this with evidence and analysis. Finally, students participate in a year-long grammar study, focusing on parts of speech, pronoun case, subject/verb agreement, and punctuation with quotations.

### ENGLISH 10

In English 10, students read a variety of texts from both literary and non-literary genres and continue to develop reading skills in textual analysis, critical thinking, and active annotating. Students develop their written skills for language and literary analysis through a variety of writing voices, perspectives and text types, as well as incorporate and apply lessons from grammar designed to develop coherence and command in written expression. English 10 builds upon prior knowledge of literary and rhetorical devices to encourage personal writing style and flair. Through Harkness discussions of the texts and supplemental texts provided throughout the year, English 10 seeks to explore the themes of how history shapes the memories that construct our present identities and how societies construct narratives off of these memories. Texts that have been studied in previous English 10 courses are *Patron Saints of Nothing* by Randy Ribay, *Night* by Elie Wiesel, *A Chronicle of a Death Foretold* by Gabriel Garcia Marquez, *How Much of These Hills is Gold* by C Pam Zhang, among other selections.

## JUNIOR AND SENIOR ELECTIVES

### RHETORIC & COMPOSITION

This course is designed primarily for juniors who want to focus on the skills needed to write successfully in college and professionally. Students enrolled in this class will learn to effectively read, interpret, and analyze various fiction and nonfiction texts in order to develop a clear and refined academic essay. Students will utilize provided models and instructions to improve their reading and annotating skills, formulate effective and clear thesis statements, and confidently work through the writing process: pre-writing, drafting, sharing, revising, editing, proofreading, and publishing. The reading load in this course is light and modern, but there are regular in-class and homework writing assignments as well as out-of-class essays that require multiple drafts. The major assessments of this class include literary analysis essays, persuasive letters, an argumentative research paper, personal narratives, and a year-long creative Writer's Portfolio Project. No suggested prerequisite. Recommended for students who need more deliberate training in academic writing, or who want to focus on a wide variety of genres. **Not suggested for students who have successfully taken an AP course, or Honors American Literature.**



### **AMERICAN LITERATURE**

This course explores the concept of American identity through literature from the eighteenth century to present day. The selection of texts, across all literary genres, uphold the theme of a multicultural America experienced beyond the traditional literary canon. Through the works of classic authors paired with literary voices from the marginalized and the silenced throughout U.S. history, texts selected for the course provide a reconstructed perspective and understanding of the multiculturalism that defines much of American identity in today's society. This course aims to develop reading and writing skills for the purpose of argument, persuasion, analysis, and narrative prompted by the selection of texts of the course for further development in critical thinking, academic research, and responsible engagement with ethical issues in today's society. Building on the reading and writing skills fostered in earlier courses, American Literature provides sustained practice in formal analytical writing with regular creative assignments. Students who are also taking, or have taken, AP U.S. History or United States History will find that the two courses often complement each other.

### **HONORS AMERICAN LITERATURE**

This class approaches American literature from the 18<sup>th</sup> to the 20<sup>th</sup> century with the sophisticated objective of exploring the Anglo-American canon's idea of what it is to be American. Building on the reading and writing skills fostered in earlier courses, Honors American Literature provides sustained practice in formal analytical writing with occasional creative assignments. Texts generally correspond to time periods studied in APUSH or United States History, and students will find that the two courses complement each other. Although the reading list varies from year to year, students commonly study works by Lahiri, Hawthorne, Melville, Thoreau, Emerson, Twain, Whitman, Dickinson, Fitzgerald, Morrison, and O'Brien. Among other things, this class is distinguished from American Literature by a heavier reading load and higher expectations for written work.

### **AP ENGLISH LANGUAGE & COMPOSITION**

This course develops proficiencies in close reading, critical thinking, timed writing, and effective linguistic persuasion. The curriculum differs from other English courses insofar as it predominantly features non-fiction texts and examines them through the lens of rhetoric rather than literary analysis. Most essays are handwritten (AP standard) under time constraints. Students encounter a variety of texts, prose and image-based, which enrich their study of language, rhetoric, and argument. This course is skill-based and designed for student success on the AP test; however, students will work beyond the test, participating in in-depth conversations on cross-disciplinary topics and current events as well as learning how to speak to and write for a variety of purposes and audiences. The course's major texts will likely include Truman Capote's *In Cold Blood*, Kate Chopin's *The Awakening*, and Jamaica Kincaid's *A Small Place*.

### **GENRE STUDIES**

Genre Studies helps juniors and seniors establish their creative voices in writing by providing them with varied opportunities to express themselves in four distinct genres: poetry, short story, drama, and screenplay. Although this class does **not** practice the writing skills necessary for formal academic papers, this class does help establish one's creative voice, which often transfers over into more academic genres of writing. As students read, they take into consideration such elements as plot, structure, character, and figurative language. Students often write responses to the readings, but never write academic essays. The class reads texts such as Strand and Boland's *The Making of a Poem: A Norton Anthology of Poetic Forms*, Mary Oliver's *A Poetry Handbook*, Stephen King's *On Writing*, Chimamanda Ngozi Adichie and Jhumpa Lahiri's *One World: A Global Anthology of Short Stories*, and August Wilson's *Fences* in order to give students authors and styles to emulate as they find their own voices. Students also read various other contemporary essays, magazine articles, poems, short stories, and plays to help inspire their own writing. Initially, students are asked to freely experiment with verse, prose, and dramatic composition; over the course of the year, they refine and revise their work into finished pieces. The class culminates in the students producing a substantial work that may be a book of poetry, a collection of short stories, a novella, a book chapter, or a play. No suggested prerequisite. Recommended for students who enjoy writing and are interested in producing original work.



### **AFRICAN AMERICAN LITERATURE**

In this course, students have the opportunity to spend a year studying Black literature, history, and artistry in-depth. Students explore a broad array of texts, subjects, and issues, beginning with 19th century slave narratives and going all the way to contemporary Young Adult literature by Black authors, with a focus on what's going on in the world right now. As students study over 150 years of Black writing, primarily in the United States, they make connections between the diverse texts read through styles and techniques, as well as common themes and topics, such as race and racism, gender, sexuality, belonging, the history of slavery, and Black Lives Matter. Given that the themes discussed are still relevant today, students continually make connections to the present, using the literature read and the topics discussed to inform their understanding of current issues. This course offers a wide variety of written and artistic assignments for students to hone their skills and explore their creativity. Students work on writing in various forms throughout the year, getting support from their peers and the teacher as they hone their craft. In addition, this course discusses serious, sensitive, and very real topics, and students are expected to engage with thoughtfulness, care, and respect. The texts do not focus exclusively on oppression and discrimination, and as students explore Black culture, literature, and history in the United States, this course makes a point of discussing and celebrating the joy and beauty of the Black community. This course is best-suited for students who are interested in de-centering whiteness in the literature they read.

### **WOMEN IN LITERATURE**

The Women in Literature course examines the experiences particular to womanhood through the perspective of women writers. The course explores women's lives and aesthetic choices from a variety of socioeconomic, cultural, and racial backgrounds, while also considering what it means to be a woman in today's society. The texts and related discussions dive into themes such as girlhood, gender, family, standards of beauty, sexuality, discrimination, violence against women, and women's rights. This course also considers how women writers have responded to being marginalized throughout history. An important part of the course is an overview of the American feminist movement and representative texts (Wollstonecraft, Woolf, and Walker) that have informed writers, thinkers, and readers. The reading list includes a diverse range of writers and works, including poetry, prose, essays,

novels, nonfiction narratives, memoirs, and a feminist manifesto. Students write analytical essays, creative pieces, and also create presentations about all sorts of topics, including feminist art. All voices and points of view are welcome, though in the spirit of critical thinking, this course queries suppositions and assumptions about women and society.

### **WORLD LITERATURE**

To navigate and understand today's complicated world requires a global perspective based on historical, literary, and cultural understanding. There's no better way to do this than to be conversant with world-renowned authors who grapple with issues confronting us today: the legacy of colonialism, global terrorism, racial tensions, religious conflicts, war, migration, displacement, changing familial dynamics and complex identities. In the first two trimesters, students are challenged to read significant contemporary texts that they learn to examine through a variety of lenses (psychoanalytic, feminist, Marxist, post-colonial, historicist, ethical). Students write close reading analysis papers and take deep dives into each text through Harkness discussions. The course culminates in a third trimester seminar cycle in which students present an author of their choice, which they will have read deeply and researched in preparation for the seminar. Each student leads at least three seminars during the cycle.

### **AP ENGLISH LITERATURE & COMPOSITION**

The goals of this course are to prepare students to excel in college-level English and humanities courses by reinforcing the content and skills they have learned in their prior courses. By pairing the traditional literary texts with the basics of literary theory and criticism, this course demands that students make a paradigmatic shift in the ways they read and analyze literature. The course includes challenging material such as William Shakespeare's *Hamlet*, Viet Nguyen's *The Sympathizer*, Toni Morrison's *Beloved*, Franz Kafka's *Metamorphosis*, Jean-Paul Sartre's *No Exit*, Ta-Nehisi Coates's *Between the World and Me*, and Gabriel García Márquez's *One Hundred Years of Solitude*. These texts, in conjunction with writing instruction that includes timed essays and papers that range from five to eight pages in length, prepare students for the Advanced Placement English Literature and Composition examination in the spring. Students are occasionally asked to do creative work such as writing complex poetry and composing play adaptations. It is not recommended that juniors enroll in this course.

