Course Catalog

Palo Alto High School

2025-2026


PALO ALTO
Vikings
SENIOR HIGH SCHOOL

TABLE OF CONTENTS

A MESSAGE FROM THE PRINCIPAL

Dear Paly Student,

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

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

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

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

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

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

Brent Kline
Principal

DISTRICT PRIORITIES & SLOS

PAUSD DISTRICT PRIORITIES

The school district created *The PAUSD Promise* in 2019-20 and has updated it too include these five priority areas:

- Serve and Celebrate Others
- Mental Health and Wellness
- Early Literacy
- Equity and Excellence
- Innovation

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

SCHOOLWIDE LEARNER OUTCOMES (SLOs)

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

SLOs to be Measured by Report Card Grades

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

SLOs to be Measured by the Rubrics

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

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

MISSION, VISION, AND SCHOOL IMPROVEMENT GOALS

PALO ALTO

HIGH SCHOOL

SKO VIKES!

MISSION STATEMENT

Our mission is to empower all students by addressing their academic, social, and emotional needs enabling them to cultivate their passions, values, and interests. We aim to foster collaboration and equip all students with the necessary tools to create positive change in the world.

VISION STATEMENT

Our vision is to create an equitable learning environment at Paly, offering innovative opportunities that cultivate a community of learners. We prioritize thoughtful expression, social responsibility, academic excellence, and personal growth, holding the needs of all students at the center of our work.

SCHOOL IMPROVEMENT GOALS

Visit the Paly.net WASC page for the latest Paly school goals and progress reports.

PALY CORE VALUES

At Paly, everyone values and

benefits from our collective effort

to grow and to develop our human

potential.

Guiding this effort is our belief in the following:

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

PALY CORE PURPOSE

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

COURSE SELECTION OVERVIEW

INTRODUCTION

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

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

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

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

Student Responsibilities in the Course Selection Process

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

Important Notes Regarding the Course Selection Process

- The universal schedule will be built based on students' course selections. You will not be allowed to change to any courses you did not select in the course selection process unless there is availability after all student schedules are made.
- Courses with low enrollment, or elective courses, may not be offered in a given year. Additionally, some courses in the course catalog may not run if we cannot find qualified staff to teach the course. This is one of many reasons why selecting alternate courses is critical.
- Students are not allowed to take two classes in the same discipline (e.g., two world language, two math, or two science classes at the same time) until they have satisfied (or are concurrently satisfying) their Palo Alto Unified School District graduation requirements in other departments (including CTE and VAPA). 9th and 10th grade students may not take more than one math or science class and 11th and 12th grade students may not take more than two math or science classes.

School Responsibility in the Course Selection Process

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

Off-Campus Courses (non-PAUSD)

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

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

All courses taken off-campus require the prior approval from the following school staff in order to appear on a PAUSD transcript: the student's counselor, Assistant Principal of Student Services, and Department Instructional Leaders in some circumstances. Credit will be granted only for approved courses taken in an accredited school that provides an official transcript that includes the course grade and number of credits earned. For any course taken off-campus, it is the responsibility of the student to ensure that the course is taken through an accredited institution and will be accepted by colleges – even if approval is given by the Assistant Principal of Student Services. For any course taken off-campus, it is also the responsibility of the student to provide an official transcript with the final grade and credit for the course earned to the Registrar in the Guidance Department. For further information, please see Administrative Regulation (AR) 6146.11

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

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

SCHEDULE CHANGES

Adding a Course

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

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

Changing Course Levels/Lane Changes

Please refer to the chart below for laning up and laning down deadlines:

LANING-UP/LANING DOWN	GRADE TRANSFER
So that a student does not fall further behind in the course, all up-laning and down-laning must occur 6 weeks into the school year (by 9/19/2025). Students may also only up-lane or down-lane one time per semester. For second semester, students must down lane within the first two weeks and there is no up-laning in the second semester.	Students will take the grade to the new course.

Dropping a Course

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

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

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

Process for Schedule Changes

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

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

GRADING

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

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

All credits earned in grades 9-12 count toward graduation. All courses are counted in computing grade point average with exception of courses earning: P = Pass, NM = No Mark. School service and Teaching Assistant courses are graded on a P or NC basis.

Grade points are determined by using the following scale of equivalents: A = 4 B = 3 C = 2 D = 1 F = 0. All AP and honors classes will receive an extra grade point for a C or higher in grades 10 - 12. GPAs are calculated on a weighted 5-point system for Honors (H), Advanced Placement (AP), and Dual Enrollment (D) courses in grades 10-12. All other courses factor into the GPA on a 4-point scale. A student's weighted GPA appears on his/her high school transcript and related college-application School Reports. We do not weight grades from coursework in 9th grade. Families can preview their student's transcript in Infinite Campus; access it under the Documents tab. A student has one quarter to challenge a grade received in a course.

Off-campus courses, with prior approval, are added to the Paly transcript. Off-campus AP courses are only for credit and do not earn an additional grade point in the weighted GPA. Community college courses earn double credits.

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

- The grade of record may carry a plus (+) or minus (-) attached to the letter grade of A, B, C, or D. The pluses and minuses will appear on both the report cards and transcripts.
- The Grade Point Average does not include the pluses or minuses in the calculation.
- The following classes do not provide +/- in their grading rubrics:
    - CTE: AP Computer Science A, AP Computer Science Principles, Principles of Bio Medical Science, Functional & Object-Orientated Programming, Principles of Engineering, Work Experience, Audio Music Production, and Audio Music Production - Advanced
    - Science: Biology,, AP Bio, Chemistry H & AP Chem
    - World Language: all classes

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

- **Grade of "I"**: A grade of "I" (INCOMPLETE) may be given in special circumstances (e.g., illness) when a student has been unable to complete required course work. The student and teacher must complete a written incomplete contract. If the contract has not been fulfilled and the "I" has not been changed to a different grade by the end of the next grading period in which the student received an incomplete, the "I" will be converted to a grade specified in the contract. If not specified in the contract, the "I" will be converted to a "F" by the Registrar. A grade of "I" may not be given as a final grade at the close of the school year.
- **Grade of "P"**: A grade of "P" (PASS-CREDIT) may be given at the discretion of the teacher. If a mark of "P" is used, the grade book becomes the official record which an assigned grade of A, B, C, D, or F must be recorded. A grade of "P" is not used for calculation of the GPA.
- **Grade of "NM"**: A grade of "NM" (NO MARK- NO CREDIT) may be given at the discretion of the teacher when the teacher has insufficient course work completed to determine a grade.

Eligibility for a Grade

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

Maximum Graduation Credits Earnable

A student may earn a maximum of 80 units of credit (or 8 classes) toward graduation in any given school year. A school year includes all courses taken in summer, fall and spring of a given year, both on and off-campus (please see above guidance for courses taken off-campus).

Repeated Course

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

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

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

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

1. Fill in the number of semester courses you have taken, next to the grade you earned.
2. Multiply the number of courses by the grade points per grade to get the total grade points.
3. Fill in the number of **UC/CSU-approved** honors and AP courses (maximum as above) in which you received a C or better.
4. GPA equals the total number of grade points (Column 4) including the points in the honors line, divided by total number of semester courses (Column 2), ***not including*** the points in the honors line. Your GPA = _____

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

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

HONORS/ADVANCED PLACEMENT/DUAL ENROLLMENT AGREEMENT

In order to address student stressful academic loads originating with academic scheduling choices, we ask students and parents/guardians to read through this agreement and have a conversation at home during course selection. Palo Alto High School supports any student who wishes to accept the challenge of Honors, Advanced Placement (AP), and Dual Enrollment (DE) classes. With that challenge come certain expectations regarding the maturity and capabilities of the enrolled students. Please remember that **Advanced Placement and Dual Enrollment courses are college level courses.** Students should be motivated to take an Honors, AP, or Dual Enrollment class by an appreciation for and deep interest in the subject. Students who are overextended with academics and/or extracurricular activities should seriously consider if they have time to devote to an H/AP/DE class and the number of H/AP/DE classes they can successfully complete. Note the majority of AP classes are reserved for 11th and 12th graders. Honors, AP, and Dual Enrollment classes are not weighted for 9th grade students. **Palo Alto High School suggests a maximum of two AP classes per semester.Students are expected to:**

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

Students who enroll in an H/AP/DE course and their parent/guardian must <u>initial next</u> to each statement below and sign the written agreement at the bottom:

1. _____ I recognize that I have to demonstrate independence and responsibility. H/AP/DE courses typically require more homework compared to non-H/AP/DE college prep courses (approximately 1-2 hours of homework per class meeting or 2-5 hours a week per course).

2. _____ I commit to remain enrolled in the H/AP/DE courses I have chosen for the entire course. If special circumstances arise and I must drop an H/AP/DE course, I understand there may not be space available in a college prep class. I understand I may have to delay taking a required class because of my drop. I also understand that my grade may carry-over to the new course to which I transfer.

3. _____ I understand that Palo Alto High School does not recommend students take more than two AP classes per year.

4. _____ I understand there may be a prerequisite for an H/AP/DE course as outlined in the Paly course catalog. By enrolling in an H/AP/DE course, I certify that I meet these prerequisites.

5. _____ I am aware that Foothill College has separate registration and drop deadlines/requirements that must be met and it is my responsibility to meet these deadlines. Students will automatically be dropped from the DE class if these deadlines are not met.

6. _____ I agree to uphold Palo Alto High School's Academic Integrity Policy in the Student Handbook (available on www.paly.net).

7. _____ I will speak with my Parent/Guardian, Teacher, Teacher Advisor, and School Counselor if I start feeling overwhelmed with my academic workload.

8. _____ I realize that by enrolling in an Advanced Placement course, it is recommended that I take the corresponding Advanced Placement Examination in May. Funding support for this examination may be available for students with demonstrated financial need.

Student Signature & Date

Parent Signature & Date

Time Management Activity

Name_____ TA _____

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

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

Student Signature Date Parent Signature Date TA Signature Date

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

GRADUATION REQUIREMENTS

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

SUBJECT REQUIREMENTS

Subject	**PAUSD** Grade of D- or better	**UC/CSU** Grade of C- or better
Social Studies (a)	40 Ethnic Studies/World History (10) Cont.Wld/US Gov't (10) US History (10) Econ/Soc St Elective (10)	20 World History US History/US Gov't
English (b)	40	40
Mathematics (c)	30 Through Algebra 2 (must include Geometry)*	30 Through Algebra 2 (must include Geometry) *Recommended = 40*
Laboratory Science (d)	20 (Biological Lab Science & Physical Lab Science)	20 (Biological Lab Science & Physical Lab Science) *Recommended = 30*
World Language (e)	20 Same language through level 2	20 Same language through level 2 *Recommended = 30*
Visual & Performing Arts (f) (VAPA)	10	10 (Same field for all 10 credits)
Electives (g)	25	10 (must be a college prep class)
Physical Education	20	0
Career Tech Ed	10	0 (some of Paly's CTE courses are CSU/UC approved)
Living Skills	5	0
Total	**220**	11 of the 15 required A-G courses must be completed by the end of 11th grade summer for UC eligibility

In order to earn Paly credit for a course taken off-campus, prior approval by the Assistant Principal of Student Services is necessary. See the Off-Campus Courses section of the Course Catalog (page 6) for additional information. For specific, detailed program and curriculum information see the Course Catalog on the Paly Web site – www.paly.net. For more information on UC/CSU Admissions Requirements, please go to the appendix at the end of this course catalog. For NCAA information, please go to: http://www.ncaa.org/student-athletes/future

2024-2025 COURSE OFFERINGS

ADVANCED OFFERINGS AT A GLANCE

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

HONORS COURSES		AP COURSES
2D Art H III Advanced Photo H Advanced Video H Advanced Vocal H Algebra 2/Trigonometry H Analysis H Chemistry H Child Development H Chinese Civ/Cul H Early Child Development 1H Early Child Development 2H French 3H French Civ/Cul H Funct & Object-Oriented Prog H Geometry H MLM ArtEntMag H MLM Broad H MLM GraphPub H MLM Mag Inc H MLM News Mag H MLM Newspaper H MLM SportMag H MLM Web H Orchestra H Physics H Prnc Of Engr PLTW H Spanish 3H Spanish Civ/Cul H Theatre 4H US Foreign Policy H Wind Ensemble H		2D Art - Design 2D Art - Drawing/Painting 2D Art Photo 3D Art Art History Biology Calculus AB Calculus BC Chemistry Chinese - Language & Culture Computer Science Principles Economics - Macro (semester course) English - Language & Comp English - Literature & Comp Environmental Science French - Language & Culture Japanese - Language & Culture Music Theory Physics C (Mechanics & E&M) Psychology Research Seminar Spanish - Language & Culture Spanish - Literature Statistics US History

DUAL ENROLLMENT
Advance Authentic Research (AAR) Advanced Journalism and Media Studies Advanced Stage Tech Audio Music Production Beginning Journalism Early Childhood Education Expository Reading and Writing Course (ERWC) Human Anatomy Sports Medicine

Dual enrollment (DE) courses are college-level courses; you will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to units of high school credit per semester, students will also earn college units of UC/CSU-transferable college credit, if applicable. College and Career Ready (CCAP) Dual enrollment courses taken on Paly campus during the school day and taught by PAUSD teachers receive an additional grade point in the weighted GPA grade calculation on a student's transcripts.

Dual enrollment courses are reported as college courses, not high school courses, when completing college applications. Refer to the UC Guidelines for Dual Enrollment Courses for more information about the number of course units needed to report a dual enrollment college class in college applications. Other colleges' policies for reviewing dual enrollment classes will vary; many will require official Foothill College transcripts during the college application process.

