PACIFIC RIDGE SCHOOL

CURRICULUM GUIDE 2024 - 2025

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Graduation & Diploma Requirements

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 Academic Dean.

SUBJECT	GRADUATION REQUIREMENTS	SPECIFIC REQUIREMENTS
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. 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 collaborative work and student-led dialogue that stimulates critical thinking and learning.

Required Courses

ENGLISH 9

In English 9, students explore two essential questions: **What makes me, me?** and **What do I have to say to the community?** Students begin to address these questions by examining the characters from their summer reading books, while annotating and discussing the societal categories that permit and restrict them within their fictional worlds. While reading *Apple (Skin to the Core)* by Eric Gansworth, students explore the role of myth and mythmaking and consider the stories they create and tell about themselves, attempt to live up to, cannot achieve, or do not want to fulfill. These themes inspire students to explore stories about themselves that they will exhibit at the Myth Project Showcase. After the Myth Project, students delve into *Punching the Air* by Ibi Zoboi and Yusef Salaam, which explores the impact societal structures and systems can have upon an individual's freedom as well as a community's freedom. As students read this novel-in-verse, they also examine the role of art as a form of liberation through self-expression and write their own poetry, incorporating the conventions and stylistic choices analyzed from the text and discussed in class. This unit of study culminates in a portfolio of poetry. The school year ends with Orations, a project that asks students to explore the question: **What do I have to say to the community?** Through Orations, students write and deliver a persuasive speech on a topic of their choice. The project aims to sharpen research skills and argumentative skills while demonstrating the intricacies of storytelling to engage audience members, and it culminates with students reciting their oration to the school community.

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 annotation. Students develop their written skills for language and literary analysis through a range of writing styles, perspectives, and text types, while applying grammar lessons 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. Additionally, students continue to refine Harkness skills through preparing for and leading class discussions, fostering collaborative learning experiences and deeper engagement with texts. Through Harkness discussions of the texts and supplemental texts provided throughout the year, English 10 seeks to examine how history (particularly the lens through which it is recorded) shapes collective memory, informing our present identities, cultures, and the narratives constructed by society. Texts studied in previous English 10 courses include: *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 & Senior Electives

AMERICAN LITERATURE

This course aims to examine the grand narrative that comes to define "America:" its ethos and mythos–and the representations of who Americans are and aspire to be as evidenced by the output of literature that are products of their time and place, and which have invariably shaped attitudes, values, and beliefs today. Students explore different facets of the "American" story to answer the following questions: What stories have been told? Who is telling the story? Who is part of the story? How have these stories been told? Who has the right to the American story? How have these stories changed? What stories are being told today? What stories remain untold? Students study various genres and examine American Literature from representative regions of the nation in order to understand how writers have tried to challenge conventions and create disruptions that have given rise to a distinct American expression and tradition in literature.

HONORS AMERICAN LITERATURE

This course approaches American Literature from the 18th to the 20th century with the 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 AP US History or US History, and students 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. 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. Students encounter a variety of texts, written and visual, which enrich their study of language, rhetoric, and argument. This course is skill-based and designed for student success on the AP exam; however, students 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 include collections of non-fiction essays, memoirs, and John Green's *The Anthropocene Reviewed*. Previously studied titles include *David and Goliath*, *Cultish*, *Unspun, Evicted*, *The Best American Travel Writing*, and *A Small Place*.

AP ENGLISH LITERATURE & COMPOSITION

This course prepares students to excel in college-level English and humanities courses by reinforcing the content and skills they have learned in 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 Gárcia 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 AP English Literature and Composition exam. Students are occasionally asked to do creative work, such as writing complex poetry and composing play adaptations. This course is recommended for seniors only.

GENRE STUDIES

This course helps juniors and seniors establish their creative voices in writing through varied opportunities in four distinct genres: poetry, short story, drama, and screenplay. Although this class does not practice the writing skills necessary for formal academic papers, it does help students establish their 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. Although the course never assigns the genre of literary analysis, students still develop these skills through Harkness discussions over their reading. The class reads core texts such as *A Poetry Handbook* by Mary Oliver, *One World: A Global Anthology of Short Stories* by Chimamanda Ngozi Adichie and Jhumpa Lahiri, and *Fences* by August Wilson. These texts are selected in order to give students exposure to 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 with 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. This course is recommended for students who enjoy writing and are interested in producing original work.