# HISTORY & SOCIAL SCIENCES

The goal of the Pacific Ridge history and social sciences curriculum is to cultivate engaged citizens capable of informed and responsible problem solving in their communities and the world. To achieve this end, Pacific Ridge history and social sciences students practice and refine the skills of inquiry, research, historiography, recognition of perspectives, critical reading, dialogue, connecting past and present events, and verbal and written advocacy. Harkness, a form of student-led discussion, is an especially important pedagogical tool used within our department to encourage critical thinking and collaborative problem solving. Harkness often works in conjunction with persuasive writing as the discussion stimulates deep thinking and encourages students to develop their arguments.







## REQUIRED COURSES

### ANCIENT WORLD HISTORY

World History is a two-year sequence that merges the histories of different regions of the world into a coherent human story emphasizing the processes and concepts behind the journey towards “civilization.” In the ninth grade Ancient World History course, students are tasked with a cross-cultural study of the ancient world. The course combines a variety of assessments and teaching methods, with a strong emphasis on self-study, Harkness discussions, skill development with an eye on future history courses, and rigorous out-of-class readings. Students explore the birth of human civilization and cultures in the first trimester, shift their focus to a study of the development and maintenance of “civilizations” during the second trimester, and move to a discussion of governments and what happens when they collapse in the third trimester.

### MODERN WORLD HISTORY

Modern World History is the second course in the two-year World History sequence. This course begins with the idea of an interconnected world, first connected through trade, then through invention and innovation. The class merges the histories of different regions of the world into a coherent human story emphasizing the processes and concepts behind the “modernization” of human beings. This Modern World History course aligns itself closely with novels that students read in English classes, while also drawing on other disciplines. Students engage in group and individual projects, close readings of relevant historical texts, research, essay writing, and class presentations. By the end of the course, students have a clear understanding of how the complex world we live in today has been shaped by the ideas, developments, and experiences of the last 500 years of human history.

## JUNIOR AND SENIOR ELECTIVES

### US HISTORY

US History is a full year course that addresses some, but not all, of the important people, movements, and events that have shaped the American story from Pre-Columbian Native America to the Cold War. Recognizing that history is a multifaceted discipline, the class will examine the social, economic, political, constitutional, geographic, and religious factors that have contributed to the story. Indeed, there is no one

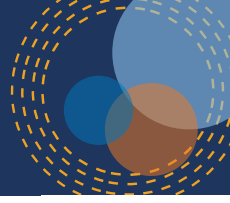
version of history. This class makes every effort to honor diverse experiences and narratives. Students consider the many ways in which race, class, gender, sexual orientation, religion, and ethnicity have impacted the nation’s history and contributed to a wide range of experiences within the overall story. Beyond content, students in US History work hard to improve their academic skills. Students strive to grow as writers, critical readers, media literate researchers, listeners, speakers, debaters, and collaborators. By the end of the course, students will be able to better understand the modern-day United States by examining the journey that the nation has undertaken through its relatively brief history.

### AP US HISTORY

AP US History is a detailed and comprehensive survey from pre-Columbian times through the present day and is designed most specifically to prepare students for the AP US History Exam in May. Students examine both primary and secondary sources, and are encouraged to pay particular attention to the ways in which primary sources reveal the multifaceted nature of American history. In addition to studying American history through the lens of themes such as identity, citizenship, reform, and economic transformation, we focus on how conflicting viewpoints and themes have influenced the study of American history and how diverse contributions have shaped and strengthened our society. After the College Board exam in May the final unit of the course is a deep dive into research, analysis and presentation on a special topic in US history chosen by the individual student in consultation with the class teacher.

### ETHNIC STUDIES

This course provides students with an interdisciplinary study designed to expand their knowledge, understanding, and appreciation of the United States’ various cultures. Students focus on the experiences of African, Indigenous, Latinx, Jewish and Asian Americans, and other racialized peoples in the United States. Students engage in academically rigorous and inclusive content around identity, history and movement, systems of power, social movements, and equity. While researching current events, students examine how power, privilege, ethnocentricity, systemic oppression, and cultural hegemony influence collective and individual experiences in the 21st Century.



## **US GOVERNMENT & POLITICS**

This course is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy making and implementation. The course is both student-centered and experiential. It features an actual policy-making initiative involving the City of Carlsbad, appellate arguments, and a legislative simulation. Additionally, students volunteer at Politifest San Diego and have the opportunity to work at the polls during the California Primary. Students learn the basics of how the American system of government works as well as closely follow current events, watch the presidential primaries unfold, and debate hotly contested public policy issues. Daily assignments include reading from a variety of sources, attempting to understand multiple perspectives, and short response papers. Students conduct regular research and hone their media literacy skills. Deep listening and respect for diverse viewpoints are cornerstones of the classroom environment. Unit topics include roots of American government, institutions of American government, election process, federalism and political culture, civil liberties and civil rights, and policymaking process. By the conclusion of the class, students begin to find their own political voice, and understand the essential role of individual citizens in a functioning democracy.

## **THEORY OF KNOWLEDGE**

What does it mean to think critically? This course surveys some of the key moments and themes in the history of philosophical inquiry, with special focus on the rich variety of philosophies as opposed to one particular school of thought, as well as attention to non-western approaches to knowledge often left out of a typical philosophy course. The aim is to develop an effective critical tool to investigate different kinds of claims to knowledge that will ultimately help students define their own position and make reasoned choices.

## **LATIN AMERICAN HISTORY**

In this survey course, students explore the history of Latin America and the Caribbean from the pre-Columbian past to the present. Major themes and content of the course include the cultural, political, and social features of the pre-Columbian civilizations of the Andes and Mesoamerica; the Atlantic World and the Encounter; transculturation and the crucible of colonization; postcolonialism and nation-building; neocolonialism and nationalist resistance; and, finally, neoliberalism and possible futures for the region. Students approach the themes and content of the course both thematically and chronologically by utilizing localized case studies, identifying macro-regional patterns of change and continuity, and by engaging with major artistic, cultural, and literary movements. Throughout, students encounter a diverse array of written and visual sources, including personal narratives, art, music, literature, food, and film from across the many regions, cultures, and peoples of Latin America and the Caribbean.

# MATHEMATICS

The Pacific Ridge School Mathematics Department's approach to teaching and learning is largely influenced by our small class size and the manner in which we utilize Harkness discussions to kindle the spirit of inquiry. Students learn how to persevere when tackling challenging problems, construct viable mathematical arguments, and ultimately communicate clearly about their mathematical knowledge. Classes are student-centered, allowing for students to engage, discover, and practice mastery of mathematical concepts with their peers. The teacher acts as a guide and facilitator through this process. Students regularly present their work to the class and discuss various methods of solving problems. They become active participants in their own learning and understanding of mathematical content, both as engaged listeners and vocal contributors to class discussions.





## **ALGEBRA / GEOMETRY 1**

The first year of a three-year math sequence, Algebra/Geometry 1 curriculum helps students form a solid algebraic foundation while introducing several geometry concepts. The course allows students to collaboratively discover key concepts, then practice mastery of skills both in class and independently at home, with emphasis on both analytical and mechanical skills. The curriculum provides a study of number sense, while introducing functions with linear, absolute value, and exponential models. All functions are addressed from a multi-faceted point of view; namely, algebraically, graphically, numerically, and contextually. Emphasis is placed on making connections between these facets. The course also explores systems of equations and inequalities. Coordinate geometry is integrated within topics, covering: midpoint and distance formula, Pythagorean theorem, area, and rigid and nonrigid transformations. In addition to mastery of these concepts, other major class objectives include developing perseverance to grapple with problems, using technology appropriately and strategically, constructing models, reasoning abstractly, learning to appreciate real-life applications of the concepts, and recognizing interdisciplinary connections.

## **ALGEBRA 1B**

This course reinforces and solidifies concepts taught primarily in the second half of Algebra/Geometry 1. The goal of the course is to develop and strengthen students' computational, procedural, and problem-solving skills in order to provide a solid foundation in algebraic concepts that will support the learning of more complex topics that will be seen in Algebra/Geometry 2. The course is designed to engage students in the content as they further develop their problem-solving strategies. Students learn how each new skill applies to solving problems in the real world, continue the development of their mathematical vocabulary, and engage in work collaboratively. Students in this class are either recommended by their Algebra/Geometry 1 teacher or placed into this class as new ninth grade students.

## **HONORS ALGEBRA / GEOMETRY 1**

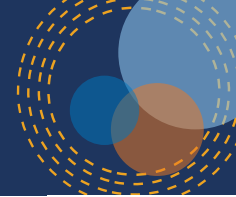
Honors Algebra/Geometry 1 is the first course in the Honors math sequence. It uses a problem-centered approach to learning all the algebra and geometry topics included in the Algebra/Geometry 1 course in addition to the study of absolute value functions and radicals. Students in this course should expect to examine the content in greater depth, emphasizing the connection between procedure, understanding, and application. The pace of this course is demanding, and students are

expected to engage in discussion about the topics, work together to solve challenging problems, build strong mathematical arguments using evidence to support their ideas, and make connections between concepts. They begin to create a strong, well-developed algebraic and geometric foundation for their future math courses. Students learn the skills to grapple with challenging problems, appropriately and strategically use technology, construct models, and reason abstractly. Students in this course should enjoy the rigor of problem-solving and feel comfortable being challenged.