In some cases the DE Foothill course is not UC transferable, however the non-DE version of a Paly course is UC A-G approved and will count toward the number of A-G courses required to be CSU/UC eligible (those above the minimum required factor into admission).

DUAL ENROLLMENT COURSES Paly School Year 2025-2026			
Paly Course Name & Code	**Foothill College Course Code**	**Foothill College Course Name**	**Foothill College Quarter Credits**
Audio/MusicProd (1054D)	MTEC 50A	Music Technology	4
Human Anatomy D (3159D)	BIOL 40A	Human Anatomy & Physiology I	5
Human Anatomy D (3159D)	BIOL 40B	Human Anatomy & Physiology II	5
Sports Med (4533D)	KINS 16A	Prevention of Athletic Injuries	3
Sports Med (4533D)	KINS 16B	Emergency Athletic Injury Care	3
Stage Tech 2D (4915D)	THTR 45A	Technical Theatre in Production I	4
Stage Tech 2D (4915D)	THTR 45B	Technical Theatre in Production II	4
Stage Tech 2D (4915D)	THTR 45C	Technical Theatre in Production III	4
Stage Tech 2D (4915D)	THTR 45D	Technical Theater in Production IV	4
EarlyChildDevD (5912D)	CHLD 1 & CHLD 56N	Child Growth & Development: Prenatal Through Early Childhood Principles & Practices of Teaching Young Children	8
EarlyChildDev 2D (5914D)	CHLD 8 & CHLD 89	Child, Family & Community Curriculum For Early Care & Education Programs	8
Chld Dev (5920D)	CHLD 2 & CHLD 59	Child Growth & Development II: Middle Childhood Through	8

		Adolescence Working With School - Age Children	
ExplExp-AAR (8429D)	LINC 66C	Searching & Researching the Internet	2
ExplExp-AAR (8429D)	LINC 77	Design Thinking Overview	2
ExplExp-AAR (8429D)	LINC 63	Cloud-Based Data Analysis Tools	1
ExplExp-AAR (8429D)	LINC 79	Multimedia Project Production	2
ExplExp-AAR (8429D)	LINC 90C	Online Collaboration Tools	2
ExplExp-AAR (8429D)	LINC 58	Global Project Based Learning	2
ExplExp-AAR (8429D)	LINC 66E	Cloud-Based Publishing Tools	1
Beginning Journalism (7625D)	JRNL 22A	Introduction to Reporting and News Writing	5
English Reading & Writing Course (ERWC, 7650D)	ENG 1A	Composition and Reading	5
English Reading & Writing Course (ERWC, 7650D)	ENG 1B	Composition, Critical Reading and Thinking Through Literature	5
AdvJourMS ArtEntMag (8670D)	JRNL 22B	Intermediate Reporting & Newswriting	5
AdvJourMS Broad (8671D)	JRNL 22B	Intermediate Reporting & Newswriting	5
AdvJourMS GraphPub (8672D)	JRNL 22B	Intermediate Reporting & Newswriting	5
AdvJourMS News Mag (8673D)	JRNL 22B	Intermediate Reporting & Newswriting	5
AdvJourMS Newspaper (8674D)	JRNL 22B	Intermediate Reporting & Newswriting	5
AdvJourMS Radio (8675D)	JRNL 22B	Intermediate Reporting & Newswriting	5
AdvJourMS SportMag (8676D)	JRNL 22B	Intermediate Reporting & Newswriting	5
AdvJourMS Web (8677D)	JRNL 22B	Intermediate Reporting & Newswriting	5
AdvJourMS Mag Inc (8678D)	JRNL 22B	Intermediate Reporting & Newswriting	5

ARTS – VISUAL AND PERFORMING

The Visual and Performing Arts Department empowers students to explore and develop their artistic voices in yearlong courses aligned with UC and CSU Visual and Performing Arts entry requirements. Our program is a vibrant, supportive community where students engage in creative learning, personal growth, and real-world arts experiences.

What Paly Arts offers:

Diverse Opportunities: Students can participate in regional, state, and national competitions, honor ensembles, and prestigious festivals. Our partnerships with community arts organizations like Stanford Live and the Palo Alto Arts Center provide exclusive, collaborative learning experiences.

Comprehensive Curriculum: Our sequential curriculum ensures students build their skills over time, moving from foundational concepts to advanced artistry.

Performance and Project-Based Learning: From visual art exhibitions to live performances, students showcase their work and receive feedback that deepens their understanding and refines their techniques.

What Our Students Gain: Our program emphasizes holistic learning, where students develop artistic competencies along with essential life skills, demonstrated through real-world, project-based assignments and performances. Students in our program leave with a portfolio of work and a toolkit of skills that prepare them for the diverse demands of college, careers, and beyond. We invite students to discover, innovate, and make their mark on the world through the arts at Palo Alto High School.

For more information and current events - follow us on Instagram and X (Formerly known as Twitter) @PalyArts

Visual Arts Pathways

2D - PAINTING, DRAWING, DIGITAL ART

3D - CERAMICS, SCULPTURE, GLASS

PHOTOGRAPHY

ADDITIONAL VAPA CLASSES

VISUAL ARTS

2D ART & DESIGN I

6432 2D Art | Year 9-12 | *Pending UC-approval "f"*

2D Art and Design is a yearlong course that fulfills the Visual and Performing Arts ("f") requirement. It serves as the prerequisite for advanced 2D art classes. Through traditional and digital art techniques, students explore 2D art creative processes and build skills in essential areas like drawing, shading, perspective, and color theory. They'll gain a strong understanding of 2D concepts, including the elements of art and principles of design, while developing their creative thinking and problem-solving abilities. Units will cover portraiture, painting, mixed-media, and digital illustration . Students connect art to personal experiences and cultural contexts, studying historical and contemporary artists. The course includes a museum visit and reflective assignments that deepen students' appreciation of art's role in society.

Estimated Time Spent on Homework: None

For more information: 2D Art & Design

2D ART & DESIGN II

6340 2D Art II | Year 10-12 | *UC-Approved "f"*

Prerequisite: 2D Art & Design I

Designed sequentially as the second course in the 2D Art & Design pathway. This yearlong course dives into advanced technical skill building and creative expression across a broad range of media. Students will work with graphite, charcoal, pastels, acrylic paint, ink, watercolor, collage, mixed-media, printmaking, and digital tools. Emphasizing creative thinking and problem-solving, the curriculum includes advanced vocabulary, art critiques, discussions, and written reflections. Short art history lessons accompany each unit, offering insights into culturally significant works and inspiring students' creative choices. Outside assignments involve sketchbook work, and a museum visit. By the course's end, students will demonstrate refined skills in various media and the ability to confidently articulate their artistic process and intentions.

Estimated Time Spent on Homework: 45 mins per week occasionally

For more information: 2D Art & Design

2D ART & DESIGN III

6344 2D Art III | Year 11-12 | *UC-Approved "f"*

Prerequisites: 2D Art & Design II

This is a non-honors Advanced Painting and Drawing class.

Designed sequentially as the third course in the 2D Art & Design pathway. This yearlong course supports students in developing advanced technical artmaking skills, thematic depth, and personal creative expression, with a focus on building a professional portfolio. As an approved Career Tech Education (CTE) class, students explore career paths in the arts and build skills essential for real-world applications. As a portfolio-focused class, it emphasizes personal voice, concept development, and problem-solving. Students will continue developing their skills with media such as charcoal, ink, watercolor, oil painting, and digital applications. Student-directed projects will be aligned with personal artistic goals. Independent work is required, with sketchbook exercises, a museum visit, and digital portfolio presentations completing the curriculum. Students will emerge with a polished digital portfolio as well as career and college-ready skills to prepare students for art and design careers such as animation, creative direction, industrial design, architecture.

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

Estimated Time Spent on Homework: None

For more information: 2D Art & Design

2D ART & DESIGN III HONORS

6339	2D Art H III	Year 11-12	*UC-Approved "f"*

Prerequisite: 2D Art & Design II

This yearlong Honors course, the third in the 2D Art & Design Pathway, sharpens students' technical artmaking skills, deepens thematic exploration, and encourages personal creative expression. As a Career Tech Education (CTE) course, it offers insight into art career paths and builds skills for real-world applications. Students will be supported in creating polished portfolios for college, AP 2D Design, AP Drawing, or personal goals, emphasizing personal voice and creative problem-solving. The curriculum includes traditional and contemporary media like graphite, charcoal, ink, pastels, watercolor, oil painting, mixed media, printmaking, and digital art. Students develop original ideas, engage in life drawing, and complete visual research, digital presentations, sketchbook assignments, and a museum visit, fostering self-discipline and independence. Students will emerge with a polished digital portfolio as well as career and college-ready skills to prepare students for art and design careers such as animation, creative direction, fashion design, industrial design, architecture.

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

Estimated Time Spent on Homework: 45 mins per week occasionally

For more information: 2D Art & Design

2D ART & DESIGN IV

6349	2D Art IV	Year 12	*Not UC-Approved*

Prerequisite: If you are a senior, not wishing to take AP 2D Design, you will need to have taken 2D Art & Design I, II, & III (either Honors or non-Honors).

This class is designed sequentially as the fourth course in Paly's 2D Art & Design Pathway. The course provides seniors with a year of advanced self-directed portfolio preparation time, and an alternative to the rigorous commitments and time demands of AP Art. Because the focus of the class is independent self-directed work, subjects, media, and format will be chosen by the student in consultation with the instructor, including a short series based on a theme. There will be a requirement of regular work due every quarter, dictated by goals developed by the student and approved by the instructor. Some outside work will be required, including research and analysis, and regular sketchbook assignments.

Estimated Time Spent on Homework: Approximately 45 minutes per week

For more information: 2D Art & Design

AP 2D DESIGN EMPHASIS ON PAINT/DRAW/DIGITAL

AP ART: DRAWING

6448DP	AP 2D Art DP	Year 12	*UC-Approved "f"*
6459	AP Studio Art - Draw	Year 12	*UC-Approved "f"*

Prerequisite: 2D Art & Design III or III Honors

This course guides students in creating a high-quality AP portfolio, focusing on development, technical refinement, and creative achievement. Students may choose from two AP paths: 2D Art and Design (design-focused) i) or AP Drawing (fine

art-focused) Each portfolio has two parts—Selected Works and Sustained Investigation—requiring around 15 works of art. Completed works are photographed, uploaded digitally, and are submitted to the AP College Board. Deadlines are important, with ongoing assignments, sketchbook work, and teacher feedback throughout the year. Final portfolios are submitted by early May, and a College Board review in June may result in college credit for scores of 3 or higher.

Estimated Time Spent on Homework: Weekly assignments: 30-45 mins per week. However, depending upon how much work students are able to complete in class, AP Art assignments can also require approximately 1.5-3 hours of extra time per week spent on artwork.

For more information: 2D Art & Design

3D ART & DESIGN I

6427 3D Art | Year 9-12 | *Pending UC-Approval "f"*

3D Art and Design is a yearlong course that fulfills the Visual and Performing Arts ("f") requirement. It serves as the foundational pathway and prerequisite for advanced 3D classes.

Through hands-on projects, students transform various materials into expressive artwork while learning the language of 3D art, including the Elements of Art and Principles of Design. Emphasis is placed on creative processes, critical thinking, and reflection as students create and critique their work and study historical and contemporary artists, including local works. Units explore various materials (ceramics, glass, mixed media) and techniques, connecting art to personal, cultural, and community contexts. By course end, students will have a solid foundation in 3D art. Outside assignments include a museum visit and reflective exercises.

Estimated Time Spent on Homework: None

For more information: 3D Art

3D ART & DESIGN II

6258 3D Art II | Year 10-12 | *UC-Approved "f"*

Prerequisite: 3D Art & Design I

Designed sequentially as the second course in the 3D Art & Design pathway. This course provides experiences in the study of sculpture. The emphasis of this course is in mixed media and primarily involves the use of clay as a sculptural medium. Glassblowing is an optional part of the curriculum. Materials studied include glass, clay, wood, metal, stone, plaster, and found objects. As a result of taking this course, students will be able to create works of art that reflect an understanding of the three-dimensional elements of art and design. Students will learn to appreciate and discuss art of various cultures from past to present based on their understanding of the concepts, ideas, techniques, and materials of those cultures.

Estimated Time Spent on Homework: None

For more information: 3D Art

3D ART & DESIGN III

6277 3D Art III | Year 11-12 | *UC-Approved "f"*

Prerequisite: 3D Art & Design II

This course can be repeated for credit.

Designed sequentially as the third course in the 3D Art & Design pathway. Students in 3D Art & Design III continue to explore techniques in a variety of media to express their thoughts, using the visual language of form, space, color, and texture. Three-dimensional media include clay, glass, metal, wood, plaster, glass, and found objects. Students work in sketchbooks designing thematic projects, leading to fabrication and installation of their sculpture. There is an emphasis on individual artistic expression and aesthetic inquiry. Through the use of a fully equipped glass and ceramics studio, students will develop career and college-ready skills that prepare them for creative fields such as industrial design, studio art, architecture, and arts education. In addition, students will gain valuable experience in maintaining and managing a studio, fostering a deeper understanding of the professional practices required in art and design careers.

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

Estimated Time Spent on Homework: None

For more information: 3D Art

AP 3D ART & DESIGN

6449 AP 3D Art | Year 12 | *UC-Approved "f"*

Prerequisite: Successful completion of 3D Art & Design I, II, & III

Designed sequentially as the fourth course in the 3D Art & Design pathway. AP Art & Design provides a college-level art experience, focusing on portfolio development for university credit. Enrollment requires a successful portfolio review to ensure readiness for AP standards in technical skill and creative achievement. The AP portfolio has two sections: Sustained Investigation (60% of score), where students explore a topic of choice through 15 digital images showing material use, process, and concept development; and Selected Works (40% of score), with 10 images showcasing refined skill and idea synthesis. All work is completed, photographed, and uploaded digitally by May 1 for College Board review, with scores released in July.