RHETORIC & COMPOSITION

This course is designed for juniors and seniors who want to focus on the skills needed to write successfully. Students enrolled in this class practice close reading, textual interpretation, and analysis of various fiction and nonfiction texts. Students 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, a profile, personal narratives, and a year-long creative Writer's Portfolio Project. This course is recommended for students who need more deliberate training in academic writing or who want to focus on a wide variety of genres.

WOMEN IN LITERATURE

This 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.

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, short and long-form analytical writing, 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.” This course introduces students to the breadth and depth of human history across the planet. Topics are selected thematically and range from human origins, to the development of societies and empires and their collapse and restructure. This illustrates some of the most important developments that have led to the world we live in today. As learning is centered around inquiry, units are framed around open-ended questions, and students are expected to be active participants in the learning journey. Nightly homework assignments help students acquire the requisite reading and writing skills needed to understand challenging academic material, while an emphasis on Harkness discussions and critical discourse in the classroom assures the students of regular opportunities to develop reasoning and communication skills.

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 course merges the histories of different regions of the world into a coherent human story emphasizing the processes and concepts behind the modernization of the world. Students engage in group and individual projects, close readings of relevant primary and secondary sources, research, essay writing, and class presentations. By the end of the course, students are able to navigate the complexities of modern societies by identifying patterns, analyzing a variety of sources, and interrogating various perspectives, to ultimately have a clearer understanding of their complex world today.

Junior and Senior Electives

ASIAN AMERICAN AND PACIFIC ISLANDER STUDIES

This course highlights the extensive contributions to the American fabric made by Chinese, Hawaiian, Indian, Filipino, Japanese, Korean, Samoan, and Vietnamese peoples. AAPIS begins with first arrivals, exploring legal records of earliest economies, tracing historical conflicts, and concluding with history of the latest decades. Students will exercise their analysis skills by inspecting primary and secondary sources to delve into socioeconomic events. This process supports the class’ year-long inquiry as students investigate what it means to be an American within the context of these historical legacies. Reconstructing American history by observing cultural systems, patterns of migration, and economic relationships provides students with assorted and vital perspectives. In this course, students demonstrate their learning through individually and collaboratively written essays, research projects, class presentations, and class discussions. By the end of the year students apply their learnings to illuminate a topic through a research project of their choice.

CONTEMPORARY HUMAN GEOGRAPHY

This course prepares students to make sense of the world around them and to understand the interconnectedness of the physical world, including how and why humans interact with it. Geography provides the link between the physical and human world that helps to equip students with the skills, knowledge, and empathy to make informed decisions as future global citizens. During this course, students focus on the study of places, primarily focusing on the cause-and-effect relationships of the physical world and how humans interact with it. Students immerse themselves in the study of complex issues that face upcoming generations in our highly connected world. Themes and topics include climate change, global warming, food production, drought, desertification, land degradation, water resources, human well-being, aging populations, urban growth, ethnic conflicts, the reasons for migration and refugees, natural disasters, the spread of disease, and globalization. The study of such topics allows students to make sense of the connections between countries, cultures, cities, regions, and between regions within countries.

ECONOMICS

This course is divided into four sections: microeconomics, macroeconomics, international economics, and development. Microeconomics includes the fundamentals of supply and demand, the principles of how to run a business, and the role of government in correcting market failures. Macroeconomics deals with challenges faced by national economies, including unemployment, inflation, and income distribution, and how to use effective policies to address them. International economics considers how trade can help or hurt various groups in a country and how exchange rates are determined. Finally, development looks at the experience of less developed countries and examines strategies to improve the quality of life therein. The course culminates with a study of the modern stock market. Throughout the course, students read excerpts from influential economists such as Adam Smith, as well as current articles about modern economic phenomena from sources like the Harvard Business Review.

MIDDLE EAST HISTORY AND DIPLOMACY

This course explores one of the most fascinating regions in the world. Students in the course experience the culture of the Middle East and investigate the historical, political, economic, social, religious, and environmental factors that shape its modern reality. Key topics include: gender roles, climate change, human rights, refugees, the role of outside actors like the United States, the fight for regional hegemony between Saudi Arabia and Iran, and the Palestinian-Israeli conflict. This seminar-style class emphasizes inquiry, honest dialogue, verbal/written argumentation, and experiential learning. Along the way, students learn basic negotiation skills and put them to the test in a Model UN-style simulation.