## **ALGEBRA / GEOMETRY 2**

The second in a three-course sequence, this course continues to help students form a solid algebraic foundation while introducing more geometry concepts. The course allows students to collaboratively discover key concepts, and then practice mastery of skills both in class and independently at home with an emphasis on analytical and mechanical skills. The course continues to provide a study of number sense, while reinforcing skills and knowledge of linear functions. New algebra topics are introduced, including polynomials with an emphasis on quadratic functions. All functions studied so far within the Algebra/Geometry sequence, specifically linear and quadratic functions, are addressed from a multi-faceted point of view; namely, algebraically, graphically, numerically, and contextually. The geometry topics introduced this year are properties of triangles, polygons, and circles with an emphasis on developing and understanding their properties and angle relationships. The course also contains a data analysis unit that builds on the data analysis that students saw in Algebra/Geometry 1. In addition to mastery of these concepts, other major class objectives include developing perseverance to grapple with problems, using technology appropriately and strategically, constructing models, reasoning abstractly, learning to appreciate real-life applications of the concepts, and recognizing interdisciplinary connections.





## **HONORS ALGEBRA / GEOMETRY 2**

The second in our Honors math sequence, this course offers a problem-centered approach to learning all the algebra and geometry topics included in Algebra/Geometry 2. Students explore quadratic functions at a deeper level, which includes deriving the quadratic formula, completing the square, and eventually comparing and contrasting the characteristics of linear, absolute value functions, and quadratic functions. Students also study circles centered anywhere on the coordinate plane and discover properties about their inscribed angles. Points of concurrency are also explored in this course. As was the case in Honors Algebra/Geometry 1, students in this course should expect to examine the content in greater depth, emphasizing the connection between procedure, understanding, and application. The pace of this course is demanding, and students are expected to engage in discussion about the topics, work together to solve challenging problems, build strong mathematical arguments using evidence to support their ideas, and make connections between concepts. They continue to strengthen their skills in grappling with challenging problems, appropriately and strategically use technology, construct models, and reason abstractly. Students in this course should enjoy the rigor of problem-solving and feel comfortable being challenged.

## **ALGEBRA / GEOMETRY 3 WITH TRIGONOMETRY**

The third in our three-course sequence, this course helps students strengthen their algebraic foundation by putting into practice what they have learned about functions and extending to the study of exponential, logarithmic, polynomial, rational, and trigonometric functions. The course allows students to collaboratively discover key concepts, and then practice mastery of skills both in class and independently at home, with an emphasis on analytical and mechanical skills. All functions studied within the Algebra/Geometry sequence are addressed from a multi-faceted point of view; namely, algebraically, graphically, numerically, and contextually. The geometry topics introduced focus on the study of right triangles and their relevance to trigonometry and the unit circle. The course also contains a data analysis unit that builds on the data analysis that students saw in the prior two math courses. In addition to mastery of these concepts, other class objectives include developing perseverance to grapple with problems, using technology appropriately and strategically, constructing models, reasoning abstractly, learning to appreciate real-life applications of the concepts, and recognizing interdisciplinary connections.

## **HONORS ALGEBRA / GEOMETRY 3 WITH TRIGONOMETRY**

The third in our Honors math sequence, this course uses a problem-centered approach to learning all the algebra and geometry topics included in Algebra/Geometry 3. In addition, students explore exponential and logarithmic functions at a deeper level, while discovering both exponent and log properties. Students also derive the Law of Sines and Cosines, develop an understanding of trigonometric identities and reciprocal trigonometric functions, construct and use radians proficiently, and explore polar coordinates. At this point in the honors sequence, students should have facility with examining the content in greater depth. The pace of this course continues to be demanding, and students are expected to engage in discussion about the topics, work together to solve challenging problems, build strong mathematical arguments using evidence to support their ideas, and make connections between concepts. They continue to strengthen their skills in grappling with challenging problems, appropriately and strategically use technology, construct models, and reason abstractly. Students in this course should enjoy the rigor of problem-solving, as they are on track to pursue more complex mathematical topics found in Honors Precalculus.

## **PRECALCULUS**

This course provides students with a rigorous preparation for the subsequent study of calculus and other college-level courses. This course emphasizes the connection between procedure, understanding, and application. Topics of study include symmetry, vectors, complex numbers and the complex plane, sequences and series, limits, and rates of change. Once students have a basic understanding of limits, the course covers asymptotes, end behavior, continuity, and the number  $e$  through the perspective of limits. The course concludes with a brief introduction to derivatives. In addition to mastery of these concepts, other major class objectives include developing perseverance to grapple with problems, using technology appropriately and strategically, constructing models, reasoning abstractly, learning to appreciate real-life applications of the concepts, and recognizing interdisciplinary connections.



## HONORS PRECALCULUS

This course provides students with a rigorous preparation for the subsequent study of AP Calculus AB and BC. As was the case leading up to this course, the pace is extremely demanding, and students are expected to engage and lead each other in discussion about the topics, work together to solve challenging problems, build strong mathematical arguments using evidence to support their ideas, and make connections between concepts. The central theme of this course is functions as models of change, and the students move from looking at function behavior through an algebraic lens to examining it from a calculus perspective. The course covers a breadth of pre-calculus topics. Students build on their knowledge of polynomials, exponential, logarithmic, and trigonometric functions, and use these ideas as a springboard to develop an understanding of complex numbers, sequences and series, rational functions, and limits. In the final trimester, students begin their study of differential calculus, so they will be fully prepared to take on Advanced Placement Calculus the following year.

## HONORS STATISTICS

Honors Statistics provides upper school students with an in-depth, hands-on study of descriptive statistics, relationships in data, experimental design, and statistical inference. Students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. In this student-centered course, students learn to design, administer, and tabulate results from their own surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. With an emphasis on real-world, relatable contexts, students design their own surveys based on their own experiences and interests in games of chance, business, medicine, policy-making, natural/social sciences, and sports. They use a TI graphing calculator, current statistical software, and Web-based java applets to investigate statistical concepts that arise in their self-designed experiments. To develop effective statistical communication skills, students regularly prepare written and oral analyses of their real data with the audience being both the class and other stakeholders, which could include their peers, administrators, and/or parents and community members.

## DATA SCIENCE

This course gives students the opportunity to explore data, develop their understanding of data science, and how it is used to solve real problems. Students learn to analyze and visualize data with a variety of models. They use these models to predict future observations and learn how data scientists measure the success of these predictions. Students explore the use of data in our lives and how it may impact them and others. Is the data used fair and just? Does it leave room for human error and emotion? How can it impact social injustice? This course also introduces students to data researching tools, programs, and software that provide sampling, probability, and modeling examples.

## ESSENTIALS OF CALCULUS

This non-AP course provides students with a foundation in limits, derivatives, and integrals. With an emphasis on real-world problem solving, students learn how calculus is a powerful tool to solve problems in the world of business, the physical sciences, engineering, and the social and biological sciences. This course strikes a balance between theory and modeling as well as paper-and-pencil manipulation and the use of technology. This class is ideal for those students who would like to maintain a rigorous mathematical track without the rapid pace of the Advanced Placement calculus courses offered at Pacific Ridge.

## AP CALCULUS AB

Throughout the Advanced Placement AB Calculus course, students develop a clear understanding of limits, derivatives, integrals, approximations, and the applications of these calculus concepts. Students work both individually and in groups while they acquire problem solving, mathematical reasoning, and mathematical communication skills. As a tool for preparing for the AP Calculus test, students regularly see and solve past AP Test questions. Finally, students discover the connections between calculus and the world around them when they study its influences in physics, engineering, economics, and biology.



## **AP CALCULUS BC**

AP Calculus BC extends the material of AP Calculus AB, covering one more quarter of work. In both classes, students develop a clear understanding of limits, derivatives, integrals, approximations, and the applications of these calculus concepts. In AP Calculus BC students also learn parametric equations, polar equations, and their applications, as well as spending a great deal of time on sequences and series. Students work both individually and in groups while they acquire problem-solving, mathematical reasoning, and mathematical communication skills. As a tool for preparing for the AP Calculus test, students regularly see and solve past AP Test questions. Finally, students discover the connections between calculus and the world around them when they study its influences in physics, engineering, economics, and biology.

## **DIFFERENTIAL EQUATIONS**

This course is designed to be a comprehensive version of an undergraduate Differential Equations class. Differential equations is a requirement for many undergraduate and graduate-level STEM majors. Instruction in this course emphasizes the connections between procedure, understanding, and application. Topics include solution methods for first- and second-order ordinary differential equations (ODE). Equations and solution methods for first-order ODE's include: Euler's Method, Separable, and the Product Rule. Equations and solution methods for second-order ODE's include: Homogeneous and nonhomogeneous linear differential equations with constant coefficients, Method of undetermined coefficients, Annihilation Method, Variation of Parameters, Homogeneous and nonhomogeneous linear differential equations with variable coefficients, Cauchy-Euler Method, Reduction of Order, and Laplace Transforms.

**Minimum Prerequisite:** successful completion of Calculus AB

# SCIENCE

Pacific Ridge aims to inspire and prepare students for a future built on STEM. By engaging students in the process of science through design, experimentation, discussion, and critical evaluation of evidence, we aim to foster curious students who clearly communicate ideas and make informed decisions that consider the impact of science and technology on society. We believe an integrated approach to science allows students to analyze and design solutions for complex, real-world problems. In grades seven through ten, this is done through a phenomena-based inquiry and project-oriented curriculum that weaves together life, physical, earth, space, and computer science, much of it rooted in design and engineering practices. Our goal with this integrated science curriculum is to help students realize the real-world, interconnected nature of science. In grades eleven and twelve, students can choose to pursue honors or AP level classes in various science disciplines, as well as elect to pursue science electives such as Marine Biology or Anatomy and Physiology. Ethical issues surrounding current scientific research, comparing results from a laboratory investigation, and collaboration on scientific challenges are approached using the Harkness method to guide discussions.