Estimated Time Spent on Homework: None

For more information: 3D Art

PHOTOGRAPHY

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

Photography is a yearlong course that fulfills the Visual and Performing Arts ("f") requirement. It serves as the foundational pathway and prerequisite for advanced Photography classes.

This course teaches the essentials of film and digital photography, focusing on composition, design, and visual literacy through project-based assignments. Students work on portraiture, landscape, photo essays, and street photography, integrating art history and current events. Digital skills include file management, editing with Photoshop, Lightroom, and iPhoto, and sharing projects on platforms like Facebook and Vimeo. Film skills cover photochemistry and darkroom techniques like cyanotype printing. Students maintain project blogs, submit work to contests, and participate in critiques, with gallery visits enriching their understanding. This foundation prepares students for Advanced Photography, AP Studio Art, and Graphic Publication.

Estimated Time Spent on Homework: None

For more information: Photography

ADVANCED PHOTOGRAPHY

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

Prerequisite: Photo 1. Alternatively, if a student has passed Photo-journalism or Video Production they can opt to bypass Photo 1 by taking the course challenge exam. Students with an Equivalent High School Level Photo course may submit a portfolio of their work demonstrating their proficiency in Digital Photography and editing skills using Adobe Lightroom and Photoshop.

Designed sequentially as the second course in the Photography pathway. This course builds on foundational skills from Art or Journalism, focusing on technical, cultural, and expressive skills to foster a passion for photography. Students explore both film and digital techniques, enhancing composition through framing, perspective, lighting, and Gestalt principles. Projects cover diverse themes, including photojournalism, social issues, mixed media, and series photography, with a final project book designed in InDesign. Students study key historical movements and artists, applying styles from documentary to alternative processes. This non-Honors class prepares students for Advanced Photography and develops skills for portfolio building, contests, and further courses like AP Studio Art, Yearbook, Journalism, and Video Production.

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

Estimated Time Spent on Homework: 45-60 mins per week

For more information: Photography

ADVANCED PHOTOGRAPHY HONORS

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

Prerequisite: Photo 1. Alternatively, if a student has passed Photo-journalism or Video Production they can opt to bypass Photo 1 by taking the course challenge exam. Students with an Equivalent High School Level Photo course may submit a portfolio of their work demonstrating their proficiency in Digital Photography and editing skills using Adobe Lightroom and Photoshop.

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

Designed sequentially as the second year honors course in the Photography pathway. This advanced course deepens skills in digital and studio photography, building on previous Art or Journalism experience. Students practice advanced technical, cultural, and expressive skills for visual literacy with a focus on career development. Projects include photojournalism, social issues, mixed media, and series photography, using digital, film, and darkroom techniques. Enhanced composition techniques such as framing, perspective, Gestalt, and lighting are covered. Each project links to significant historical movements and artists, exploring styles from documentary to alternative processes. Students design a final project book in InDesign, conduct extended research, and create a portfolio for exhibitions, contests, and future studies. Ideal for those pursuing AP Studio Art, Yearbook, Journalism, or Video Production.

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

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

Estimated Time Spent on Homework: 45-60 mins per week

For more information: Photography

AP 2-D ART & DESIGN EMPHASIS ON PHOTOGRAPHY

6448PH AP 2D Art PH | Year 11-12 | *UC-Approved "f"*

Prerequisite: Successful completion of one year of Photo 1 and one year of Advanced Photography (two years of previous work).

Designed sequentially as the third year course in the Photography pathway. This course prepares Advanced Photography, Journalism, Media, and Graphic Design students for the AP 2D Design Portfolio, requiring a portfolio review to meet AP standards. The AP submission consists of two sections: *Sustained Investigation*, featuring 15 images with a thematic focus that explores materials, processes, and creative development; and *Selected Works*, with 5 images showing technical skill and artistic range. Portfolios can include graphic design, printmaking, collage, photography, and digital art. All work must be digitally uploaded with written reflections by May 1. Portfolios are reviewed by the College Board, with scores posted in July, potentially earning college credit.

Estimated Time Spent on Homework: 45-60 mins per week

For more information: Photography

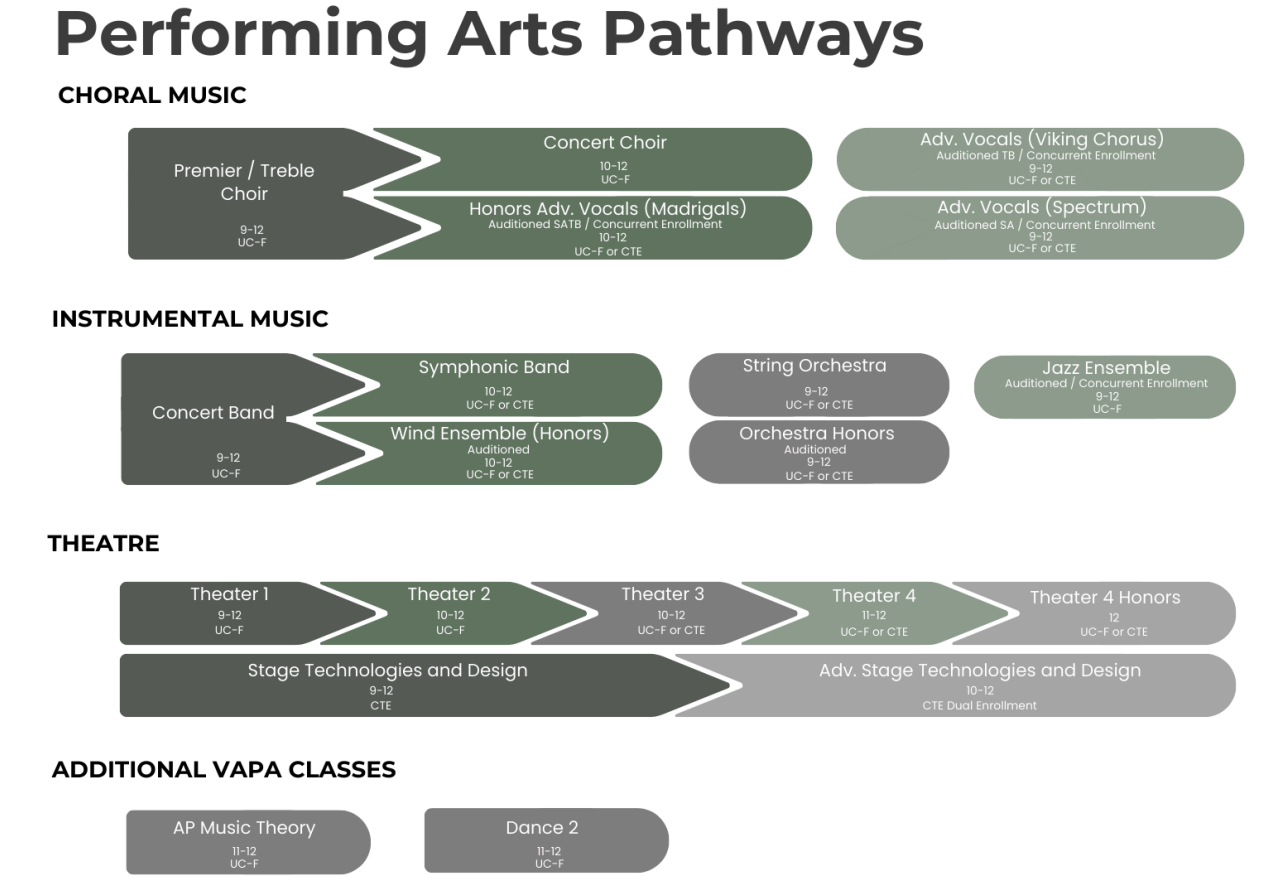
AP ART HISTORY

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

This course offers an illustrated exploration of world art history from prehistory to modern times. The first semester covers art from Prehistory, the Pacific, Indigenous Americas, Africa, Asia, and the Ancient Mediterranean, while the second semester focuses on the early modern Atlantic, Europe, the Americas, and contemporary global art. Activities include lectures, films, discussions, sketching, reading, writing, oral presentations, and museum visits. Students will engage in cross-cultural and thematic comparisons, analyzing art's political, social, religious, and technological impacts across periods. By course end, students will understand key art periods, ideas, and artists and will be able to analyze and compare works verbally and in essays.

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

For more information: AP Art History



PERFORMING ARTS

PREMIER CHOIR

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

Premier Choir is open to all students who enjoy singing—no audition required! This course builds musicianship and performance skills, including posture, tone production, breathing, vocal technique, and ensemble intonation. Students will engage in music reading, critical listening, and develop a diverse repertoire of choral works from global music traditions, such as African, Asian, European, Indian, Middle Eastern, Latin American, and North American. Performances include Fall, Winter, and Spring Concerts, selected festivals, field trips, and solo and small ensemble opportunities. Premier Choir members can audition for Advanced Vocals 8th period choir classes - Spectrum Singers (SSAA) and Viking Chorus (TTBB).

Estimated Time Spent on Homework: Attendance at performances

For more information: Paly Choirs

CONCERT CHOIR

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

Suggested Course Recommendation: Premier Choir during freshman year.

This course can be repeated for credit for three years.

Concert Choir welcomes all students who enjoy singing and wish to join a quality music ensemble. This course emphasizes vocal production, phrasing, diction, and extending vocal range, with basic music theory to support sight-reading skills. Repertoire spans global music traditions—including African, Asian, European, Indian, Middle Eastern, Latin American, and North American styles—fostering cultural appreciation. Students are required to maintain consistent attendance. Performances include Fall Concert, Madrigal Feaste, Pops Concerts, Spring Concerts, choral festivals, and choir tours - with an international tour offered every two years. Concert Choir members can audition for Advanced Vocals Ensembles - Madrigal Singers (SATB), Spectrum Singers (SSAA), and Viking Chorus (TTBB).

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

Estimated Time Spent on Homework: Attendance at performances

For more information: Paly Choirs

ADVANCED VOCAL

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

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

This course can be repeated for credit.

These performance-oriented groups are open to students currently enrolled in Choir with at least one year of choral training or teacher approval. Meeting in the evenings, with occasional lunch sectionals, these groups focus on vocal production, note-reading, and the performance of chamber music. Repertoire spans from madrigals to Baroque, Classical, Romantic, Modern, and Contemporary works, along with music from diverse cultures. Students are expected to perform extensively throughout the year. While auditions for Advanced Vocals take place in August, students interested in

auditioning should sign up in advance. Participation in this class makes students eligible to audition for All-State Honor Choir and ACDA National Honor Choirs.

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

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

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

Estimated Time Spent on Homework: Attendance at performances

For more information: Paly Choirs

CONCERT BAND

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

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

Concert Band is an intermediate ensemble for students with prior instrumental experience who seek to join a quality performing group. This course emphasizes instrumental techniques and music fundamentals, preparing students for auditions into advanced ensembles. The repertoire spans global music traditions, including African, Asian, European, Indian, Middle Eastern, Latin American, and North American styles, fostering cultural appreciation and musical diversity. Mandatory performances include Winter and Spring Concerts, festivals, football games, and graduation. Membership also opens opportunities to audition for groups like Jazz Band, All-State Honor Band, and the Santa Clara County Honor Band.

Estimated Time Spent on Homework: 30 - 60 minutes of individual practice per week plus attendance at required performances

For more information: Band

SYMPHONIC BAND

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

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

This course can be repeated for credit for three years.

Symphonic Band is an advanced ensemble for students with a strong instrumental background, focusing on high-level performance techniques and a rich repertoire. This course enhances students' creative expression and deepens their appreciation of music history through both performance and written assessments. The repertoire covers diverse global music traditions, including African, Asian, European, Indian, Middle Eastern, Latin American, and North American styles, broadening cultural understanding. Mandatory performances include Winter and Spring Concerts, festivals, football games, and graduation. Participation opens opportunities to audition for ensembles like Jazz Band, Santa Clara County Honor Band, and All-State Honor Band, CODA Honor Orchestra and All State Orchestra.

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

Estimated Time Spent on Homework: 30 - 60 minutes of individual practice per week plus attendance at required performances

For more information: Band

WIND ENSEMBLE

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

Prerequisites: Teacher approval and/or audition required. Students should be able to perform all 12 major scales. Auditions for Wind Ensemble are held in the spring each year for the following year. At least three years of instruction on a band instrument, and at least one year performing in a Palo Alto High School Large Ensemble the prior year. If you are entering from outside PAUSD, you must have performed in your school band for a year.

This course can be repeated for credit for three years.

The Wind Ensemble is a highly advanced, selective group for students with a strong background in instrumental performance, focusing on refined techniques and premier wind and band repertoire. The course develops skills that prepare students for collegiate-level ensembles. Members have the opportunity to participate in chamber groups and audition for select ensembles like Jazz Band and All-State Honor Bands. The repertoire spans global music traditions, fostering cultural appreciation and awareness. Mandatory performances include Winter and Spring Concerts, festivals, and graduation. Membership in this ensemble opens further audition opportunities for honors and regional bands.

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

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

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

Estimated Time Spent on Homework: 90 - 120 minutes of individual practice per week plus and attendance at required performances

For more information: Band

JAZZ

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

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

This course can be repeated for credit for four years.

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

Estimated Time Spent on Homework: Attendance at required performances

For more information: Band

STRING ORCHESTRA

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

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

This course can be repeated for credit for four years.