THEORIES OF SOCIAL CHANGE

This course provides students with the knowledge and tools to help create a more just, equitable world. Many Americans only engage in direct service: serving meals to the homeless, collecting books for donation, or pulling weeds. While valuable contributions, these charitable actions solely address the symptoms of inequality. Theories of Social Change seeks to provide students with the theoretical framework and analytical tools necessary to dissect, investigate, and address inequality at its roots. Students first explore social action through historical and theoretical lenses, they then learn about the history of volunteerism, social movement theory, and a variety of case studies, such as the Civil Rights Movement and the fight for marriage equality. This theoretical foundation is followed by an introduction to numerous practical tools for creating social change, such as community organizing, philanthropy, nonviolent protest, and research. In addition, students have opportunities to interact with and learn from social justice advocates and activists from the San Diego community throughout the course.

US HISTORY

This course 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 examines 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 are 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

This course is a detailed and comprehensive survey from pre-Colombian times through the present day, designed to inform and stimulate students regarding the history and issues most important to our democratic republic, while also imparting college-level exam skills to prepare students for the AP US History Exam. 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 and the multiple perspectives from which has been experienced and can be viewed. 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. 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.

Courses not offered in Academic Year 2024-2025

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.

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.

US GOVERNMENT AND POLITICS

In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. This course explores the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, individual rights, and compare the U.S. system of government with other political systems. Students participate in Harkness discussions around primary and secondary sources, create their own political campaign, analyze recent jurisprudence, their learning culminates in a community capstone project. Students in this course engage directly with the government by volunteering at Voice of San Diego's Politifest event, lobbying our local legislators, and collaborating with an international high school to create a binational civics analysis.

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 ultimately helps students define their own position and make reasoned choices.

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, this course helps students form a solid algebraic foundation while introducing several geometry concepts. Students 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 linear functions and models. The study of linear functions is 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. 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 supports 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 a new student.

HONORS ALGEBRA / GEOMETRY 1

This is the first course in the honors math sequence. Using a problem-centered approach to learning, this course includes all topics included in Algebra/Geometry 1 in addition to the study of absolute value functions and radicals. Students in this course 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. Students begin to create a strong, well-developed algebraic and geometric foundation for their future math courses. They 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. Students collaboratively investigate 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 the 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 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 the three-course Algebra/Geometry 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, and trigonometric functions. 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, 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. Students collaboratively investigate key concepts and develop mastery of skills through practice both in class and independently at home, with an emphasis on analytical and mechanical skills.

HONORS ALGEBRA / GEOMETRY 3 WITH TRIGONOMETRY

The third course in the honors math sequence, this course incorporates a problem-centered approach to learning and extending the content covered in Algebra/Geometry 3 with Trigonometry. It is further distinguished by the inclusion of a deeper exploration of exponential and logarithmic functions, the derivation of the Law of Sines and Cosines, the proof and use of trigonometric identities and reciprocal trigonometric functions, and the exploration of 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. Above all, 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

Building off of Algebra/Geometry 3 with Trigonometry, 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. Students engage in an in-depth study of functions, identifying features such as symmetry, asymptotes, end behavior, and continuity. This learning is applied and deepened through exploring analytical trigonometry, reciprocal trigonometric functions, exponential and logarithmic functions, and rational functions. Other topics include sequences and series, the natural constant e together with natural logarithms, an introduction to limits, and data analysis. 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. The pace of this course 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 precalculus 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 AP Calculus the following year.

HONORS STATISTICS

This course provides 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. They 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. They use a TI graphing calculator 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. Students in this course should also expect to engage in meaningful conversations about the data that they are studying and how it applies and connects to the world around them.

ESSENTIALS OF CALCULUS

This 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 AP Calculus courses offered at Pacific Ridge.

AP CALCULUS AB

Throughout this 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 exam, students regularly see and solve past AP exam 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

This course 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 dive deep into the calculus of parametric functions and polar curves. The curriculum ends with the study of infinite series, including the geometric, harmonic, and Taylor/MacLaurin 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 exam, students regularly see and solve past AP exam questions. Finally, students discover the connections between calculus and the world around them when they study its influences in physics, engineering, economics, and biology.