## REQUIRED COURSES

### SCIENCE 9

Science 9 is an integrated science course that lays a foundation for high school science by encouraging students to explore, experiment, question, and ultimately be able to explain the origins of our universe, our planet, our atmosphere, and life on earth. This course uses physical, life, earth, engineering, and computer science to challenge students to ask big questions such as “what are waves and how do they transfer energy?” and “is there life beyond earth?” Students explore phenomena and complex systems such as the big bang, the origin of life, and climate change. Using experimental design, data collection and analysis, building of sensors, and modeling (both physical and computational), students are challenged to see the interconnectedness and interdependence between scientific fields and topics in order to construct a big picture understanding of how the universe and our planet work, as well as their place in and impact upon it.

### SCIENCE 10

Building upon the foundation created in Science 9, Science 10 continues to use an interdisciplinary scientific lens to explore the origin and diversity of life on earth as well as the mechanisms that govern living systems. Special focus is given to contemplating the impact humans have upon life and our planet. Modeling, experimentations, data collection, and scientific reasoning remain a focus in the course, along with engineering and computer science as students design and build devices and sensors to pose questions and collect data. Students tackle big questions such as “how did life originate?”, “why don’t antibiotics work like they used to?”, and “who owns your DNA?”

## JUNIOR AND SENIOR ELECTIVES

### ANATOMY AND PHYSIOLOGY

This class provides an understanding of the structure and function of the major human organ systems. Homeostatic control mechanisms, disease states, and adaptive physiological responses to stress, exercise, and nutrient intake are considered throughout the course. Laboratory activities, dissections, and case studies are essential components of this course.

### BIOTECHNOLOGY

Biotechnology is a core component of numerous fields, including health and medicine, agriculture, energy production, data science, diagnostics, and forensics. This course provides a foundation from which to understand and discuss the essential role biotechnology plays across such fields. Additionally, this course includes a deep dive into the applications, ethics, and societal implications of current and emerging technologies. Reading and discussion topics range from recent advances in medicine, reproductive cloning, and genome editing, to emerging pandemics, viral spillover and privacy issues related to genomic data, to name a few. Students utilize a number of tools in hands-on experiments, including extraction and analysis of DNA, Polymerase Chain Reaction (PCR), viral diagnostics, gene editing, genotyping, bioinformatics, and more. Lab and project work is supplemented by class readings and discussions, conversations with research scientists, and visits to local research labs. In this course, students learn tangible lab skills that will help prepare them for first-year college and/or summer internship work in the sciences.

### ENGINEERING DESIGN

This introductory course exposes students to some of the major methods of thinking encountered in the discipline of engineering. It focuses on habits of mind and problem-solving techniques rather than on computations or analytical content. Students develop an understanding of concepts and hone creative, communication, and problem-solving skills through the collaborative completion of challenges. The course exposes students to the practices of and specialized fields within several major branches of engineering, including chemical, mechanical, aerospace, and civil. Students considering engineering as a career as well as those curious about what it means to be an engineer or who are interested in learning how to better identify and solve real-world problems will enjoy this course.

### MARINE BIOLOGY

Marine Biology is an introductory course in marine biology and marine ecology. This course seeks to integrate concepts from biology, chemistry, and ecology into one course and apply them to a better understanding of how our marine ecosystems function. The course begins with a study of ocean chemistry and the interaction of abiotic and biotic factors in the ocean. Students then learn about various types of organisms that inhabit our oceans, beginning with marine producers and microbes and continuing through the invertebrate phyla, fish, marine mammals, birds and



reptiles. The class concludes with an investigation of different marine ecosystems, such as kelp forests and coral reefs. Throughout the course an emphasis is made on local marine ecosystems and environmental concerns, such as erosion, climate change and habitat loss. The class visits various coastal ecosystems in San Diego County to observe the marine life in the intertidal zone and learn how to properly survey the flora and fauna.

## **HONORS ENVIRONMENTAL SCIENCE**

Everything we do, from drinking a cup of coffee to driving our cars, has an environmental impact. Honors Environmental Science takes an in-depth look at how people have rights and responsibilities with regard to the world's resources. This course begins by using scientific principles to understand the interrelations of the natural world and the impact of humans on natural systems. Students carefully evaluate the risks and economic realities associated with environmental problems while working towards analysis of potential solutions. During the course, students investigate environmental topics and issues unique and important to California.

## **HONORS PHYSICS**

Honors Physics is designed to provide a rich, hands-on, laboratory-based experience in secondary school physics with an emphasis on algebraic and quantitative problem solving. It is an introductory course recommended for students who are considering majoring in math, science, or engineering in college, or for any student who wishes to have a solid mathematical foundation in physics. Students learn to use experimentation and inquiry to discover the functional relationships that exist in the physical world, and to apply graphical analysis to enhance further understanding. Classes are taught in a collaborative environment, with students working together on labs, problems, and discussions.

## **AP BIOLOGY**

This course helps students develop a conceptual framework for modern biology and to prepare students for the AP exam in May. Essential to this conceptual understanding is a grasp of science as a process and a practice rather than simply an accumulation of facts. Content, inquiry, and reasoning (i.e. lab work and critical thinking), application of biological knowledge to environmental and social concerns, and recognition of unifying themes that integrate the major topics are all equally important in AP Biology. There are four major themes ("Big Ideas") on which the course is focused: evolution, cellular energy and communication, genetics and information transfer, and interactions. These themes weave in and out of the course curriculum throughout

the year. Students in AP Biology primarily spend class time on lab work, lecture and reading discussions, activities, and problem solving. It is recommended that students enrolled in this course have a strong interest in biology and have earned a "B" or higher in both Science 9 and 10 with a solid understanding of the concepts.

## **AP CHEMISTRY**

AP Chemistry is a rigorous course that prepares students for the AP Chemistry test and for subsequent advanced Chemistry courses in college. The class emphasizes chemical calculations and the mathematical formulation of principles as they appear on the AP examination in May. Students also complete laboratories and report their results in a lab notebook. The class has an integrated approach, with students identifying and analyzing concepts that have broader applications in the world.

## **AP ENVIRONMENTAL SCIENCE**

AP Environmental Science is the equivalent of an introductory, semester-long, laboratory college course in environmental science. The field of environmental science is interdisciplinary, including concepts from geology, biology, chemistry, government, geography, economics, and sociology. Over the course of the year, students consider a number of concepts critical to environmental science, some of which include community ecology, aquatic biodiversity management, ecological hazards, alternative energy sources, and sustainability. Students also investigate environmental topics and issues unique to California, such as alternative energy sources, secondary succession due to wildfires, and water allocation in the Central Valley. Visits to a local power plant, water reclamation center, and sustainable farm give students experience in the field, while student self-audits of personal energy and water use allow students to determine if their own practices are sustainable.

**AP PHYSICS C**

AP Physics C is a year-long, calculus-based physics course that covers material required for students who plan to major in the physical sciences or engineering in college. The course explores the full range of topics in classical Mechanics and prepares students to take AP exams at year's end. Mechanics covers the following: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations and gravitation. Students concurrently enrolled in Calculus AB will be considered if they have demonstrated interest in engineering and have a strong recommendation from their current science teacher.

**Prerequisite:** Completion of a year of Calculus or be concurrently enrolled in AP Calculus BC

# WORLD LANGUAGES

The World Language Department at Pacific Ridge strives to connect students to their local and global communities through the gift of language. The curriculum in all our Spanish, French, and Chinese classes is designed around immersion instruction, with students fully engaged and interacting in the target language beginning with their very first class. In addition to speaking, reading and writing are emphasized so that students are equipped to interpret and express ideas in both oral and written form. Cultural competence and cultural appreciation are presented as an integrated and essential part of our mission to connect students to the world around them. Our language classes are lively and student-centered, as we believe that the best learning takes place in an engaging, positive, and stimulating environment. By upper level, students are able to defend and support a thesis, debate ideas, hold Harkness discussions, and analyze text, film, and dialogue in the target language. Lastly, our immersion-based homestay trips, offered through Pacific Ridge's Global Travel program, as well as our extensive exchanges with our sister schools in Mexico, France, and Taiwan, provide an abundance of opportunity to connect with others on a profound level—making the language-learning journey both relevant and deeply meaningful for our students.







## **FRENCH 1**

French 1 introduces students to the French language and francophone cultures around the world. After taking this course, students will be able to make and respond to greetings and introductions, engage in simple conversations, express likes and dislikes, make requests, and obtain information. Over the course of the year, students write short paragraphs, read short stories, and listen to various authentic materials. Students are taught to recognize and appreciate French cultural and historical concepts as they learn vocabulary and grammar that will prepare them for the next level of French.

## **FRENCH 1B**

This course is designed to strengthen the foundational-level content and skills introduced in French 1 to build superior preparedness for entrance into French 2. French 1B focuses on the more complex present tense grammatical structures from the first level of French, emphasizing skill development in speaking, listening, reading, and writing in the target language. Students refine their abilities to describe and compare, express important ideas, understand expressions using emotion, and use a variety of verb tenses. Students also write short paragraphs, including formal and informal letters. They read extracts from authentic French texts and watch films and videos displaying cultural content from francophone regions around the world.