The String Orchestra is an ensembe for violin, viola, cello, and bass players, focusing on string repertoire from global music traditions, including African, Asian, European, Indian, Middle Eastern, Latin American, and North American cultures. Occasionally, wind and percussion players from Symphonic Band will join for full orchestra pieces. Attendance at all performances is required, including Fall, Winter, and Spring Concerts, festivals, and feeder school events. Participation in this class makes students eligible to audition for other ensembles, such as the Paly Jazz Band, CODA Honor Orchestra, and CODA All-State Orchestra.

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

Estimated Time Spent on Homework: 30 - 60 minutes of individual practice per week plus attendance at required performances

For more information: Orchestra

ORCHESTRA HONORS

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

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

This course can be repeated for credit for three years.

Honors Orchestra is a highly advanced ensemble for students with extensive instrumental experience, focusing on top-tier string literature and collegiate-level performance techniques. Students explore global music traditions, including African, Asian, European, Indian, Middle Eastern, Latin American, and North American cultures, fostering a rich appreciation of cultural diversity. Members have opportunities to join chamber groups, participate in the Paly Jazz Band, and audition for the All-State Honor String or Full Orchestras. Mandatory performances include Winter and Spring Concerts, festivals, and feeder school events. Enrollment qualifies students to audition for select ensembles, including Jazz Band and All-State Honor Orchestra.

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

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

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

Estimated Time Spent on Homework: 90 - 120 minutes of individual practice per week plus attendance at required performances

For more information: Orchestra

THEATRE I

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

Theatre 1 introduces students to the fundamentals of theatre as both a discipline and an art form. Students engage in theatre games, improvisation, voice and movement exercises, stage combat, and monologue and scene performance. Course activities include acting projects for stage, TV, and film, and field trips to professional plays. Through performance and feedback, students develop confidence and presentation skills, applying evaluative criteria to appreciate excellence. By studying theatre's role in history and culture, students gain insight into how theatre reflects and influences society.

Estimated Time Spent on Homework: Attendance at required end-of-year performance
For more information: Theatre

THEATRE 2

1073 Theatre 2 | Year 10-12 | *UC-Approved "f"*

Course Preparation: Theatre 1 or permission of instructor.

Theatre 2 is an intermediate course for students who want to expand on the skills learned in Theatre 1. Activities include improvisation, play analysis, scene and monologue work, dialect training, audition prep, stage combat, and acting for TV and film. Students prepare and perform one-act plays, build believable characters, and develop basic directing and technical theatre skills while enhancing ensemble collaboration. Through feedback, students strengthen performance and analytical skills, building confidence on stage. The course also explores theatre history, genres, and includes attendance at live productions, providing a comprehensive understanding of theatre's evolution and impact.

Estimated Time Spent on Homework: Attendance at required end-of-year performance
For more information: Theatre

THEATRE 3

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

Prerequisite: Theatre 2 or permission of instructor.

Theatre 3 is an advanced course building on skills from Theatre 1 and 2, focusing on directing, acting, technical theatre, and dramaturgy. Students engage in extensive projects, including script writing, adaptation, and research into societal contexts. By exploring diverse theatrical genres and styles, including non-Western and non-traditional theatre, students gain a broader appreciation of global theatre practices. Key projects include a professional audition unit, playwriting, career exploration, and outside performance opportunities. This course prepares students for a deeper understanding of theatre production and offers hands-on experience in various theatrical roles.

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

Estimated Time Spent on Homework: Attendance at required end-of-year performance
For more information: Theatre

THEATRE 4

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

Prerequisite: Theatre 3 or permission of instructor.

Theatre 4 provides an opportunity for students to pursue an individualized course of study, taking leadership roles in in-depth theatrical projects in their areas of interest. Students will create unified production concepts, integrating the contributions of the director, actor, designer, playwright, and spectator of a theatrical event, and will be able to anchor these production concepts in an understanding of genre and the historical and cultural contexts of the piece. Students will also continue their own intensive acting practice through the study of various theorists and preparation of audition pieces.

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

Estimated Time Spent on Homework: 30-60 minutes a week of individual practice while working on a one-act/special project (usually a month-long period of the school year).
For more information: Theatre

THEATRE 4 HONORS

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

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

Theatre 4 Honors is open to the highly dedicated theatre student who has a minimum of two years of high school theatre study or its equivalent. In addition to completing the standard Theatre 4 curriculum for the year, students in Theatre 4 Honors are engaged in a pre-approved, in-depth, theatre-related Honors project. Examples of projects include, but are not limited to: directing or producing a play, teaching a drama class to younger students, documenting the actor's process while performing a role in a show, or writing and producing an original script. Students will also continue their own intensive acting practice through the study of various theorists and preparation of audition pieces. This course can satisfy Career Technical Education (CTE) graduation requirements. Please see instructor.

Estimated Time Spent on Homework: 60 minutes a week of individual practice and project preparation while student is actively working on their Honors Project (usually a month-long period).

For more information: Theatre

STAGE TECHNOLOGY & DESIGN

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

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

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

ADVANCED STAGE TECH & DESIGN (Dual Enrollment Course)

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

This course fulfills the Fine Arts or CTE graduation requirement and may be repeated for three years. 4915D is a Dual Enrollment Course through Foothill College. Students who choose to take Stage Tech 2D for three years at Paly will need to enroll in 4915D for four semesters, and 4915 for two semesters. 4915 is not a dual enrollment course.

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

This is a college-level, dual enrollment course; you will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5

units of high school credit per semester, students will also earn college units of UC/CSU-transferable college credit. Dual enrollment courses taken on Paly campus receive an additional grade point in the weighted GPA grade calculation.

For more information: Stage Tech & Design

AP MUSIC THEORY

7379 AP Music Theory | Year 11-12 | *UC-Approved "f"*

Suggested Course Preparation: At least 5 years of previous music study is recommended; i.e., piano, instrumental or choral.

AP Music Theory is designed for students who want to deepen their understanding of music through advanced concepts in music theory, aural skills, and analysis. This rigorous course covers fundamental music elements such as melody, harmony, rhythm, texture, and form, along with advanced topics in chord progressions, voice leading, and musical structure. Students will develop critical listening and sight-singing skills, practice melodic and harmonic dictation, and analyze musical compositions across genres. Through assignments and composition projects, students gain a comprehensive knowledge of music theory that prepares them for the AP exam and future studies in music. Strong foundation in basic theory recommended.

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

For more information: AP Music Theory

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

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

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

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

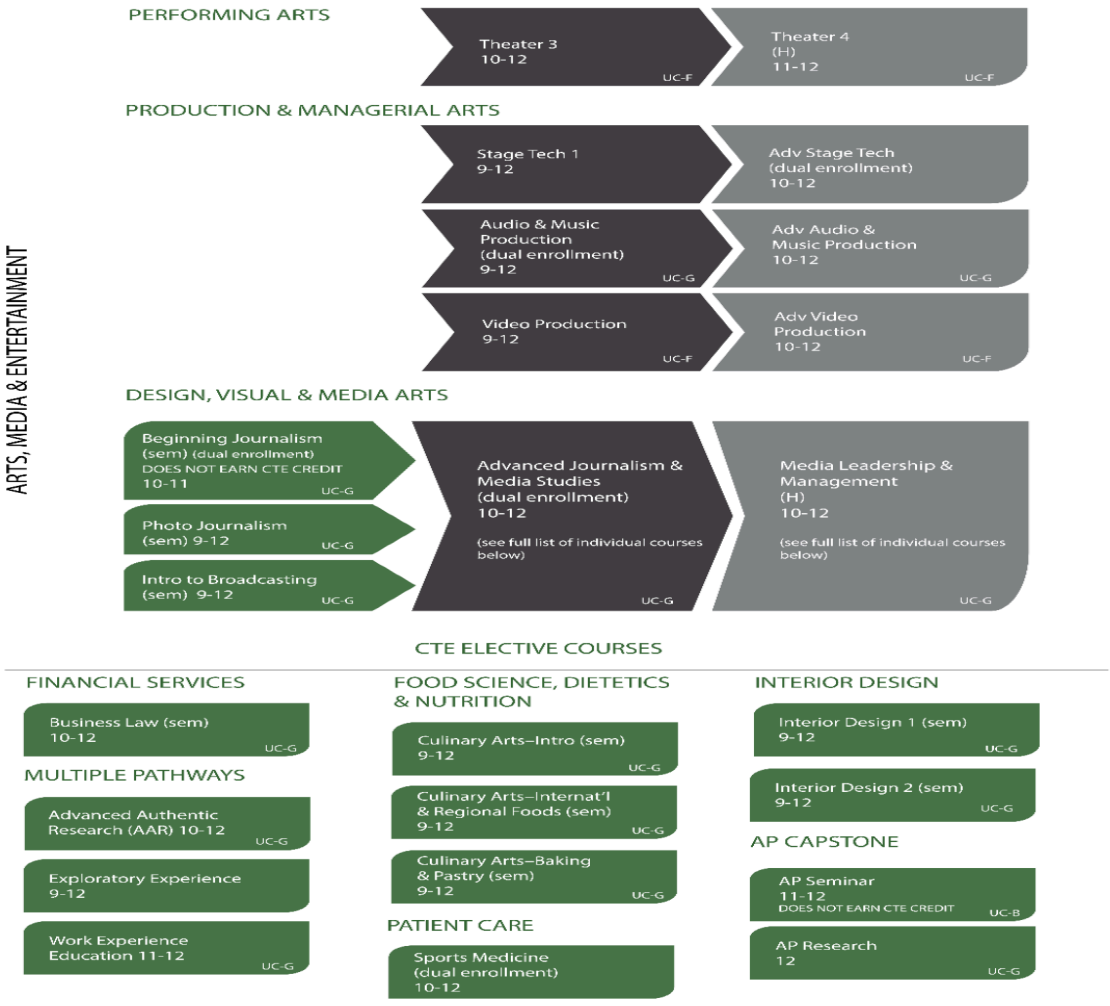
Estimated Time Spent on Homework: Attendance at required performances

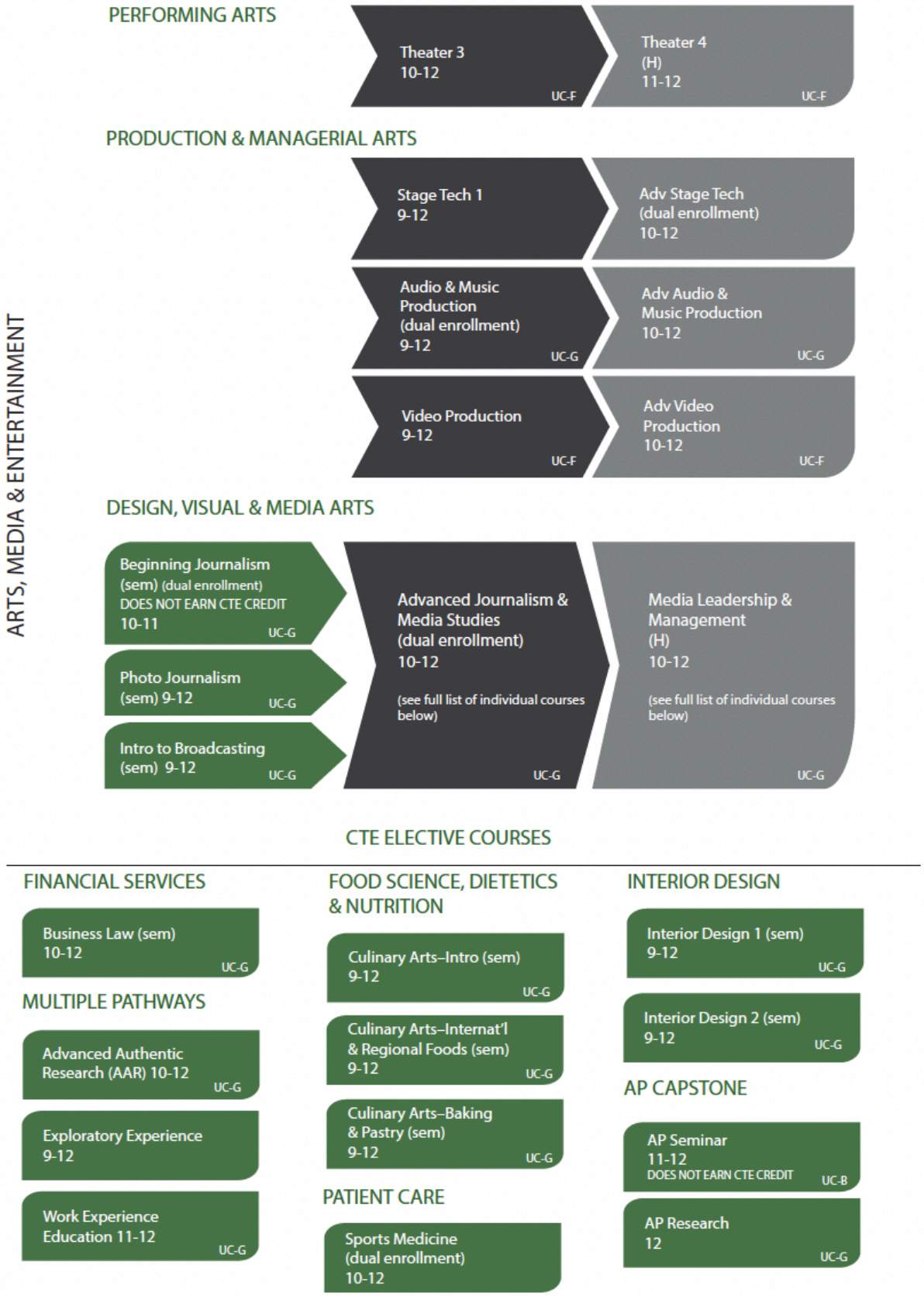
For more information: Dance 2 Video

CAREER TECHNICAL EDUCATION

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

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





CTE ELECTIVE COURSES

FINANCIAL SERVICES

- Business Law (sem) 10-12 — UC-G

MULTIPLE PATHWAYS

- Advanced Authentic Research (AAR) 10-12 — UC-G
- Exploratory Experience 9-12
- Work Experience Education 11-12 — UC-G

FOOD SCIENCE, DIETETICS & NUTRITION

- Culinary Arts–Intro (sem) 9-12 — UC-G
- Culinary Arts–Internat'l & Regional Foods (sem) 9-12 — UC-G
- Culinary Arts–Baking & Pastry (sem) 9-12 — UC-G

PATIENT CARE

- Sports Medicine (dual enrollment) 10-12

INTERIOR DESIGN

- Interior Design 1 (sem) 9-12 — UC-G
- Interior Design 2 (sem) 9-12 — UC-G

AP CAPSTONE

- AP Seminar 11-12 DOES NOT EARN CTE CREDIT — UC-B
- AP Research 12 — UC-G

TRANSPORTATION / AUTOMOTIVE TECHNOLOGY

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

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

For more information about Automotive Technology: Paly Auto Shop Promo

INTRO TO THE AUTOMOBILE

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

Prerequisites: None

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

Estimated Time Spent on Homework: 0-1 hours/week

AUTOMOTIVE TECHNOLOGY 1

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

Prerequisites: None

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

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

Estimated Time Spent on Homework: 0-1 hours/week.