MULTIVARIABLE CALCULUS

This seminar-style, year-long college-level course, combines a semester of Multivariable Calculus with aspects of Linear Algebra. It extends the single-variable material from AP Calculus to the three-dimensional world of multivariable calculus. A central theme of calculus is the use of linear concepts to learn about general functions. The content of this course will extend lines and planes to the higher dimensional spaces needed for Multivariable Calculus. The course engages in activities that encourage inquiry and development of concepts, as well as pursuing projects that exploit the natural connections between calculus and many parts of the real world, e.g. physics, engineering, economics, business, etc.

Courses not offered in Academic Year 2024-2025

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.

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, curiosity is fostered and students grow in their ability to clearly communicate ideas and make informed decisions that consider the impact of science and technology on society. Learning experiences in science are grounded in the belief that an integrated approach to science allows students to analyze and design solutions for complex, real-world problems. In grades six 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. The goal of implementing an 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, Anatomy and Physiology, Biotechnology, and Engineering Design. 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, and question. The design of this course employs physical, chemical, engineering, and computer science to challenge students to ask big questions such as “How and why do we see the colors that we see?" and, subsequently, "How does our understanding of light allow us to understand our place in the universe and the nature of matter?" Throughout the course, exploration of phenomena and complex systems such as the big bang, electricity, and climate change are emphasized. Through the use of experimental design, data collection, analysis, and modeling (both physical and computational), students are challenged to see the interconnectedness and interdependence between scientific fields.

SCIENCE 10

Building upon the foundation created in Science 9, this course continues to use an interdisciplinary scientific lens to explore the 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 the natural environment. Modeling, designing experiments, data collection, and scientific reasoning remain a focus in the course. Students tackle big questions such as “what are the forces that have driven and shaped the diversity of life”, “what is the impact of humans on the environment?” and “how can we remedy the adverse effects of industrialization?”

Junior and Senior Electives

ANATOMY AND PHYSIOLOGY

This course 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.

AP BIOLOGY

In this course, students develop a conceptual framework for modern biology that prepares them for the AP exam. 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, or ‘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 curriculum throughout the year. Students in AP Biology primarily spend class time on lab work, lecture and reading discussions, activities, and problem solving.

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 many 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. 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.

AP CHEMISTRY

This is a rigorous course that prepares students for the AP Chemistry exam 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 exam. Students also complete lab exercises and report their results in lab reports. The class has an integrated approach, with students identifying and analyzing concepts that have broader applications in the world.

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 who are considering engineering as a career, who are 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.

HONORS ENVIRONMENTAL SCIENCE

Everything we do, from drinking a cup of coffee to driving our cars, has an environmental impact. This course takes an in-depth look at how people have rights and responsibilities with regard to the world's resources and 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 realities associated with environmental problems while working towards analysis of potential solutions through the three pillars of sustainability: environment, economy and society. Throughout this course, students investigate environmental topics and issues unique and important to California.

AP ENVIRONMENTAL SCIENCE

This course 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. Hands-on investigations including soil and water quality testing as well as a visit to a local 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.

MARINE BIOLOGY

This is an introductory course in marine biology and marine ecology that integrates and applies concepts from biology, chemistry, and ecology to cultivate an understanding of how 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 PHYSICS

This course 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 recommended for students who are considering majoring in math, science, or engineering in college, or for any student who wishes to gain 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 and mathematical analysis to enhance further understanding. Classes are taught in a collaborative environment, with students working together on labs, problems, and discussions. Students design and carry out labs to enhance and demonstrate their understanding of the subject. Honors Physics may be taken as a standalone introductory physics course or as part one of a two-year physics sequence with AP Physics C.

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 is a comprehensive survey of Mechanics and prepares students to successfully take the AP exam 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, and oscillations and gravitation. The student laboratory experience in AP Physics is designed to help students explore each topic with a hands-on experience relevant to the phenomena and concepts being studied. Some labs involve following a detailed procedure, collecting, and then analyzing data while others are more open-ended to allow students the opportunity to design their own experiments. Students must have completed a year of Calculus or be concurrently enrolled in AP Calculus BC to be enrolled in this course. 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. This course may be taken as a stand-alone course or as the second year of physics after Honors Physics.