## **FRENCH 2 / FRENCH 2 ADVANCED**

In French 2, students build their vocabulary through the study of thematic units centered on the home, food, health, and technology in an immersive environment. The textbook is supplemented with online activities, short stories, articles, videos, and films, exposing students to various facets of French history, culture, and current events. Emphasis is placed on integrating new grammar and vocabulary into spoken and written expression. To this end, students converse only in French when in class. They perform skits, give oral presentations, and engage in group discussions to practice pronunciation, oral comprehension and expression. Writing starts in the form of short answers, gradually building to longer paragraphs, short stories, and essays.

## **FRENCH 3 / FRENCH 3 HONORS**

In French 3 and French 3 Honors, students reinforce their understanding of the past, present, and future tenses and are introduced to more advanced grammatical structures. They explore such themes as personal relationships, the influence of media on society, and social revolution. Online activities, texts, articles, videos

and films supplement each of the thematic units. Students converse solely in French, developing their pronunciation, oral comprehension, and expression through group discussions and individual presentations. Emphasis is also placed on adding complexity to written expression through a variety of writing activities. Writing starts in the form of short answers, gradually building to longer paragraphs, short stories, and essays. When possible, connections are made to topics studied in other classes, especially World History and English.

## **FRENCH 4 / FRENCH 4 HONORS**

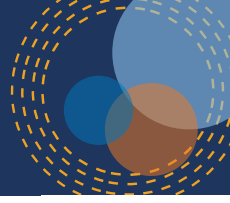
In the immersive French 4 class, students engage in cross-cultural comparisons between France and the United States while increasing their ability to express more complex thoughts and opinions in French. Students read, discuss, and write about authentic texts chosen from a variety of sources. Students focus on balancing verb forms and grammar points across major forms of communication: speaking, listening, reading, and writing. The novels and films studied in French 4 deepen their cultural understanding of the francophone world. The French 4 Honors course is designed to prepare the students for the rigors of the AP French program. Honors students must demonstrate a high level of linguistic proficiency and be self-motivated, independent learners.

## **FRENCH 5**

French 5 is offered as an alternative to AP French Language and Culture. The course focuses on broadening students' understanding of francophone cultures around the world through exposure to authentic sources which include novels, plays, films, and news articles. Speaking only in French, students engage in class discussions, role-play, and complete a variety of group and individual projects. While emphasis is on oral communication, students also devote time to learning new vocabulary and reviewing grammatical structures.

## **AP FRENCH LANGUAGE & CULTURE**

This course is a French immersion class which prepares students for the AP exam in the spring. Over the course of the year students refine their reading, writing, speaking, and listening skills through discussions, writing activities, oral presentations, and simulated AP exam exercises. Emphasis is on the mastery of advanced grammatical structures and specialized vocabulary and on broadening student understanding of the francophone world through exposure to authentic content.



## **CHINESE 1**

This class builds on and consolidates students' foundations in elementary Mandarin Chinese and provides students with skills in basic grammar, vocabulary, idioms, phrases, and sentence patterns. Students practice listening, speaking, reading, and writing fixed, short sentences in Chinese. Each lesson in the textbook has a topic which introduces everyday life experiences such as greetings, family, nationality, friends, and making a phone call. Texts and discussion topics are related to school life, daily life, and Chinese culture.

## **CHINESE 2 / CHINESE 2 ADVANCED**

This course is a continuation of the first year course for beginning students of Mandarin Chinese. Students improve on their basic skills of listening, speaking, reading, and writing Chinese for everyday communication. While emphasis is placed on the communicative skills of listening and speaking, students continue learning to read and write Chinese characters, and write short essays on topics such as shopping, transportation, weather, and dining. Different aspects of Chinese culture and society are introduced through activities such as Chinese film, dining at a Chinese restaurant, and visiting a Chinese supermarket.

## **CHINESE 3 / CHINESE 3 HONORS**

This course is a continuation of Chinese 1 and Chinese 2. Students gain more sophisticated skills in listening, speaking, reading, and writing Chinese for daily communication. A broad variety of expressions and complicated sentence structures are introduced so that students can participate in conversations on various topics related to modern Chinese society such as seeing a doctor, renting an apartment, and dating. Students also write essays in Chinese to describe preferences, travel, sports, and other topics about personal experiences. Activities related to Chinese society are organized to facilitate both language learning and cultural knowledge.

## **CHINESE 4 / CHINESE 4 HONORS**

As the continuation of Chinese 3, this course teaches a variety of expressions and complicated sentence structures so that students can participate in conversations on various topics related to modern Chinese society. Each lesson is a dialogue that focuses on a specific topic such as school and dorm life, dining in restaurants, shopping, choosing classes, relationships, and technology. This course continues to focus on fine-tuning the essential language skills of listening, speaking, reading, and writing Chinese for daily communication. This fourth year course provides a

survey of the Chinese culture, deepening the students' immersion into the language and culture of the Chinese speaking world. Class is conducted in Chinese, including student to student and student to teacher interactions. The Honors course requires additional reading and essay writing assignments as well as the expectation to make formal class presentations. Honors students are expected to immerse themselves in the language through supplementary authentic materials such as written texts, films, online materials, and Chinese music.

## **CHINESE 5/HONORS CHINESE 5**

This course will give students an opportunity to further develop their four language skills: listening, speaking, reading, and writing. Also, this course will provide further development of proficiency and knowledge of the Chinese language and culture, with a specific focus on communicative skills by introducing topics concentrated on Chinese festivals, travel, economic, health, and environmental protection. This class will emphasize interdisciplinary learning through integrating language and culture with real-life task-based activities and projects. The students will have a platform to totally immerse themselves in the richness of Chinese language and culture. Chinese will be the primary language used in the classroom. In the classroom, the students will communicate in Chinese through trial and error in order to use Chinese in real-life situations with confidence and assurance. The honors course requires additional reading and essay writing assignments as well as formal class presentations. Honors students are expected to immerse themselves in the language through supplementary, authentic materials such as written texts, films, online materials, and Chinese music.

## **AP CHINESE LANGUAGE & CULTURE**

This is an advanced Mandarin Chinese course aimed at preparing students to communicate successfully in Chinese, linguistically and culturally, within and beyond the school setting. Students further develop communicative skills in Chinese across the three communicative modes (interpersonal, interpretive, and presentational) and prepare for the AP Chinese Language and Culture examination. This course provides a practical, interactive, and engaging language learning experience for students to perform at an advanced level of proficiency. Students' core language skills and cultural proficiency of the Chinese speaking world is expanded and deepened. Chinese is the primary language used in the classroom, where students communicate through trial and error, preparing for



real-life scenarios. Additional authentic materials, such as alternative textbooks, films, online materials, and online one-on-one speaking with tutors in China are used to supplement learning and proficiency.

## **SPANISH 1**

This course, the first of a three-year sequence of college preparatory Spanish, introduces students to both the Spanish language and its various cultures. Students acquire basic thematic vocabulary sets and introductory grammatical structures in the present tense as they embark upon their path toward proficiency in the four basic language skills: reading, writing, listening, and speaking. Students read two short novels in Spanish, progress from writing sentences to composing simple essays, and begin to comprehend, interpret, and produce oral language within a given context.

## **SPANISH 1B**

This course is designed to strengthen the foundational-level content and skills introduced in Spanish 1 in order to build superior preparedness for entrance into Spanish 2. Spanish 1B focuses on the more complex present tense grammatical structures from the first level of Spanish, namely stem-changing verbs, the irregular verbs *ser*, *estar*, *tener*, and *ir*, verbs with irregular *yo*, present progressive, direct and indirect object pronouns, and reflexive verbs. The students read two short novels in Spanish, progress from writing sentences to composing simple essays, and begin to comprehend, interpret, and produce oral language within a given context. The course provides additional time for students to practice and master the cultural and skills-based benchmarks of the first level before moving into the second level of Spanish. Spanish 1B consistently utilizes student-centered, communicative activities that simulate real life scenarios and linguistic exchanges to augment proficiency of the curricular content.

## **SPANISH 2 / SPANISH 2 ADVANCED**

In the second year courses, students build upon the reading, writing, listening, and speaking skills acquired in the first year of Spanish, while expanding and deepening their cultural awareness of the Spanish-speaking world. New units of thematic vocabulary are presented within rich, meaningful contexts designed to nurture greater precision and fluidity of language interpretation and expression. Students advance beyond the present tense to gain proficiency in the two past tenses, learning how to differentiate between the two in a variety of contexts. The advanced course is enriched with numerous resources to supplement the core curriculum and engage the students in a more complex immersion environment. Novels, projects, writing assignments, and communicative tasks complement the grammatical

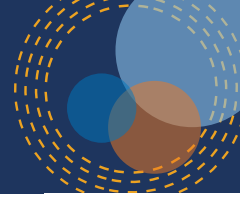
content learned in class and reflect second year proficiency goals. Class is conducted in Spanish within a level-appropriate immersion environment.

## **SPANISH 3 / SPANISH 3 HONORS**

In the third year courses, students build upon the reading, writing, listening and speaking skills acquired in the second year of Spanish, while further expanding and deepening their cultural awareness, understanding, and appreciation of the Spanish-speaking world. Students take on more in-depth presentations and classroom discussions on a wide variety of linguistic and cultural topics. Emphasis is placed on advanced grammatical structures — most notably the compound tenses of the indicative mood, the future and conditional tenses, and the subjunctive mood. Expanded and more detailed vocabulary sets are emphasized to increase proficiency. The Honors course is enriched with numerous resources to supplement the core curriculum and engage the students in a more complex immersion environment. Novels, projects, writing assignments, and communicative tasks complement the grammatical and cultural content learned in class and reflect the more rigorous third year proficiency goals. Class is conducted exclusively in Spanish within an advanced immersion environment and students communicate in the target language in both their prepared and spontaneous exchanges.