AUTOMOTIVE TECHNOLOGY 2

5050 Auto 2 | Year 11-12 | *UC-Approved "g"*

Prerequisite: Automotive Technology 1 or approval from Instructor.

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

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

Estimated Time Spent on Homework: 0-1 hours/week.

AUTOMOTIVE TECHNOLOGY 3

5053 Auto 3 | Year 11-12 | *UC-Approved "g"*

Prerequisites: Automotive Technology 2 or approval from Instructor.

In this course, students will learn the fundamentals and advantages of hybrid/electric vehicle technology. Students will study the history of automotive technology, including gasoline, alternative fuels, and other propulsion methods. The course includes background theory on electrical power, including definitions of common units of electricity including volts, watts, watt hours, and basic physical properties such as energy, power, aerodynamics, electric mpg, and rms voltage. Students will review the current status of electric vehicle technologies and career possibilities in electric transportation. Students will service and design electric engine models.

This course will allow students to transition into an Automotive Engineering, Electrical Engineering or Mechanical Engineering program with the background knowledge needed to excel within that program.

Estimated Time Spent on Homework: 0-1 hours/week.

INFORMATION & COMMUNICATION TECHNOLOGIES

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

8635 AP Computer Science Principles | Year 9-12 | *UC-Approved "d"* *(Receives CTE or elective credit)*

Prerequisite: None

This is a beginning-level computer science course designed for students of all coding experience levels to be successful. It is highly recommended that students seeking 1 year of Computer Science enroll in this course.

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

NOTE: 9th-grade courses do not receive weighted credit for PAUSD. Students who have already passed other CS courses at Paly are not eligible to enroll in AP Computer Science Principles as it is an introductory-level course.

Estimated Time Spent on Homework: 0-1 hours/week; most work done in class.

For more information: Flier - Programming for EVERYONE

FUNCTIONAL & OBJECT-ORIENTED PROGRAMMING

8634 Funct Object Or Prog	Year 9-12	*UC-Approved "g"*

FUNCTIONAL & OBJECT-ORIENTED PROGRAMMING HONORS

8636 Func Object Or Prog H	Year 9-12	*UC-Approved "g"*

Prerequisite: None

This coding-heavy course is intended for students with some prior programming experience or who plan to take additional computer science courses.

This course introduces students to the basic tools and concepts of programming and computer science. This is a project-based course with an emphasis on problem-solving. In the first semester, students will learn the fundamentals of programming in Python, including concepts such as functions, conditionals, abstraction, lists, loops, dictionaries, and file manipulation.

In the second half of this course, students focus on larger CS topics such as data science, robotics, and hardware. Students will learn the Java programming language before the end of the year to be well prepared for AP CS A or equivalent.

Students in FOOP H will have additional assignments, higher expectations for graded assignments, and will earn Python certification.

NOTE: 9th-grade courses do not receive weighted credit for PAUSD.
Estimated Time Spent on Homework: 0-1 hours/week; most work done in class.

For more information: Coding for the Future

ADVANCED PLACEMENT COMPUTER SCIENCE A

2339 AP Computer Science A	Year 10-12	*UC-Approved "c"* *(Receives CTE or elective credit)*

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

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

Estimated Time Spent on Homework: 1-1.5 hours/week; most work done in class.

COMPUTER SCIENCE CAPSTONE PROJECT

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

Prerequisite: AP Computer Science A

This advanced computer science course allows students to apply their CS skills to identify and perform a project or series of projects in a real-world context. Students are able to explore more advanced CS topics and focus on fields they are interested in. Part of the course will focus on professional certification (such as AWS) so students can build their CS resumes and apply for internships/jobs in a professional setting.

Estimated Time Spent on Homework: 1 hour/week; most work done in class.

BUSINESS & FINANCE

BUSINESS LAW

4536	Bus Law II	Semester 10-12	*Not UC-Approved*

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

This course will expose students to an overview of our legal system and how it was formed. Topics include: law enforcement and the court systems, crimes and torts, contract law, legal forms of Business Organizations, law of sales, agency & employment law, labor law, consumer protection, financial literacy, ethics in business, and the interconnection between business, politics, and power.

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

Estimated Time Spent on Homework: All work for the course is completed in class.

EARLY CHILDHOOD DEVELOPMENT

The Child Development Pathway offers students a sequence of courses to work directly with children during the school day, earn optional college credit and a weighted grade, as well as engage in optional internships. NAF certification is available upon the completion of any 2 courses. Students who take 2 or more years of dual enrollment courses may also earn enough college credits to apply for CA Child Development Teaching Permits and become employable in the field upon graduation. For more information, please go to our website: http://www.palyecd.net/

For more information: Overview of the Pathway, Breakdown of Courses

EARLY CHILDHOOD DEVELOPMENT I

5912	EarlyChildDev	Year 9-12	*UC-Approved "g"*

EARLY CHILDHOOD DEVELOPMENT I HONORS

5913	EarlyChildDev 1H	Year 9-12	*UC-Approved "g"*

EARLY CHILDHOOD DEVELOPMENT I Dual Enrollment

5912D	EarlyChildDev 1DE	Year 9-12	*CSU approved*

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

The dual enrollment (DE) of the course requires additional work and rigor. Students enrolled in the DE section will also have the opportunity to earn college credit. 4 quarter units UC/CSU transferable in Fall and 4 quarter units that are CSU transferable in the Spring. This course counts towards CTE credit.

NOTE: This course can be counted towards H/SS elective credit or CTE credit. 9th grade courses do not receive weighted credit for PAUSD.

Estimated Time Spent on Homework: 1-1.5 hours/week; Honors course has up to 1 additional reading and discussion board per week.

EARLY CHILDHOOD DEVELOPMENT 2

5914 EarlyChildDev2 Year 10-12 *UC-Approved "g"*

EARLY CHILDHOOD DEVELOPMENT 2 HONORS

5915 EarlyChildDev 2H Year 10-12 *UC-Approved "g"*

EARLY CHILDHOOD DEVELOPMENT 2 Dual Enrollment

5914D EarlyChildDev 2DE Year 10-12 *CSU approved*

Prerequisite: EarlyChildDev1 or EarlyChildDev1 Honors

Students will examine the developing child in a societal context focusing on interrelationship of family, school, and community, and emphasizing historical and sociocultural factors. An overview of knowledge and skills related to providing appropriate curriculum and environments for infants and young children. Students will examine the teacher's role in supporting development by using observation and assessment strategies and emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Students in this class run Teen Time, an extended day program for Young Fives at Greendell, twice per week during the majority of the school year during the period in which they are enrolled.

The dual enrollment (DE) of the course requires additional work and rigor. Students enrolled in the DE section will also have the opportunity to earn college credit. 4 quarter units UC/CSU transferable in Fall and 4 quarter units that are CSU transferable in the Spring. This course counts towards CTE credit.

NOTE: This course can be counted towards H/SS elective credit or CTE credit. 9th grade courses do not receive weighted credit for PAUSD.

Estimated Time Spent on Homework: 1-1.5 hours/week; Honors course has up to 1 additional reading and discussion board per week.

CHILD DEVELOPMENT: MIDDLE CHILDHOOD THROUGH ADOLESCENCE

5920 ChldDev	Year 10-12	*UC-Approved "g"*

CHILD DEVELOPMENT HONORS

5921 ChldDev Honors	Year 10-12	*UC-Approved "g"*

CHILD DEVELOPMENT DUAL ENROLLMENT

5920D ChldDev DE	Year 10-12	*CSU approved*

Prerequisite: None; Recommended EarlyChildDev1 or EarlyChildDev1 Honors

Students are exposed to developmental theory and hands-on experience regarding the development of the child from middle childhood through adolescence. This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. Students will also examine, plan and implement developmentally appropriate curriculum and behavior management techniques for children 5-12 in a classroom setting in Palo Alto twice per week during the period in which they are enrolled. Specifically intended for those who desire to work with school-age children in a variety of settings, including after-school, recreation and summer day camps.

Honors courses taken on Paly campus receive an additional grade point in the weighted GPA grade calculation.

The dual enrollment (DE) of the course requires additional work and rigor. Students enrolled in the DE section will also have the opportunity to earn college credit. 4 quarter units UC/CSU transferable in Fall and 4 quarter units that are CSU transferable in the Spring. This course counts towards CTE credit.

Estimated Time Spent on Homework: 1-1.5 hours/week; Honors course has up to 1 additional reading and discussion board per week.

HOSPITALITY, TOURISM & RECREATION

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

CULINARY ARTS – INTRO

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

If you have a special liking for good food, even if you have never done much more than boil water, this class is for you. An art as well as a science, good cooking rests on basic principles and skills that have been refined over centuries. These principles and skills are demonstrated and practiced in class in clear, easy steps. Plunge in and have fun! Your family and friends will relish the results while you build your reputation as a terrific cook.

Estimated Time Spent on Homework: All work is done in class.

For more information: Join the Fun

CULINARY ARTS – INTERNATIONAL & REGIONAL FOODS

5621 Culinary Arts - International | Spring Semester 9-12 | *UC-approved "g"*

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

Estimated Time Spent on Homework: All work is done in class.

For more information: Join the Fun

BAKING & PASTRY

5628 Baking & Pastry | Semester 9-12 | *UC-approved "g"*

Baking and Pastry is an accelerated culinary course introducing the world of baking and pastry. This course develops an understanding of the organization, equipment, and responsibilities of basic kitchen flow and professional standards in the pastry and baking departments. Students will receive a safety and sanitation review and a comprehensive understanding of kitchen vocabulary and equipment identification. In the labs, the students will be introduced to quick breads, artisan and enriched yeast doughs, pate au choux, cookies and brownies, cremes and custards, pies and tarts, Icings, piping skills, and Introduction on how to run a pastry station. This course requires hands-on training as well as written assignments based on in-person Instruction and online tutorials.

Estimated Time Spent on Homework: All work is done in class.

For more information: Join the Fun

INTERIOR DESIGN

INTERIOR DESIGN 1

5851 Interior11 | Fall Semester 9-12 | UC-approved "g"

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

Estimated Time Spent on Homework: All work is done in class. For

more information: Creating, Laughing, Learning

INTERIOR DESIGN 2

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

Prerequisite: Interior Design 1

In this course you will learn how to utilize the principles of international and regional design, Feng Shui, Universal and Green design, and color theory to express your own sense of style. You will learn how to design residential and

nonresidential spaces as well as kitchens and bathrooms using accurate architectural drawings. This is a hands-on project-based class. If you are interested in learning how to design your dream space this is the class for you.

Estimated Time Spent on Homework: All work is done in class. For

more information: Creating, Laughing, Learning

ENGINEERING & ARCHITECTURE

INTRODUCTION TO ENGINEERING DESIGN – PLTW

8569 Int Engr Des PLTW Year 9-12 *UC-Approved "d"* *(Receives CTE or elective credit)*

INTRODUCTION TO ENGINEERING DESIGN HONORS – PLTW

8685 IntEngrDesH PLTW Year 9-12 *UC-Approved "d"* *(Receives CTE or elective credit)*

Prerequisite: None.

It is suggested that students are concurrently enrolled in a math and science course after successfully completing Algebra I

This course will introduce students to basic concepts of design and engineering. The course is based on the curriculum provided by Project Lead the Way (PLTW). Topics include the process of design, technical sketching, CAD (computer-aided design), dimensional analysis, statistical analysis using Google Sheetsl, tolerances, reverse engineering and 3-D printing. Students develop personal engineering notebooks that document skills and designs, including several projects printed on the 3-D printer. Teamwork and communication skills are developed through group projects.

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

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

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

Estimated Time Spent on Homework: 1 hour/week for Honors option; most assignments are completed in class.

PRINCIPLES OF ENGINEERING – PLTW

5090 Prnc Of Engr PLTW Year 10-12 *UC-Approved "d"* *(Receives CTE or elective credit)*

PRINCIPLES OF ENGINEERING HONORS – PLTW

5092 Prnc Of Engr H PLTW Year 10-12 *UC-Approved "d"* *(Receives CTE or elective credit)*

Prerequisite: None

It is suggested that students complete Introduction to Engineering Design and be concurrently enrolled in a math and science course after successfully completing Algebra 1.