WORLD LANGUAGES

The World Languages Department at Pacific Ridge strives to connect students to their local and global communities through the gift of language. The curriculum in all Spanish, French, and Chinese courses 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. At the 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.

CHINESE 1
This class builds 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 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 gives students an opportunity to further develop their four language skills: listening, speaking, reading, and writing. This course also provides 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. Emphasis is placed on interdisciplinary learning through integrating language and culture with real-life task-based activities and projects. Chinese is the primary language used in the classroom, and students have a platform to totally immerse themselves in the richness of Chinese language and culture. In the classroom, the students communicate in Chinese through trial and error to gain confidence to use Chinese in real-life situations. 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 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 native speakers are used to supplement learning and proficiency.

FRENCH 1

French 1 introduces students to the French language and francophone cultures around the world. This course provides the foundation 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 materials. Students are also 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

French 1B is a course 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. 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 which expose students to various facets of French history, culture and current events. As with all levels of French, 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, and short stories.

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 this immersive course, students engage in cross-cultural comparisons between the Francophone world 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 prepares 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 that prepares students for the AP exam. 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.

SPANISH 1
This course is the first of a three-year sequence of college preparatory Spanish and 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 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 and progress from writing isolated sentences to composing short paragraphs about specific themes. Additionally, they 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 increase proficiency with core concepts and skills.

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

This course 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. AP Spanish places emphasis on developing high-level spoken and written communicative proficiency. There is a rigorous environment of constant discussion, analysis, and debate as well as extensive training in the organization and writing of persuasive essays and letters of inquiry. 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. Multiple films and audios are used throughout the course to practice listening skills, improve cultural knowledge, and create conversation. 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 is an advanced conversation course designed for students to improve communicative abilities and increase proficiency and fluidity in speaking, listening, reading, and writing skills. The course is taught within the context of international studies 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 the 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; however, the minimum prerequisite course is Spanish 4.

ARTS

PERFORMING ARTS: Pacific Ridge offers a comprehensive and vibrant range of performing arts studies, including vocal and instrumental music, dance, and theater courses, as well as several co-curricular productions. Within the performing arts program, 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. 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, graphic design, mixed media, filmmaking, and photography. Using the elements and principles of art, students learn foundational concepts and creative strategies to develop personally expressive artworks. Teachers guide and inspire students through individual instruction and group critiques based upon the round-table Harkness approach. The visual art curricula are designed to meet each student's desire to pursue various levels and forms of creativity. Students make connections across the academic program and think critically about how art influences and reflects traditions and innovations around the world. This student-centered approach to art-making allows young artists 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

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

DIGITAL FILMMAKING 2

This course builds on the skills and concepts from 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 including 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, growing 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. Every day we see hundreds or 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 Adobe software, and confidently present and discuss their visual choices during in-class critiques.

ADVANCED DIGITAL PHOTOGRAPHY

This course expands on the fundamentals taught in Introduction to Digital Photography. 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 course 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 of the photography sequence, students craft self-directed projects to develop their personal vision, creative confidence, and technical fluency in digital media. This course builds on Advanced Digital Photography and prepares students for the challenges of college-level work in AP 2D Design: 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. 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, a portfolio interview, and 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 Adobe software programs.

GRAPHIC DESIGN 2
This course is for advanced 10th - 12th grade students who want to take on the next level of graphic design tools. 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 stimulating to them. Students focus on skill-enhancing design issues, individually designed projects, and work that serves the outside community. The class assignments vary widely and 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, relying on students' outside interests and experiences to guide content for pieces. There are a diverse range of products in many mediums, allowing for more opportunities for real world experience and creative problem solving, and there is a concentration on digital illustration and professional quality work.
Prerequisite: Graphic Design 2

AP 2D ART AND DESIGN: GRAPHIC DESIGN
In this 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 interests. Students produce a minimum of 20 works that satisfy the requirements of the Sustained Investigation and Selected Works sections of the portfolio. The final body of work submitted for the AP portfolio can include art created prior to and outside of the AP 2D course. Group critiques benefit the whole class by allowing students to view work by their peers and consider 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
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 PRS yearbook, The Founder, which is the final product. Students develop a strong aesthetic for clean, coherent, unified design and the ability to manage the organization and deadlines of the project effectively and efficiently.
Note: This course may only be taken one time for arts credit. Yearbook students must fulfill their second year of the graduation requirement by taking a different arts course.