## **SPANISH 4 / SPANISH 4 HONORS**

In the fourth year courses, students transition from the grammar-focused content of the foundational levels of Spanish to a curriculum centered on refining proficiency in the four core language skills of reading, writing, listening, and speaking. Students in Spanish 4 sharpen and expand the complex grammatical structures and vocabulary sets acquired in previous years through a wide variety of full-immersion activities including formal and informal presentations, debates, analysis of articles, audio clips, literary selections, research-based essay writing, and daily Harkness discussions. The novels and films studied in Spanish 4 further develop the students' linguistic skills as well as deepen their cultural understanding and appreciation of the Spanish-speaking world. The Spanish 4 Honors course is designed to prepare the students for the rigors of the AP Spanish program. Honors students must demonstrate a high level of linguistic proficiency and be self-motivated and independent learners.



## **AP SPANISH LANGUAGE & CULTURE**

AP Spanish Language and Culture is the equivalent of a college-level course in advanced Spanish writing, reading, listening, and conversation. The course devotes significant attention to preparation for the AP Spanish Language and Culture Exam. While providing a rigorous environment of constant debate and discussion, extensive training in the organization and writing of compositions aids students in preparing themselves for the exam. Students are further exposed to the world of literature and current events in Spanish-speaking countries through written materials such as newspaper and magazine articles, literary texts, and other non-technical writings that develop their reading and comprehension abilities. Given that this course is a college-level course and that many of the readings and activities are completed outside of class time, students need to be self-motivated and independent learners.

## **SPANISH 5 / SPANISH 5 HONORS**

Spanish 5 Honors is an advanced conversation class designed for students to improve communicative abilities and increase proficiency and fluidity in speaking, listening, reading and writing skills within the context of an international studies class that highlights connections between the United States and the Spanish-speaking world. The course has the following objectives: to develop the ability to understand spoken Spanish in various contexts; to develop a vocabulary sufficient for reading newspapers and magazine articles, literary texts, and other non-technical writing; to develop a greater appreciation of Spanish and Latin American cultures; and to develop the ability to express oneself in conversations, dialogues, and discussions on academic topics. The course is conducted entirely in Spanish and the students are expected to participate fully in the target language. In Spanish 5 Honors, students develop their communication skills within political, historical, cultural, and social contexts involving U.S.-Latin American and Spanish relations. In order to practice their communication, students participate in a variety of activities such as dialogues, conversations, interviews, film reviews, group discussions, and presentations. While emphasis of the course is in oral communication, writing composition is also studied. This course is best suited for the student who has already completed AP Spanish.

**Prerequisite: successful completion of Spanish 4 Honors**

## **SPANISH FOR HERITAGE SPANISH SPEAKERS**

Spanish for Heritage Spanish Speakers is a course intended for heritage Spanish speakers in grades 8-12. A Heritage speaker is “a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language and who is to some degree bilingual in English and the heritage language” (Valdés 2000). The course builds upon the knowledge and skills the students bring into the classroom, while providing the tools to move beyond informal language situations and into more formal language settings. The course highlights Hispanic culture within and beyond the United States. Authentic materials will be used to expose students to a variety of content and situations that prepare them to function in the world beyond the classroom. The topics will be chosen in order to develop a strong sense of identity. Successful completion of this course will count toward the student’s Upper School language requirement. Students who successfully complete the course with a minimum of a B will have the option to take a placement test and enroll directly in Spanish 4 Honors.



# ARTS

**PERFORMING ARTS:** Pacific Ridge offers a comprehensive and vibrant range of performing arts experiences, including vocal and instrumental music, dance, and theater courses, as well as several co-curricular productions. Within the performing arts curricula, students develop and refine artistic techniques and understandings with the help of expert instructors. Through the rehearsal and performance process, students learn to communicate and collaborate while developing their own unique ideas. Each performing arts discipline explores the relationship between its art forms and other subject areas through research, interpretation, and sharing perspectives in Harkness discussions. Music, theater, and dance students investigate how the performing arts, society, culture, and history connect with each other. Arts faculty encourage students to draw from personal experiences to inspire and deepen their artistic work.

**VISUAL ARTS:** Pacific Ridge engages students in a wide variety of stimulating visual arts opportunities including studio art, welding, ceramics, 3D printing, graphic design, mixed media, filmmaking, and photography. Using the elements and principles of art, students learn foundational concepts and creative strategies to produce personally expressive art. Teachers guide and inspire students through individual instruction and group critiques based upon the Harkness method. The art curriculum is designed to meet each student's desire to pursue various levels and forms of creativity. The program encourages students to make connections across the curriculum and think critically about how art influences and reflects traditions and innovations around the world. This student-centered approach to art-making allows the young artist to understand the broader implications of their work and enables them to apply what they have learned to creative endeavors in college, careers, and beyond.





## DIGITAL MEDIA ARTS

### DIGITAL FILMMAKING 1

In this course, students learn the process of videography by forming their own story ideas and then creating and editing digital video. In addition, students study film and video concepts as well as engage in film critique, a form of Harkness. The creative process of film- and video-making involves many steps. Students acquire not only the technical skills such as lighting, production software, cameras and equipment, but also the aesthetics of intriguing and innovative film. Using the creative workflow process, students learn how videographers use various techniques to achieve certain effects both while shooting and editing footage. They also test the skills they may have learned in other courses with Photoshop and Illustrator throughout the video production process. Students view film and video examples and then engage in discussions about their creative approaches and different genres of film. Students also discuss the role of filmmakers in society and how their creations can make a positive impact.

### DIGITAL FILMMAKING 2

This course builds on the skills and concepts in Digital Filmmaking 1. Students learn advanced techniques while producing several projects in a variety of formats and genres: documentary, fiction, public service announcements, experimental, poetry, music videos and documentary news items. This course emphasizes the development of writing skills through pre-production that includes scripts, storyboarding, production charts and shot lists, and screenwriting software such as Final Draft. Students continue to develop their skills in camera work, framing/composition, tripod/dolly use, backgrounds, and audio, with special focus on studio lighting using three-point light kits. Students expand their knowledge of Adobe Premiere and Media Encoder with an emphasis on refined editing techniques. This course also continues to engage students in sharing feedback and media literacy, and developing critical thinking skills.

**Prerequisite:** Digital Filmmaking 1

### INTRODUCTION TO DIGITAL PHOTOGRAPHY

What makes a photograph good? Astonishing? Evocative? Memorable? It takes far more than pointing and shooting a camera or cell phone. Every day we see hundreds, maybe thousands of images, but we rarely consider how and why they were made. This course challenges students to use DSLR camera controls competently and creatively, manipulate and enhance images using industry-standard Photoshop and Lightroom software, and confidently present and discuss their visual choices during in-class critiques.

### ADVANCED DIGITAL PHOTOGRAPHY

This course expands on the fundamentals taught in the introductory Digital Photography class. Students learn more complex methods of shooting and manipulating images, as well as sophisticated conceptual approaches to extended projects. Each major project requires students to produce a series of cohesive images and a written artist's statement. The class includes both digital and analog media and emphasizes the development of a personal creative vision.

**Prerequisite:** Introduction to Digital Photography

### HONORS DIGITAL PHOTOGRAPHY

In the third course in the photography sequence, students craft self-directed projects in order to develop their personal vision, creative confidence, and technical fluency in digital media. This level builds on the second-year photography course (Advanced Digital Photography) and prepares students for the challenges of college-level work in Advanced Placement Photography. Honors Digital Photography requires a commitment to taking creative risks, honing advanced skills such as studio lighting and Photoshop editing, and thinking critically about historical and contemporary issues in visual media.

**Prerequisite:** Successful completion of Advanced Digital Photography and portfolio interview with the instructor.



### **AP 2D ART AND DESIGN: PHOTOGRAPHY**

This course requires college-level quality of work and extensive shooting time outside of class in preparation for submitting the AP Portfolio in May. Outstanding technical skill, creative confidence, and written expression are necessary for students to keep pace. In addition to extended projects, frequent critiques, and Harkness discussions, the class includes current topics in the digital media world and encourages students to enter juried shows in the San Diego area.

**Prerequisite:** Successful completion of Honors Photography and a portfolio interview with approval from the Digital Photography instructors.

### **GRAPHIC DESIGN 1**

This course explores both practical and creative applications for graphic design as an essential form of contemporary two-dimensional art and communication. Students learn the basics of creating digital art, typography, layout, and logo design, as well as effective presentation skills. Emphasis is placed on imaginative brainstorming, addressing visual challenges, learning and creating projects and publications using Photoshop, Illustrator, InDesign, and Dreamweaver software programs. The class is designed for students in all Upper School grades.

### **GRAPHIC DESIGN 2**

This course is designed for advanced 10th - 12th grade students who want to take on the next level of graphic design tools and projects. Students challenge themselves with more complex design projects, integrating photography, printmaking, and web, and begin to seek out creative problems that are personally interesting and challenging to them. Students focus on skill-enhancing design problems, individually designed projects, and work that serves the outside community. The class projects vary widely and look to enhance the range of skills each designer has and help them produce portfolio-worthy work. Students then meet with professionals in the graphic design field and visit a 'design-shop.'