This course will introduce basic engineering concepts to students who want to build and program their own mechanical inventions. The course is based on curriculum provided by Project Lead the Way (PLTW) and includes topics such as simple machines, energy, statics, electronics, robotic control and real-time programming, and projectile motion. Theory is

developed through application problems and hands-on projects built from VEX robotics and other components. Students develop personal engineering notebooks that document skills, design plans and completed projects. Teamwork, problem-solving, and communication skills are developed through group projects. Homework expectation is ~1 hour per week.

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

Students in POE H will have higher expectations for graded assignments and will test for engineering certifications.

Estimated Time Spent on Homework: 1 hour/week for Honors option; most assignments are completed in class.

HEALTH SCIENCE & MEDICAL TECHNOLOGY

SPORTS MEDICINE (Dual Enrollment Course)

4531	Sports Med	Year 11-12	*UC-Approved "g"*
4533D	Sports Med	Year 11-12	*UC/CSU-Transferable Credit*

Prerequisite: Biology

Suggested completion of Human Anatomy

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

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

PRINCIPLES OF BIOMEDICAL SCIENCE (PBS) – PLTW

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

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

Estimated Time Spent on Homework: 0 - 0.5 hours/week (usually all work done in class). For

more information: *Welcome to BioMed! (Infographic)*

BIOTECHNOLOGY: THEORY & PRACTICES

3955 Bio Tech | Year 11-12 | *UC-Approved "d" (Receives CTE or elective credit)*

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

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

Estimated Time Spent on Homework: 0 - 0.5 hours/week (usually all work done in class).

ARTS, MEDIA & ENTERTAINMENT

BEGINNING JOURNALISM

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

BEGINNING JOURNALISM (Dual Enrollment Course)

7625D Journal 11 | Semester 10-11 | *UC and/or CSU-Transferable Credit*

This course is a prerequisite for Advanced Journalism and Media Studies and is open to tenth and eleventh grade students who would like to improve their skills in the art of journalistic writing and production.

Through a Foothill College course that takes place over 2 Foothill quarters, 7625D is a UC/CSU-Transferable Credit Dual Enrollment Course. This course meets PAUSD general elective requirements but does not earn CTE credit. This course does not meet UC/CSU English "b" requirements. The course may not be repeated for credit.

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

Estimated Time Spent on Homework: 30 minutes - 1

hour/week.

For more information: Start your journalism journey

3D ART & FABRICATION

6279 3D Art & Fabrication | Year-long 11-12 | pending UC approval "g"

Prerequisites: Successful completion of one full year of 3D Art and Design II and approval of the instructor

This advanced course offers students an in-depth exploration of ceramics, metal, and glass as integral materials for three-dimensional sculpture. Designed for motivated students, the course emphasizes advanced sculpture techniques, production processes, and the integration of diverse materials. Students will focus on creating ambitious, portfolio-worthy projects tailored for building an AP Studio Art portfolio, juried competitions, or exhibitions. Through project-based learning,

they will refine their craftsmanship and artistic voice while mastering tools, techniques, and processes specific to ceramics, glass, and metalworking. The curriculum includes thematic projects that encourage experimentation and critical thinking while scaffolding complex techniques in fabrication and finishing.

In addition to creative exploration, the course provides practical knowledge of studio management and equipment fabrication. Students will gain hands-on experience with material handling, safety protocols, and equipment maintenance to ensure a professional studio environment. They will learn how to budget materials, manage workflow, and organize studio spaces effectively—skills essential for higher education or careers in the arts. Through regular critiques, research into art history and contemporary practices, and collaboration with peers, students will develop a well-rounded understanding of advanced sculpture as both an artistic and technical discipline. By the end of the course, students will have built a comprehensive portfolio and gained practical skills that bridge the gap between creative expression and professional studio operations.

INTRO TO BROADCASTING

1048 Intro Broadcast | Semester 9-12* | *UC-Approved "g"*

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*For 9th graders this course is paired with Photojournalism to create a year-long course experience that is prerequisite for Advanced Journalism and Media Studies.

It is recommended that this course be paired with one semester of a journalism class for 10-12th graders.

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

Estimated Time Spent on Homework: 30 minutes - 1 hour/week.

For more information, click here!

PHOTOJOURNALISM

4916 Photojournalism | Semester 9-12* | *UC-Approved "g"*

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*For 9th graders this course is paired with Intro to Broadcasting to create a year-long course experience that is a prerequisite for Advanced Journalism and Media Studies.

It is recommended that this course be paired with one semester of a journalism class for 10-12th graders.

This project-based course is designed to provide an overview of camera use and visual and written techniques for photo-essays. Students will focus on viewing professional examples and applying the techniques for writing and visual storytelling to compose non-fiction narratives of their own. They will also practice camera use; writing, editing, and revision; interviewing; caption and headline writing layout and design; and journalism law and ethics.. The course teaches real-world skills in visual and literary perspectives, meeting deadlines, teamwork, working with professional technology, communication skills, and critical thinking skills. Students completing Photojournalism may also present a portfolio for consideration to take the Advanced Photography class.

Estimated Time Spent on Homework: 30 minutes - 1 hour/week.

For more information, click here!

ADVANCED JOURNALISM & MEDIA STUDIES

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

ADVANCED JOURNALISM & MEDIA STUDIES (Dual Enrollment Course)

AdvJourMS D	Year 10-12	*1 Semester UC/ CSU-Transferable Credit*

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

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

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

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

Estimated Time Spent on Homework: 2 hours/week; additional hours during production weeks, less during non-production weeks; editors may have longer time commitment expectations.

MEDIA LEADERSHIP & MANAGEMENT

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

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

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

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

MEDIA LEADERSHIP & MANAGEMENT HONORS

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

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

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

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

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

AUDIO & MUSIC PRODUCTION I

1054 Audio/MusicProd | Year 9-12 | *UC-Approved "g"*

AUDIO & MUSIC PRODUCTION I (Dual Enrollment Course)

1054D Audio/MusicProd | Year 9-12 | *UC/CSU-Transferable Credit*

The Audio Production course focuses on sound and music production, recording, composing and editing. Students will convey creative expression and develop ideas individually and within groups, write compositions, proposals, and budgets. Students will also write and produce podcasts and songs in a variety of formats. Students will study the impact audio and sound production on our society from a social, economic, and political viewpoint. Students will learn the history of sound production and the technological advances in the art form. The class will gain knowledge and utilization of microphones, both digital, and analog and computer-based audio editing and recording equipment, and software programs such as Logic Pro, Pro Tools, Ableton Live, and Adobe Audition.

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

Estimated Time Spent on Homework: All work is done in class.

For more information: Listen Here to Change Your Life

ADVANCED AUDIO & MUSIC PRODUCTION

1055 Adv Audio/Music Prod | Year 10-12 | *UC-Approved "g"*

Prerequisite: Audio & Music Production 1 or teacher approval with acceptable background in digital music.

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

Estimated Time Spent on Homework: 0-1 hours/week; most work done in class.

VIDEO PRODUCTION: DIGITAL FILM-MAKING I

1037 Video Prod | Year 9-12 | *UC-Approved "f"* *(Receives CTE or elective credit)*

Students will investigate techniques of video production: directorial style, script development, camera technique, editing, etc. Evaluation of the aesthetic principles of videography, investigation of selected historical topics, and

hands-ontraining in video technique will form the basis of most class sessions. Students will write, shoot, and edit short films ranging from the traditional to the avant-garde. In order to produce original digital films, students will be trained in camera technique and in the uses of non-linear editing and audio creation software applications.

Estimated Time Spent on Homework: All projects completed in class. Students have the option to film outside of the scheduled class period to supplement films.

For more information: Write, Shoot and Edit Your Own Films - Class Reel

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ADVANCED VIDEO PRODUCTION: DIGITAL FILM-MAKING II

1038 AdvDigiVideo	Year 10-12	*UC-Approved "f" (Receives CTE or elective credit)*
1044 Adv Video H (Honors)	Year 10-12	*UC-Approved "f" (Receives CTE or elective credit)*

Prerequisite: Video Production and permission of instructor.

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

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

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

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

Estimated Time Spent on Homework: 0-1 hours/week; most work done in class.

STAGE TECHNOLOGY & DESIGN I

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

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

This course meets after school on Mondays, but also requires a minimum of 70 hours throughout the semester doing technical theatre work in order to pass. This course can satisfy either the Fine Arts or Career Technical Education graduation requirement and may be repeated for four years.

Estimated Time Spent on Homework: This class has a lab component and requires a minimum of 70 hours doing technical theatre work beyond the 8th period class meeting time in order to pass.

ADVANCED STAGE TECH & DESIGN (Dual Enrollment Course)

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

Students will continue to practice their technical theater skills at an advanced level through working in leadership roles on Palo Alto High Theatre Productions. They will manage and supervise a design or construction crew while drawing on their knowledge of theater history, design aesthetics, and creative processes. At the end of a production, students will be responsible for a production report, analyzing their process, successes and challenges. This course will also require students to archive their designs and experiences in a portfolio, which they will present at the end of the spring semester. This course meets after school on Mondays, but also requires a minimum of 70 hours throughout the semester doing technical theatre work in order to pass.

This course can satisfy either the Fine Arts or Career Technical Education graduation requirement and may be repeated for three years. 4915D is a Dual Enrollment Course through Foothill College which takes place over 3 Foothill quarters, and are not repeatable. Students who choose to take Advanced Stage Tech for two or more years at Paly will need to enroll in 4915D for the first 3 semesters, and 4915 for the fourth and any subsequent semesters. If only taken for one year enroll in 4915D.

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

Estimated Time Spent on Homework: This class has a lab component and requires and minimum of 70 hours doing technical theatre work beyond the 8th period class meeting time in order to pass.

COURSES IN OTHER DEPARTMENTS THAT MAY BE TAKEN FOR CTE CREDIT

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

WORK EXPERIENCE EDUCATION PROGRAM (WEEP)

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

EXPLORATORY EXPERIENCE (Unpaid Job/Internship)

Not UC-Approved

8421AS	Expl Exp11 (after school)	Fall Semester	9-12
8422AS	Expl Exp12 (after school)	Spring Semester	9-12

WORK EXPERIENCE EDUCATION (Paid Job/Internship)

8485 Gen WEEP (after school)	Year 10-12	*UC-Approved "g"*

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

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

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

This course can satisfy the Career Technical Education graduation requirement.

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

ADVANCED AUTHENTIC RESEARCH

ADVANCED AUTHENTIC RESEARCH

8429	ExplExp-AAR	Year 10-12	*UC-Approved "g"*
8429D	ExplExp-AAR	Year 10-12	CSU transferable credit*

Prerequisites: None

The Advanced Authentic Research (AAR) Program is a unique opportunity for students in grades 10-12. It is designed for students with interest, passion, curiosity, and perseverance to investigate an authentic topic of their choosing. In this year-long course, students develop an original research question and devise a year-long project, culminating in a research paper and a community presentation. Students are supported by a process-oriented curriculum developed by the AAR team. Student research projects are supported by trained mentors. The recursive nature of the research process allows students to go back and forth between the different stages of inquiry as they encounter new information. This course can satisfy the

Career Technical Education graduation requirement. Students may only earn College Credit once for the AAR Course per Foothill course catalog: https://catalog.foothill.edu/courses-az/linc/

*Dual Enrollment Course Option: This course has a college-level, dual enrollment course option. Sign up for 8429D. You will be enrolled both at Paly and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of CSU transferable college credit through Foothill CSU Transferable Credit College. Transferable college courses receive an additional grade point in the weighted GPA grade calculation as they are considered Honors-level work. Please note this year-long Paly dual enrollment course includes seven separate courses at Foothill over one academic year, which are not repeatable:

- LINC 66C – 2 quarter CSU transferrable units
- LINC 77A – 2 quarter CSU transferrable units
- LINC 63 – 1 quarter CSU transferrable units
- LINC 90C – 2 quarter CSU transferrable units
- LINC 58 – 2 quarter CSU transferrable units
- LINC 66E – 1 quarter CSU transferrable units LINC 79 - 2 quarter CSU transferable units

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

AP CAPSTONE PEER MENTORSHIP PATHWAY

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

AP Capstone is comprised of two AP courses – AP Seminar (8401) and AP Research (8413) – and is designed to complement and enhance the discipline-specific study in other AP courses. The program enables students to master high-level research and argument-based writing skills. Paly's AP Capstone Pathway includes a ***peer mentorship -pathway*** between Research and AP Seminar students,, allowing participants to develop the essential leadership and interpersonal skills expected in industry and college. Participating AP Research students act as mentors to AP Seminar students, forging supportive friendships and putting to use the skills and knowledge gained in the prior year.

AP SEMINAR

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

Prerequisites: None

AP Seminar, the first course in the AP Capstone pathway, is an interdisciplinary offering from the College Board that is similar to a "First Year" seminar experience in college and simulates much of the problem-solving that happens in the workplace. Students have multiple chances to dive into topics about which they feel passion, curiosity and excitement and to grow their team and communication skills.. A. By analyzing divergent scientific, economic, political, cultural and other perspectives, students become the type of nuanced, critical thinkers that employers and colleges expect. This course is a good fit for students who want to grow their problem-solving, communication and research skills. Estimated time spent on homework (3 to 4 hours/week). Open to 11th and 12th graders.