VISUAL ARTS

INTRODUCTION TO VISUAL ARTS

This introductory course helps students develop their artistic sensibilities, offering creative freedom through the study of 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 drawings and paintings, 3D forms using clay and glazes, 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. Introduction to Visual Arts is a prerequisite for 2D Art, 3D Art, and Ceramics.

2D DESIGN

Students focus primarily on the use of two dimensional materials, such as pencil, charcoal, pastels, colored pencils, watercolor and acrylic paint, collage, and printmaking. Students sketch, design, and execute 2D compositions. Formal assessments include written and group critique. A wide range of styles and techniques are addressed in regards to the development of the different media and each student's artistic expression. Prerequisite: Introduction to Visual Arts

3D DESIGN

This course is geared toward students interested in developing their three-dimensional artistic sensibilities. Students work on sketches and sculptural models, design and execute 3D compositions, and participate in written and group critiques as part of their formal assessments. By touching on many time periods and cultures, students come to understand different movements in art and the artists that influenced the changes we see in art today. Students are challenged to use familiar materials in new ways as well as learn more about ceramics and mixed media sculpture. Prerequisite: Introduction to Visual Arts

HONORS VISUAL ARTS

This course 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

In this course, students identify questions that lead to creative problem solving, materials investigation, and interpreting processes and ideas. Each student produces a portfolio of 20 works that satisfy the requirements of the Sustained Investigation and Selected Works sections of the AP Drawing portfolio and exam. The Sustained Investigation section includes 15 digital images that document the final product, the investigation of process and materials, and how the works relate to the student's questions of inquiry. Five high-quality individual works comprise the Selected Works section. The final portfolio can include art created prior to and outside of the AP Drawing course. Students participate in group critiques and give constructive feedback to peers on a weekly basis. Students should be prepared to devote a *significant* amount of time outside of class each week to work on their portfolios and assignments. Prerequisite: Successful completion of Honors Visual Arts, and a portfolio review, in-person interview, and approval from Studio Art instructors.

MUSIC

JAZZ ROCK ENSEMBLE / HONORS JAZZ ROCK ENSEMBLE

Jazz Rock Ensemble is open to students with intermediate experience on any instrument. Students perform various styles of music, such as jazz, rock, soul, 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. Class performances are scheduled throughout the year where students focus on active listening and response. Students learn about the artists associated with each piece of music performed and study the cultural, social, and historical significance of musical works. Honors students complete additional music theory assignments and produce approved projects such as solo transcriptions and original compositions. Students perform in all school sponsored arts performances, and take on a leadership role in class.
Prerequisite for Honors: One year in Jazz Rock Ensemble and a successful audition.

CLASSICAL MUSIC ENSEMBLE / HONORS CLASSICAL MUSIC ENSEMBLE

This performing ensemble focuses primarily on "classical" music, and may also incorporate other musical styles. Students must demonstrate advanced proficiency on their instrument. This ensemble performs in school concerts, the annual arts showcase. Students explore the historical and cultural background of classical music. Honors students must audition and demonstrate advanced proficiency on their instrument. They engage in advanced study in music theory and additional integrated projects between music and other disciplines.
Prerequisite for Honors: One year in Classical Music Ensemble or a successful audition

VOCAL ENSEMBLE / HONORS VOCAL ENSEMBLE

In this class, students learn the technical aspects of singing well: maintaining breath support, creating a 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. Honors students engage in advanced study in music theory and participate in integrated projects between music and other disciplines.

THEATER

INTRODUCTION TO THEATER ARTS

This 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.