**Prerequisite:** Graphic Design 1

### **HONORS GRAPHIC DESIGN**

This honors course is the continuation of Graphic Design 1 and 2. Students focus on conceptual qualities in their work, examining contemporary art/media challenges and analyzing real-world examples to then create dynamic design solutions of their own. Students more closely consider the social and ethical implications of their work, the role of design in society, and the obligations of artists to their communities. Projects are larger and more individualized than in previous design classes, and rely on students' outside interests and experiences to guide content for pieces. This class produces a diverse range of products in many mediums, allowing for more opportunities for real world experience and creative problem solving. Projects and topics rotate so that students can take this course more than once for credit.

**Prerequisite:** Graphic Design 2

### **AP 2D ART AND DESIGN: GRAPHIC DESIGN**

AP 2-D students produce a minimum of 20 works that satisfy the requirements of the *Sustained Investigation* and *Selected Works* sections of their portfolio. The final body of work submitted for the portfolio can include art created prior to and outside of the AP 2-D course. Students learn how to seek out creative problems that are intriguing and challenging and use goal-setting, informed decision-making, and problem-solving skills to pursue their own artistic interest in an informed way. Group critiques benefit the whole class by allowing students to view work by their peers and absorb fresh perspectives on their own portfolio work.

**Prerequisite:** Successful completion of Honors Graphic Design and a portfolio interview with approval from the Graphic Design instructors.



## YEARBOOK

*Note: This course may only be taken one time for arts credit. Yearbook students must fulfill their second year of the arts requirement by taking a different course.*

This course guides students in the development of the school yearbook and the literary magazine, both published at the end of the year. Students are exposed to the basics of visual design and journalistic writing in the introductory portion of the course. Students learn the graphic design software InDesign/eDesign in the first trimester in order to put new knowledge to work throughout the year. Every student is also introduced to photography with the opportunity to refine their skills throughout the year while creating images the entire school will enjoy. Students work together as a staff, so collaboration and teamwork are essential for creating *The Founder*, the PRS yearbook -- our final product of the course. Students develop a strong aesthetic eye for clean, coherent, unified design and the ability to manage the organization and deadlines of the project effectively and efficiently.

## VISUAL ARTS

### INTRODUCTION TO VISUAL ARTS

This introductory course helps students develop their artistic sensibilities through the study of the Elements and Principles of Design, Art History, and the application of a variety of techniques to create original works of art. Students work in sketchbooks, design and execute both 2D and 3D compositions, and participate in written and group critiques as part of their formal assessments. Visual Arts projects enhance discussion of philosophical questions being studied across the Upper School curriculum, while students make connections to their own learning in personal ways that develop problem-solving skills and take their artistic expression to the next level.

### 2D DESIGN

Do you love to draw or paint? Then this course is for you! Students focus primarily on the use of two-dimensional materials, such as pencil, charcoal, pastels, colored pencils, watercolor and acrylic paint, collage, and printmaking. The class will be made up of a mix of 10th, 11th, and 12th graders. Students will sketch, design and execute 2D compositions. Students will work on written and group critiques as part of their formal assessments. A wide range of styles and techniques will be addressed in regards to the development of the different media and each student's artistic expression.

**Prerequisite:** Introduction to Visual Arts

## CERAMICS

Ceramics gives students who have mastered basic sculptural skills and techniques an opportunity to further explore the three-dimensional form. Ceramics is a hands-on experience; you will be working primarily with clay but you will also explore wood, wire, and found objects for more experimental artwork. Students will create functional pieces (mugs, bowls, vases, etc.) and sculptural works of art. Students will have an opportunity to learn to throw on the wheel and increase hand building skills. This course will challenge students to work with the instructor to set goals in terms of research and art production. In addition, students will develop greater strength and abilities in articulation and investigation of the significance of their own work and the work of other artists. Art history is discussed in terms of how we can place the work in the field of contemporary art and understand relationships to works of the past and of different cultures.

**Prerequisite:** Introduction to Visual Arts

## HONORS VISUAL ARTS

This class is designed for 11th and 12th graders who are ready to work on individualized portfolios that reflect their own personal artistic styles. Students explore the "foundations" of visual arts, visually interpreting important pieces from Art History that influence artists today. Throughout the course, students assemble a body of work that demonstrates growth over time in subject matter and content, and the development of specific techniques. Group critiques benefit the whole class by allowing students to view peer work and to gain fresh perspectives on their own portfolios.

**Prerequisite:** 2D Design, Ceramics, or 3D Design





### **AP DRAWING**

AP Drawing students produce a minimum of 20 works that satisfy the requirements of the *Sustained Investigation* and *Selected Works* sections of their chosen Portfolio (Drawing or 2D Design). The *Sustained Investigation* section includes 15 digital images that include works of art, design, and process documentation. Five physical works or high-quality reproductions of physical works with artist's statements satisfy the *Selected Works* section. The final body of work submitted for the portfolio can include art created prior to and outside of the AP Drawing course. Students also identify questions that lead to creative problem solving, materials investigation, as well as interpreting processes and ideas. Students participate in group critiques that benefit the whole class by allowing them to view work by their peers and gain fresh perspectives on their own portfolio.

**Pre-requisite:** Successful completion of Honors Visual Arts, and a portfolio review, in-person interview, and approval from Studio Art instructors.

## **MUSIC**

### **JAZZ ROCK ENSEMBLE**

Jazz Rock Ensemble is open to students who play any instrument. Students perform various styles of music such as pop, jazz, rock, swing, funk, and fusion, with the periods of music ranging from early jazz through contemporary and rock tunes. In addition to learning to play in an ensemble, students focus on improvisation skills, ear training, reading music, and understanding music theory. Performances are scheduled regularly throughout the year at school concerts, coffee houses, and informal gatherings. Students learn about the artists associated with each piece of music performed and study the cultural context, social, historical, and significance of musical works.

### **HONORS JAZZ ROCK ENSEMBLE**

Honors Jazz Rock Ensemble is open by audition to students who play any instrument. Students perform various styles of music such as pop, jazz, rock, swing, funk, and fusion, and the periods of music included range from early jazz through contemporary popular and rock tunes. In addition to learning about playing in an ensemble, students focus on advanced improvisation skills, ear training, reading music, and understanding music theory. Honors students must complete additional music theory assignments and produce an approved final project such as a composition or transcription; perform in all school-sponsored arts performances; and take on a leadership role in class.

**Prerequisite:** One year in Jazz Rock Ensemble or a successful audition with instructor.

### **CLASSICAL MUSIC ENSEMBLE**

This is a performing ensemble that focuses primarily on "classical" music, but branches out into other musical styles from time to time. Students must audition and demonstrate advanced proficiency on their instrument. This ensemble performs in school concerts, the annual Spring Arts Showcase, and sometimes a national music festival along with the Vocal Ensemble and Jazz Rock Ensemble. In addition to performances, the class explores the historical and cultural background of classical music and lessons may integrate with history and other classes at Pacific Ridge.

### **HONORS CLASSICAL MUSIC ENSEMBLE**

This is a performing ensemble that focuses primarily on "classical" music, but will branch out into other musical styles from time to time. Students must audition and demonstrate advanced proficiency on their instrument. This ensemble will perform in school concerts, the annual spring arts festival, and will attend a national music festival along with the Vocal Ensemble and Jazz Rock Ensemble. In addition to performances, the class will explore the historical and cultural background of classical music, and lessons may integrate with history classes at Pacific Ridge. Honors students earn this credit through advanced study in music theory and additional integrated projects between music and other disciplines.

**Prerequisite:** One year in Classical Music Ensemble or a successful audition with instructor.



### **VOCAL ENSEMBLE**

In this class, students learn the technical aspects of good singing: maintaining breath support, creating good tone, expanding range, and singing in various languages. The class repertoire comes from a variety of genres including classical, pop, Broadway, Renaissance, gospel, folk, and jazz. Students read music, improve their aural skills (their “musical ear”), sing in four-part harmony, and learn some basic music theory. Vocal Ensemble performs a cappella music as well as music accompanied by piano or the Upper School Jazz/Rock Ensemble. The group sings at school concerts, coffee houses, and community outreach events.

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**Prerequisite:** One year in Vocal Ensemble or a successful audition arranged with instructor.

### **ADVANCED THEATER ARTS**

Advanced Theater Arts provides a forum for serious actors to further hone their craft by challenging them with more complex material, providing them with added tools for interpreting and conveying that material, and offering them the opportunity to create their own play. The advanced course consists of two-thirds scene study, and one-third play writing and rehearsing for festivals and competitions. Students perform four times for a general audience, the culminating event being the production of student-written, one-act plays in the spring trimester. Students drive all technical components of their second production, providing them with a stepping stone toward Honors Theater Ensemble the following year. Additionally, advanced actors perform in two campus-wide arts festivals, one Community Life period, and the ESU Shakespeare Monologue Competition.

### **HONORS THEATER ENSEMBLE**

In Honors Theater Ensemble, the most advanced theater students build upon existing skills and passions with an eye towards leadership, theatrical self-expression, and college readiness. Students dive deep into the canon, forging new relationships with the breadth of characters and writers they discover there. Specific areas covered may include Great American Plays, Shakespeare, Greeks, contemporary plays, or plays in translation; as this class may be taken in both the 11th and 12th grade years, specific areas covered vary. Student projects can include script and character analysis, monologue work, scene studies, short plays, ensemble plays, and devised plays. Students interested in playwriting and directing have opportunities to pursue these areas. Seniors end the year with a self-directed capstone performance project. In addition to in-class performances, students have opportunities throughout the year to share their work with the larger school community.