NOTE: AP Seminar receives elective credit to meet PAUSD graduation requirements and "b" English credit from the UCs. It can be taken in addition to your English full-year class.s

For more information: First Year Team Research; Syllabus

AP RESEARCH

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

Prerequisites: AP Seminar

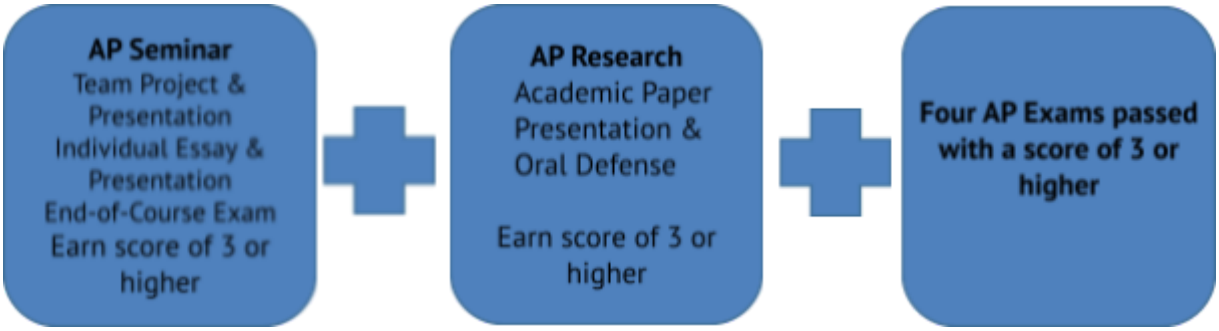
AP Research, the second course in the AP Capstone pathway, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills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

This course can satisfy the Career Technical Education graduation requirement. For more information: Second Year Individual Research

AP CAPSTONE AWARD

What is AP Capstone?

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



9TH GRADE

AP Computer Science Principles

10TH GRADE

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

11TH GRADE

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

12TH GRADE

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

CTE INDUSTRY CERTIFICATIONS

Certifications offer students the opportunity to show mastery in a certain field through industry recognized tests or course work, often providing essential career skills for specific professions and specialties. Students in PAUSD can earn certifications through qualifying CTE pathways in specialized fields or in multiple pathways. Pathways are designed to connect high school classes to college, industry certifications, and/or career. PAUSD offers several certifications through its CTE programs.

Precision Exam
(90 minute exam)

21st Century Skills Certification

The 21st Century Success Skills standards represent the fundamental, yet critical, personal traits, knowledge, and skills that each person should possess to successfully transition from secondary education into the workforce and post-secondary education, and are to be continually developed throughout one's life. These skills and knowledge can be applied to any industry or subject matter. **(Facilitated by our work experience coordinator. Please contact Rachael Kaci @ rkaci@pausd.org)**

Early Childhood Development 1 *Paly (5912D)* (Dual Enrollment) (1 Year)

Early Childhood Development 2 *Paly (5914D)* (Dual Enrollment) (1 Year)

OR

Child Development *Paly (5920D)*

CTC *(Commission for Teacher Credentialing)* Assistant Teaching Permit *(Paly)*

Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under supervision of an associate teacher, supervisor or director.

Early Childhood Development 1 *Paly (5912D)* (Dual Enrollment) (1 Year)

Early Childhood Development 2 *Paly (5914D)* (Dual Enrollment) (1 Year)

Child Development *Paly (5920D)* (Dual Enrollment) (1 Year)

Internship* *(paid or unpaid)*

CTC *(Commission for Teacher Credentialing)* Associate Teaching Permit *(Paly)*

Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a CPD Assistant, and an aide.

**Internship is in licensed childcare facility. Working 3+ hour a day for 50 days in junior or senior year.*

Intro. to Engineering Design Honors PLTW *Paly (8685)* (1 Year)

Onshape Exam *(180 minute exam)*

OnShape Certification

Students taking Introduction to Engineering Design Honors PLTW have the opportunity to receive the OnShape Certification by taking a 180 minute exam. This exam will enable students to leverage their knowledge of Onshape, and with the successful completion of the examination, receive certification as an Onshape Certified Associate.

Introduction to Engineering Design PLTW *Paly (8569)* (1 Year)

Principles of Engineering & Robotics PLTW *Paly (5090)* (1 Year)

OR

Principles of Engineering & Robotics Honors PLTW *Paly (5092)*

\+ Internship(s) 120 Hours Paid*

NAF CERTIFIED

NAF Engineering Pathway Certification *(Paly)*

These courses will introduce students to basic concepts of design and engineering. The course is based on the curriculum provided by Project Lead the Way (PLTW). Topics include the process of design, technical sketching, CAD (computer-aided design), dimensional analysis, statistical analysis using Microsoft Excel, tolerances, reverse engineering, and 3D printing.

**To accommodate COVID-19 pandemic restrictions, NAF is updating their internship requirement to 80 hours paid/unpaid internship through August 2023.*

SCAN TO EXPLORE THE CTE HANDBOOK

ENGLISH

ENGLISH DEPARTMENT COURSE CHANGE POLICY

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

LANING-UP/LANING DOWN	GRADE TRANSFER
So that a student does not fall further behind in the course, all up-laning and down-laning must occur 6 weeks into the school year. (9/19/2025) Students may also only up-lane or down-lane one time per semester. For the second semester, students must down lane within the first 2 weeks and there is no up-laning in the second semester.	Students will take the grade to the new course.

ENGLISH DEPARTMENT
COURSE OFFERINGS
2025-2026

9th Grade year-long	English 9A
10th Grade year-long	English 10A (Social Justice option)
11th Grade	AP English Language (year-long) or 2 electives
12th Grade	AP English Language, AP English Literature, ERWC (dual enrollment), or 2 electives

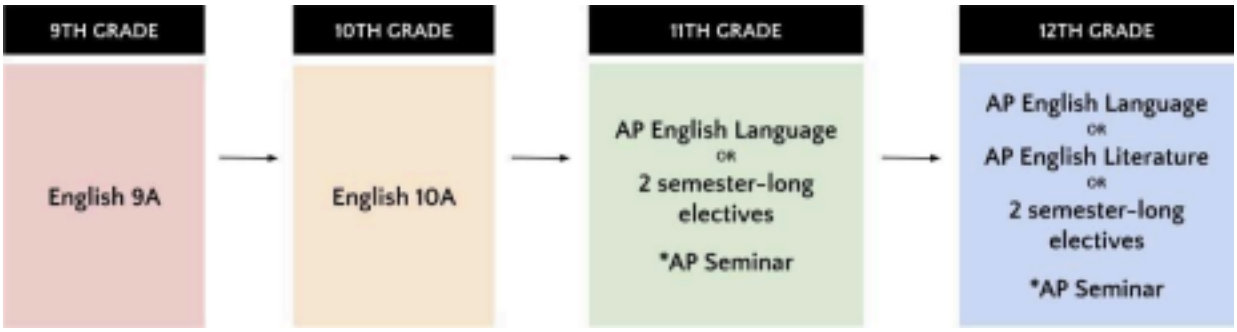
11TH & 12TH GRADE ELECTIVES

Year-Long Electives
AP English Literature (for Seniors)

AP English Language
Expository Reading and Writing
(for Juniors and Seniors)

Semester Long Electives
American Literature
Communication and Leadership
Escape Literature
Composition and Literature of Visual Media
Humanities
Literature of Comedy
Literature of Sports
Shakespeare/Chaucer
Writer's Craft: The Art of Creative Writing

*Electives with fewer than 60 sign ups may not be offered. After students choose their top elective, they should rank the alternative electives, beginning with 1 as their first alternate. *AP Seminar receives elective credit to meet PAUSD graduation requirements and "b" English credit from the UCs. It can be taken in addition to your English full-year class*



52

FRESHMAN ENGLISH

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

ENGLISH 9

7630 English 9 | Year 9 | *UC-Approved "b"*

This course is an introduction to basic school-level study of vocabulary acquisition, composition, reading, and public speaking. The work of the year is focused on effectively and persuasively organizing, supporting, and presenting materials in writing and speech tailored to specific occasions and audiences. Reading is selected to emphasize the challenges of effective communication. The course uses the works and ideas of canonical and contemporary writers.

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

ENGLISH 9A

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

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

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

SOPHOMORE ENGLISH

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

ENGLISH 10

7640	English 10	Year 10	*UC-Approved "b"*

This course builds on skills cultivated in English 9 by focusing on analyzing figurative language and how literary devices contribute to themes. In addition, students will strengthen their ability to support claims and counterclaims as well as craft their own narratives. Students will read a variety of texts, including contemporary memoirs and a selection of novels, plays, and poetry. Beyond analysis and creation of the written word, students will continue building speaking and listening skills with dynamic classroom discussions, Socratic Seminars, and prepared presentations.

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

ENGLISH 10A

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

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

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

[SJP]***NOTE:*** *7641SJ is for students in the Social Justice Pathway. For more information, see page 100.*

JUNIOR / SENIOR ENGLISH ELECTIVES

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

AMERICAN LITERATURE

1261	AmerLit 11	Semester 11-12	*UC-Approved "b"*
1261[SJP]	AmerLit 11	Semester 11-12	*UC-Approved "b"*

American Literature is an exploration of identity, rebellion, survival, and coming of age in the U.S.. Students will hear from a variety of American voices and experiences through several short texts (poems, short stories, essays, nonfiction articles), one whole-class novel, and one student-choice novel as part of a literature circle at the end of the semester. In American Literature, students will be given several opportunities to dive deeper into identities and topics of their choice and share their learning with others so that everyone can explore a variety of American voices and experiences. Students should expect regular, thoughtful discussions, a few writing assignments of various styles, two group presentations, and a final creative project.

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

For more information: American Literature

WRITER'S CRAFT: THE ART OF CREATIVE WRITING

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

In this creative writing course, students learn to cultivate and use their own voice and style for writing. The class focuses on the specific techniques and elements of fiction, poetry and creative non-fiction, including characterization, setting, narrative, action, dialogue, point of view, voice, suspense, and plot.Based on a peer workshop model of writing, students learn to support and share their work with classmate sin a safe and nourishing environment. The class further learns to read as writers, seeking to emulate and understand the craft of the authors we study. Special poetry and other writing events are part of the class and students are encouraged to submit their work for publication.

Emphasis: Creative Writing (fiction and nonfiction)

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

For more information: Writer's Craft

AP ENGLISH LANGUAGE & COMPOSITION

8409	AP English Lang	Year 11-12	*UC-Approved "b"*

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

AP English Language and Composition develops students' nonfiction reading and writing skills. Students will study argumentation by analyzing the rhetorical choices authors make in argumentative texts and by crafting their own arguments. Writing instruction focuses on the genres of rhetorical analysis, argument, and synthesis. Course reading is compromised of selections from our textbook and student-selected independent reading books.

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

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

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

For more information: AP English Language and Composition (11th and 12th grade)

AP ENGLISH LITERATURE & COMPOSITION

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

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

The class focuses entirely on fiction and poetry. Expect reading to be due at each class meeting, with frequent class discussions and one formal graded essay due each quarter. This is not just a "test prep" class – students will do more this year than simply take practice tests. The work students do in this class will enhance their reading, writing, and analytical thinking skills in ways that will benefit them in college and in life.

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

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

[SJP]***NOTE:*** *1279SJ is for students in the Social Justice Pathway. For more information, see page 100.*

For more information: AP English Literature (12th grade only)

COMMUNICATION & LEADERSHIP

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

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

Emphasis: Speaking and listening

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

[SJP]***NOTE:*** *1180SJ is for students in the Social Justice Pathway. For more information, see page 100.*

For more information: Communication and Leadership

ESCAPE LITERATURE

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

Escape Literature focuses on science fiction, from its beginnings to the present. We study sci-fi in novels, novel excerpts, short stories, television, movies and short films. Papers, projects, and presentations offer students varied methods to analyze and respond to sci-fi. There is some student-selected reading as well, which allows for inclusion of fantasy, thrillers, and other "escape" genres.

Emphasis: Science fiction

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

EXPOSITORY READING AND WRITING

7650 ERWC	Year 12	*UC-Approved "b"*
7650D ERWC	Year 12	*UC-Approved "b"*

ERWC is a dual enrollment, transfer-level, college freshman English composition course comparable to those courses offered by the state college and university systems. This yearlong course employs a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition. Over the year, students will practice argumentative and expository writing. The first semester focuses primarily on reading nonfiction prose, and the second semester focuses primarily on fiction and other genres of literature.

Prerequisites: This course is open to seniors who have successfully completed three years of English credit (UC "b" category).

Dual Enrollment Course Option: For the dual enrollment version of the course, sign up for 7650D. You will be enrolled both at Palo Alto high School and Foothill College. This means, if you decide to drop the class, you will need to consider the deadlines and consequences for doing so at each institution. In addition to 5 units of high school credit per semester, students will also earn college units of CSU/ UC transferable college credit through Foothill CSU/UC Transferable Credit College. Transferable college courses receive an additional grade point in the weighted GPA grade calculation as they are considered.

Emphasis: Writing about non-fiction

Estimated Time Spent on Homework: 2 hours/week, with 1 hour dedicated to reading

COMPOSITION & LITERATURE OF VISUAL MEDIA

1365 Comp Lit Vis Media	Semester 11-12	*UC-Approved "b"*

Students in this college preparatory elective study basic terms and techniques of visual media, the history of film and its genres, and how filmmakers construct meaning similar to authors in literature in order to reflect society's concerns and culture. Students will engage in activities designed to build proficiency in their grade level Common Core Standards. Students will be able to thoughtfully respond to and discuss texts and films in collaboration with fellow students, analyze choices of mise en scene, cinematography, editing, & sound and explain how authors use them to create meaning, analyze a piece of visual media from start to finish using techniques and theory, communicate synthesized research from multiple and varied sources, and compare and contrast interpretations of story between literature and film.