ADVANCED THEATER ARTS

This course is designed as an advanced introduction to actor training. Students explore realistic acting using the tools and methods first described by the Russian theater artist, Konstantin Stanislavski, at the turn of the 20th-century. Throughout the year, students rehearse and perform a variety of scenes and monologues, while learning practical skills, such as how to analyze and score a script. The first trimester focuses on dramatic acting, encouraging students to develop and explore an emotional connection to the text and characters while expressing their unique perspective authentically and without censorship. During the second trimester, students apply their new understanding of tactics, objectives, and emotional connection to comedic scenes, where the stakes and challenges are even higher. The third trimester resembles a collegiate level "special topics" seminar and is reserved for exploring the skills and techniques as requested by the students. By the end of the school year, students have a firm understanding of the principles of acting and the Stanislavski Technique and are ready to move into ever more challenging roles onstage. Prerequisite: Successful completion of Introduction to Theater Arts

HONORS THEATER ENSEMBLE
Building upon the fundamental knowledge and training students received during Advanced Theater Arts, students continue to broaden their skills and experience as actors. Lessons and projects in this course remain flexible and are hand-tailored to suit the needs of the students. They may focus on areas such as: vocal technique, physical theater, devised theater, playwriting and story structure, directing and script analysis, period styles of acting, absurdist and post-modern theater, and Shakespeare and classical theater. Working in close collaboration with the instructor, students propose and pursue areas of study of interest to them. Students enrolled in this course are expected to adhere to high standards of discipline and artistic excellence throughout the class. Prerequisite: Successful completion of Advanced Theater Arts and instructor's approval

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. 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. No prior dance experience is required.

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 choreograph, stage, and perform their own dance pieces for the student body. Prerequisite: Dance 1

DANCE 3
Dance 3 students further their study of dance at an 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 they participate in works created by other students. Prerequisite: Dance 2

DANCE 4
Dance 4 students develop the fundamental skills 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. Dancers have the opportunity to teach, choreograph, and be an assistant choreographer for a dance film that they create during this course. Prerequisite: Dance 3

HONORS DANCE ENSEMBLE
This course is for the most advanced and dedicated dancers and prepares students for college-level dance programs and a potential 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.

Courses not offered in Academic Year 2024-2025

CERAMICS
This course gives students who have mastered basic handbuilding skills and techniques an opportunity to further explore the three-dimensional form. Ceramics is a hands-on experience; students work primarily with clay but also explore wood, wire, and metal objects for more experimental artwork. Students create functional pieces (mugs, bowls, vases, etc.) and sculptural works of art. Students learn how to center and throw on the wheel to produce cylinders, mugs, or vases. This course requires students to work with the instructor to set goals in terms of research and art production. In addition, students develop greater strength and ability to articulate and investigate the significance of their own work and the work of other artists. Art history is discussed in terms of how the work can be placed in the context of contemporary art and understood in relation to works of the past and different cultures. Students who take Ceramics can enroll in Honors Visual Arts the following year. Prerequisite: Introduction to Visual Arts

GENERAL ELECTIVES

AP ART HISTORY

What secrets are hidden under the Taj Mahal? Which painting created a scandal at the 1865 Paris Salon? Why did the Ancient Puebloans abandon their cliff dwellings in Colorado? 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, critical analysis skills, and global cultural competency. This course is open only to juniors and seniors who have completed Ancient World History and Modern World History courses. 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. Major content areas include: the historical and theoretical approaches to explaining thought and behavior, research methods, the biological basis 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, demonstrations, class discussion and debate, in-class group work, review sessions, and practice exams.

FINANCIAL LITERACY

This course orients students to the basics of personal finances through a primarily project-based curriculum. With an intentional focus on the immediate needs of students about to venture into the quasi-adult world of college, considerable time and attention are spent on practical topics, such as opening and managing bank accounts, managing expenses and credit on a very limited budget, and creating professional materials needed for successful job hunts. There is a focus on creating income streams beyond traditional employment, as the second half of the academic year opens with an in-depth unit dedicated to investing in both stock markets and real estate, followed by another deep dive into the process of starting a business. Both units employ a number of simulations and real-world applications of financial principles, knowledge and strategies studied in class. The year concludes with an independent project in which students select a topic connected to financial literacy, engage in an in-depth exploration, and report back to their classmates in a creative infographic-style poster. This last project demands that students synthesize a holistic understanding of the course materials.