**Prerequisite:** Successful completion of Advanced Theater Arts and instructor approval

## **THEATER**

### **INTRODUCTION TO THEATER ARTS**

Introduction to Theater is a foundational course in which students use their voices, bodies, and text to tell stories onstage. They develop skills in play reading and character analysis, and learn basic acting techniques. Projects include monologues, scene studies, short devised plays, and a one-act play the whole class performs together. Above all, students work as an ensemble and create theater collaboratively. Previous theater experience is welcome, but not required; this course challenges experienced theater students and novices alike. In addition to in-class performances, students have opportunities throughout the year to share their work with the larger school community.



## DANCE

### DANCE 1

Students learn basic technical aspects of dance, including the traditional foot, arm, and body positions, fundamental locomotor and non-locomotor movements, rhythm and musicality, basic dance stretches and strengthening exercises, and dance performance. No prior dance experience is required. Students are introduced to the history of western dance, gain exposure to different types of world dance through video and choreography, and see contemporary styles of dance on video. Students learn various styles of choreography, are introduced to improvisation in dance, and start choreographing their own combinations. Students may also be required to perform at one or more events on campus.

### DANCE 2

Dance 2 students further their study of dance at an intermediate level. They progress beyond the basic body positions in dance and move to complex combinations and choreography. Students study present-day world dance forms and specific influential choreographers. Students are expected to choreograph, stage and perform their own dance pieces for the student body.

**Pre-requisite:** Dance 1

### DANCE 3

Dance 3 students further their study of dance at an intermediate to advanced level. Students continue developing their dance technique and improvisational skills and explore their own voice in dance, both as a dancer and choreographer. Students create their own dance works, making every decision about choreography, music, costuming, and staging, and participate in works created by other students.

**Prerequisite:** Dance 2

### DANCE 4

The purpose of Dance 4 is to prepare the students to have the fundamental skills moving forward to be able to establish a career as a dancer, choreographer, dance teacher, or pursue any other dance-related endeavor. This class focuses on how to teach dance to others, how to choreograph for all dance levels, and spends a trimester on commercial dance. The dancers have the opportunity to teach, choreograph, and be an assistant choreographer for a dance film that they work on during this class.

**Prerequisite:** Dance 3

### HONORS DANCE ENSEMBLE

The Honors Dance Ensemble is for our most advanced and dedicated dancers. This course prepares advanced dance students for college-level dance programs and a career in the arts. The course emphasizes demonstration of advanced technical skills, artistic vision, and versatility through the exploration of different dance genres. Students are responsible for learning and performing choreographic works, maintaining a rigorous technical foundation, and creating original student compositions to be performed at one of our dance concerts. The end of the year culminates with the development and presentation of a fully produced concert performance of completed works for a live audience.

**Prerequisite:** Dance 2 or 3 and a successful audition arranged with the instructor.

# GENERAL ELECTIVES







## AP ART HISTORY

Why is the Mona Lisa smiling? What secrets are hidden under the Taj Mahal? How did a single photograph inspire Congress to establish the National Parks system? If you ever wanted to know the amazing stories behind iconic works of art, this course is for you! This college-level survey of global art is both fascinating and demanding. Students explore a wide range of visual expressions, from prehistory through the present day, as well as their origins in the context of political, social, scientific, and religious trends. Traditions from all parts of the world factor prominently into the course and provide crucial opportunities for the discovery of cross-cultural influences. Through reading and writing assignments, Harkness discussions, presentations, slideshows, and field trips, students develop keen powers of observation, visual analysis skills, and global cultural competency. This course is open **only** to juniors and seniors. Taking the AP exam at the conclusion of the course is required.

## AP PSYCHOLOGY

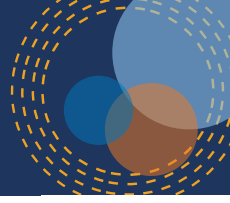
This course introduces students to the scientific study of the mental and behavioral characteristics of human beings and other animals. The major content areas covered in AP Psychology include the history and theoretical approaches in explaining behavior, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal behavior, treatment of abnormal behavior, and social psychology. Students engage in active learning, as class time is divided between lecture, activities and demonstrations, class discussion, in-class group work, video clips, team debates on controversial psychology issues, review sessions, and practice exams. The class features guest speakers, such as a psychologist in a private practice and a sports psychologist. In addition, the class visits a university psychology lab and community mental health facility.

## FINANCIAL LITERACY

This course aims to prepare students for financial competence as they anticipate college and independence. Students examine personal finance in great detail, including banking, budgeting, credit and credit card use as well as tax and retirement planning. We also compare leasing versus owning, renting versus buying, 'good' versus 'bad' debt. They check in regularly with WSJ, CNBC, and NYTimes Finance. Given that students are eager to learn about stock picking, they employ many different valuation models and philosophies, and discuss the merits and limitations of each. This course welcomes guest speakers, including Pacific Ridge alumni from a variety of industries. Texts vary from year to year, but are likely to include Bogle's *Common Sense Investing*, Stanley's *The Millionaire Next Door* and O'Neill's *How To Make Money in Stocks*. Students teams also compete against each other in a course-long stock portfolio simulation.

## JOURNALISM & MEDIA STUDIES 1

This class is for students to learn about journalism and media as both scholars and practitioners in today's globally networked, information-driven world. Students consider the impact of journalism and media on democracy, freedom and human rights, including the strategic and practical choices that journalists make as they find and tell stories in their community via today's media and technology. Students put their learning into action by working on the PRS student newspaper and hosting town hall public forums on important issues as they seek to practice "student community journalism for the public good." In doing so, they forge their identities and voices as writers and editors, learning about the writing techniques, research and interview skills, ethical guidelines, and communication strategies that are at the core of the journalistic profession. Readings include *The Medium is the Massage* by Marshall McLuhan, ongoing study of both legacy and social media from around the world, and practical instructional texts and videos on journalistic writing, multimedia technology and newspaper production. Photojournalism training is also a part of this course. This is a class where students learn by both thinking and doing.



## **JOURNALISM & MEDIA STUDIES 2**

This class is for students who wish to keep building their journalism and media skills, along with taking a leadership role on the PRS student newspaper and mentoring students in J&MS 1. Observing, analyzing and sharing news about PRS and the surrounding community, students in this class dig deep as investigative journalists to build longer feature stories and incorporate multimedia forms into their news reporting (for example podcasts and video clips). Apart from leading the school newspaper, students in this class also build partner relationships with journalism and media entities beyond PRS, whether at other schools or in the world of professional journalism, both in the USA and internationally. Students continue to practice “student community journalism for the public good” by hosting town hall forums on important issues at PRS and beyond. The media studies aspect of this course includes reading and reflection on notable books about journalism and the media, for example *Life on the Screen* by Sherry Turkle and *The Selling of the President* by Joe McGinniss. By the end of this course students are ready to participate in university-level programs and internships with professional news media organizations.

**Prerequisite:** Journalism & Media Studies 1

## **PROGRAMMING**

This class is an introduction to programming concepts and code development fundamentals. Students learn basic computer science principles through application, by writing and executing programs in Java, following the workflow of the following: designing, coding, debugging, and maintaining the source code of a computer program. They progress from linear script-like solutions to well-designed and developed object-oriented programs. By the end of the year, students should be able to understand and solve various computing challenges through their programming skills. Students learn to read and write code, and design solutions in a modular, efficient manner. To this end, they work both individually and in groups. Finally, the students work on a project of their own design, individually or in pairs, using their skills to develop something that is of interest to them.

# SHTEAM

SHTEAM courses combine the disciplines of Science, Humanities, Technology, Engineering, Arts and Mathematics to promote innovative thinking and problem-solving skills. These courses give students the opportunity to explore the convergence of these fields, often in a project-based, problem-solving format.

Individual trimester electives can be combined to create year-long experiences, building upon skills gained in each and ideas explored throughout. This allows students to deep dive into larger topics, as well as learn from a variety of teachers, bringing varied expertise and perspectives to the greater theme. Build a year based on a specific goal, or pick and choose unique courses that will offer you a wide spectrum of experiences. Take a look and see how you might CREATE YOUR OWN YEAR. All courses can be taken individually, and you can sign up for up to 3.

## SHTEAM TRIMESTER OFFERINGS

Animation	Is it Art? Design & Craft of Quilting	Nanotechnology	Surf & Sk8: Design/Build
Analog Film and Darkroom Methods	Forensics	Sociology of Food	Industrial Design
The Ghost in the Machine: Inside AI	Modern Markets	Marketing & Advertising 101	Entrepreneurship & Venture Capital
	Zombiology	Product Design	

**[VISIT THIS LINK](#) to view course descriptions.**



# PHYSICAL EDUCATION

## UPPER SCHOOL PHYSICAL EDUCATION

The Pacific Ridge Physical Education program intends to give students a basic understanding (rules, terminology, etiquette, etc.) of how to engage in a variety of lifetime activities. This class is not intended to develop superstar athletes; rather, the primary goal is to help students appreciate the physical and mental benefits of physical activity throughout their lifetime. Skills for each sport activity will be broken down, as students will learn them to be able to participate in game play. In addition to these activities, students will also participate in lifelong physical fitness activities such as cardiovascular conditioning, plyometrics, agility, and strength training.

## HEALTH

This class fosters students' physical, mental, and social well-being as it provides them with the knowledge and skills that can lead to lifelong positive attitudes and behaviors related to health. The following topics will be explored over the course of the trimester: personal and community health; nutrition and physical activity; injury prevention and safety; mental, emotional, and social health; identity; bullying and stereotypes; alcohol, tobacco, and other drugs; sexual health and human growth development.