JOURNALISM & MEDIA STUDIES 1

In this course, students 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 demonstrate their learning through contributing to the PRS student newspaper and hosting town hall public forums on important issues; they seek to practice "student community journalism for the public good." In doing so, students 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. Students publish their stories in the PRS online student newspaper, *The Egg*. (https://prsegg.com)

JOURNALISM & MEDIA STUDIES 2

In this course, students continue building their journalism and media skills, along with taking a leadership role on the PRS student newspaper, *The Egg*. (https://prsegg.com) Students also mentor their peers in Journalism & Media Studies 1. Observing, analyzing, and sharing news about PRS and the surrounding community, students act as investigative journalists to create longer feature stories and incorporate multimedia forms into their news reporting, such as podcasts and video clips. Students also build partner relationships with journalism and media entities beyond PRS, whether at other schools or in the world of professional journalism, both domestically 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 reflecting on notable books about journalism and the media, such as *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. Students must complete Journalism & Media Studies 1 prior to enrolling in this course.

PROGRAMMING 1

This course 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. Students 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.

PROGRAMMING 2

This course is intended to further students' understanding of the general concepts and thinking practices of computing, computer science, and information science. Students are challenged to think of a real-world problem to solve and the goal will be to develop a solution. Instead of a series of small programs, students work on a larger scale through an iterative project management process to design, build, and modify their code to suit the needs of an authentic audience. Students explore and utilize a variety of applications, languages, programming interfaces, frameworks, and external libraries to build and create.

Courses not offered in Academic Year 2024-2025

FILM STUDIES

Throughout the course students learn how to develop an appreciation of film based on a study of cinematic traditions contained within narrative, documentary, and experimental forms, and acquire a critical, technical, and aesthetic vocabulary relating to particular cinematic practices and structures. Overarching goals of this course are to explore filmmaking traditions and styles from a number of diverse cultures, as well as to foster a critical awareness of how the language of film employs image and sound to produce meaning and elicit spectator response. The course is designed to broaden perspectives, strengthen analytical vocabulary, and enhance the student's critical thinking capacity. Students examine how meaning in film is conditioned by the uses of camera, editing, lighting, sound, and acting. They explore the impact of technological developments on film production and evaluate the importance of genre and the legacy of individual "auteurs." This course pays particular attention to the cultural, political, and economic factors of various national or transnational cinemas, including their systems of production, distribution, and exhibition. Units vary from year to year, but often include groupings from German Expressionism, Soviet Montage, Italian Neo-Realism, French New Wave, Documentary Tradition, Independent American Cinema, Iranian Cinema, Bollywood, Chinese Cinema-Hong Kong New Wave, Palestinian and Israeli Cinema.

SHTEAM

SHTEAM courses combine the disciplines of Science, Humanities, Technology, Engineering, Arts, and Mathematics to promote innovative thinking and problem-solving skills. Students have 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 a unique year-long experience, building upon the skills gained and ideas explored throughout. Students dive deep into larger topics, as well as learn from a variety of teachers, bringing varied expertise and perspectives to the greater theme. Students are invited to build their year based on a specific goal or pick and choose unique courses that will offer a wide spectrum of experiences. Take a look and see how students might ***create their own year!*** All courses can be taken individually, or students can sign up for up to three.

SHTEAM Trimester Offerings

Animation	Artificial Intelligence: Application & Implication	Entrepreneurship & Venture Capital	Forensics
Industrial Design	Modern Markets	Marketing & Advertising 101	Nanotechnology
Product Design	Science & Society: Action for Impact	Surf & Sk8: Design/Build	Zombiology

Visit this link (https://tinyurl.com/STEAM24-25) 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. The primary goal of this course is to help students appreciate the physical and mental benefits of physical activity throughout their lifetime. Skills for each sport activity are broken down so that students are able to participate in game play. In addition to these activities, students participate in lifelong physical fitness activities, such as cardiovascular conditioning, plyometrics, agility, and strength training.

HEALTH

This course is designed to promote students' overall well-being by cultivating physical, mental, and social health. Through a comprehensive exploration of various topics, students gain the knowledge and skills necessary to adopt lifelong positive attitudes and behaviors related to health. Throughout the trimester, students delve into essential areas including mental, emotional, and social health; substance use and abuse; human growth and development; nutrition and physical activity; as well as sexual health and wellness. By engaging with these topics, students not only enhance their understanding of personal health, but also develop practical strategies for maintaining a balanced and healthy lifestyle. This course aims to empower students to make informed decisions and prioritize their well-being in all aspects of their lives.