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

HUMANITIES

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

How does a person find meaning in their life? Does life have meaning? How can we be here now more often? Through our study of The Stranger, The Death of Ivan Ilyich, and Siddhartha, as well as non-fiction texts, we'll explore these questions, allowing us to reflect on our own lives as well. We'll learn about how some major philosophers and deep thinkers have approached these enduring questions. This course will give you an opportunity to consider your own beliefs and philosophy about who you are and gain insight into how you might find deeper meaning in your life. Expect two- to three-page papers, discussions, personal responses, and presentations. This course is a college-preparatory elective.

Emphasis: Philosophy

Estimated Time Spent on Homework: up to 90/week

[SJP]***NOTE:*** *7703SJ is for students in the Social Justice Pathway. For more information, see page 100.*

For more information: Humanities

LITERATURE OF COMEDY

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

Learn the language of laughter. In Literature of Comedy, students will study comic traditions and periods in literature and create their own comedy. Students will work with and discuss comedy that they already enjoy, and discover comedy that is new to them. We will explore the social functions of comedy by reading and watching a range of comedic texts that invite evaluation of particular comedic techniques and effects. The course will trace the history of modern comedy from its roots in ancient Greece to the present day. By investigating the effects of comedy on different audiences, and in different contexts, students will appraise and justify what is considered funny, and why. Students will read a variety of texts and be responsible for several papers and projects (15-20 pages of reading between some class meetings; 2-3 papers total; a mix of independent work and group projects). Partial author list: Aristophanes, William Shakespeare, Tina Fey, Jonathan Swift, Issa Rae, Oscar Wilde, Ricky Gervais, Firoozeh Dumas, etc.

Emphasis: Comedic writing and performance

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

LITERATURE OF SPORT

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

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

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

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

For more information: Sports Literature

SHAKESPEARE/CHAUCER

1390 Shake/Chauc | Semester 11-12 | *UC-Approved "b"*

Through literature-based writing, vocabulary development and language study, students in this college preparatory elective will demonstrate knowledge and understanding of key works of William Shakespeare and Geoffrey Chaucer. In discussions and various forms of writing, including journals, students will make evident their increased understanding of the literature, grouped broadly into the themes of familial relationships and identity. The elective has been designed to supplement the study of Shakespeare and Chaucer that already exists in the curriculum, and students will gain deeper appreciation for the techniques and language of these two English masters. 2-4 pages per writing assignment.

HISTORY-SOCIAL SCIENCE

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

SCHOOLWIDE LEARNER OUTCOMES (SLOs)

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

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

CALIFORNIA ETHNIC STUDIES

1955 CA Ethn	9	Semester 9	*Pending*	*UC-Approved*	*"a"*

California Ethnic Studies is an introductory social studies course for ninth graders that explores race, ethnicity, and identity within the context of California's diverse past and present-day realities. Focusing on the experiences and contributions of African American, Chicano and Latino, Native American, Asian American, and Pacific Islander communities in California, this course examines social systems, social movements, and civic participation and responsibility through a local lens. Students will engage with primary and secondary sources, participate in class discussions, and engage in project-based learning to strengthen their reading, writing, speaking, and critical thinking skills. By fostering empathy and belonging, the course prepares students to engage meaningfully in our communities.

WORLD HISTORY 9

1656 Wld Hist	Semester 9	*Pending UC-Approved "a"*
1658 Wld Hist TEAM	Semester 9	*Pending UC-Approved "a"*

World History 9 explores pivotal historical periods from the Age of Reason and Empire through the aftermath of World War I. Students will examine major movements such as the Enlightenment, the Age of Revolutions, and the Age of Industrialism, culminating in a comprehensive study of World War I. Emphasis is placed on understanding the social, political, and economic changes that emerged from these eras, as well as their lasting influence on the modern world. Through diverse perspectives and critical analysis, students will connect historical developments to broader themes of progress, conflict, and change.

Homework Expectation: Approximately 2 hours per week

CONTEMPORARY WORLD HISTORY

1641	ContWld 10	Spring 10	*UC-Approved "a"*
1641SJ	ContWld 10[SJP]	Spring 10	*UC-Approved "a"*

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

[SJP]***NOTE:*** *1641SJ is for students in the Social Justice Pathway. For more information, see page 93.*

UNITED STATES GOVERNMENT

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

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

[SJP]***NOTE:*** *1753SJ is for students in the Social Justice Pathway. For more information, see page 93.*

UNITED STATES HISTORY

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

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

[SJP]***NOTE:*** *1686SJ is for students in the Social Justice Pathway. For more information, see page 93.*

AP US HISTORY

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

This course is a survey of US History from the colonial period to recent presidential administrations. The course, with its breadth, pace and rigor is comparable to a college-level US History survey course, covering the political, diplomatic, economic, social and cultural dimensions of each period of US History. The course includes lectures, discussions, small group and individual presentations. In-depth reading of the main text, supplemental texts, and separate readings is required. Much of the reading is college level. Essay writing is emphasized. The course prepares students for the AP US History examination, which students are highly recommended and encouraged to take in early May.

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

INTRODUCTION TO ECONOMICS

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

This course prepares students for AP Econ.

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

[SJP]***NOTE:*** *1815SJ is for students in the Social Justice Pathway. For more information, see page 93.*

AP MACROECONOMICS

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

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

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

For more information: AP Macro.

SOCIOLOGY

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

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

The course also includes lectures, large group and small group discussions, in-depth reading of research studies and other texts, videos, reflections, and "real time" student-led research projects. Students should also expect to participate in discussions, since the course is designed as a seminar. What will help you succeed in this course? Keep an open-mind, be thoughtful, be diligent and honest, and sharpen your reading skills.

[SJP]***NOTE:*** *1843SJ is for students in the Social Justice Pathway. For more information, see page 93.*

AP PSYCHOLOGY

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

AP Psychology is a college-level course designed to introduce the study of human behavior and mental processes. As a college-level course, there will be a heavy emphasis on independent work, especially readings from the textbook. It is a fast-paced course; you must be mindful of the course calendar to avoid being overwhelmed. By the end of the year, through reading, review exercises, classroom activities, and projects, you will have learned a great deal about the study of the human mind and its real-world applications. Students are highly recommended and encouraged to take the Advanced Placement exam in May. Ultimately, it is our hope that you leave the course with a great deal of enthusiasm for psychology as well.

For more information Psychology infographic.

PSYCHOLOGY

1840 Psych 11 | Semester 11-12 | *UC-Approved "g"*

Psychology is the scientific study of human behavior and mental processes. This semester course will survey a variety of topics which may include: neuroscience, research methodology, cognition, child development, learning, memory, disorders, and social psychology. Each unit lasts approximately 3-4 weeks. Students will read approximately 20-25 textbook pages per week, watch short content videos, and complete review work. Assessments include exams, projects, textbook questions, and classwork.

For more information Psychology infographic.

POSITIVE PSYCHOLOGY

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

Positive Psychology is a semester-long course for 11th and 12th graders that serves as an introduction to the scientific study of happiness, well-being, and human flourishing. Topics include: defining and measuring happiness, mindfulness, meaning, flow, grit, character, values, and interpersonal relationships. This is a discussion-oriented course in which students spend time each week outside of class putting theory into practice and then debriefing their experiences in class. Students will also read and discuss one academic book related to the field.

For more information Psychology infographic.

US FOREIGN POLICY HONORS

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

This one semester course is designed to help students better understand US foreign policy. The course will begin with a brief review of the Cold War – how and why communism emerged as America's #1 enemy. Case studies and history serve as a guide to understanding US policy in Central America, Eastern Europe and the former USSR, the Middle East, Africa, and Asia. Is there a "New World Order"? What are the major alliances into which the US has entered (NATO, the UN, the current anti-terror coalition) and to what degree can or should we depend upon these alliances to steer policy decisions in the future? How can we use the past to better understand our policies toward China, Middle East instability, Russia, climate change over these past years? What core values and interests should be reflected in the foreign policy we create for an increasingly interdependent world? This class will examine a variety of contemporary challenges in American foreign policy through our discussion, debate, and struggle with these issues in the hope of creating a better understanding of the world and our role in it.

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

INTRODUCTION TO GENDER STUDIES

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

Gender Studies serves as an essential role by educating students about sexuality, gender norms, sexism, and consent.This course surveys a wide array of social, economic, political, and global topics included within the boundaries of gender studies. We will explore and define the changing roles of men and women brought about by the roles of gender. Students are invited to explore the social construction of masculine and feminine identities, how gender intersects with nationality, race, ethnicity, and class, the way in which gender identities are redefined over time, how gender impacts the practice of science, health, and medicine, and how gender is perceived in other countries.

Students will have a choice of topics and will be expected to complete one major project during the semester.

For more information: Gender Studies

ETHNIC STUDIES

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

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

MODERN CALIFORNIA HISTORY

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

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

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

[SJP]*This class is a College Prep Class and may be part of the senior year Social Justice Pathway. For more information, see page 93.*

Early Childhood Development Courses (ECD 1 and ECD 2) can count towards a student's H/SS elective credit OR their CTE graduation credit. Please see the CTE section for an explanation of each course.

MATHEMATICS

Mathematics is offered in three college preparatory sequences. Students who are new to PAUSD will be placed into a math course upon completion of a required placement test.

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

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

The most rigorous course of study is a four-year honors lane that culminates with Advanced Placement Calculus BC. The typical course sequence includes Geometry H, Algebra 2/Trigonometry H, Analysis H, and Advanced Placement Calculus BC.

It is possible for students to change lanes over the course of their math education. Your student's current math teacher, Teacher Advisor, Counselor, and the Math Instructional Leader will help with such decisions. Students showing academic responsibility, independence, and mastery on current year assessments might consider moving up a lane. Students are encouraged to speak with the classroom teacher and the IL for support in choosing a new lane. Changing lanes into a more advanced course may require summer work. 9th and 10th grade students may not take more than one math class and 11th and 12th grade students may not take more than two math classes.

LANING-UP/LANING DOWN	GRADE TRANSFER
So that a student does not fall further behind in the course, all up-laning and down-laning must occur 6 weeks into the school year. (9/19/2025) Students may also only up-lane or down-lane one time per semester. For the second semester, students must down lane within the first 2 weeks and there is no up-laning in the second semester.	Students will take the grade to the new course.

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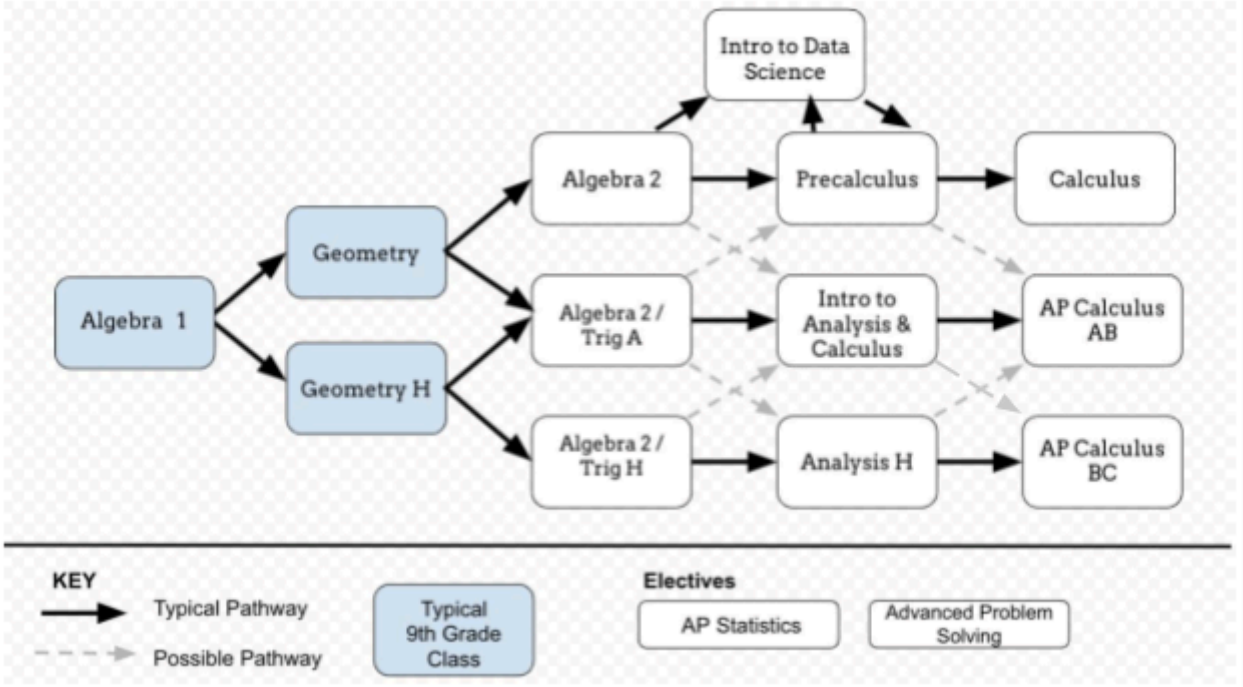


ALGEBRA I

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

Prerequisites: C or D grade in algebra or successful completion of a pre-algebra course.

The fundamental objectives of this Common Core-aligned course are to formalize and extend the mathematics students learned in middle school and to lay the foundation for future mathematics courses. Students study the applications of linear and quadratic functions. Students learn properties of real numbers, solve linear equations and inequalities, graph linear equations, equations and inequalities with absolute value, solve systems of linear equations and inequalities, simplify exponential expressions, graph and solve quadratic equations and use factoring and the quadratic formula. Students learn how to simplify irrational expressions and solve equations with square roots. **Estimated Time Spent on Homework:** 1-3 hours per week

GEOMETRY

2357 Geom | Year 9-10 | *UC-Approved "c"*

Prerequisites: B or C grade in an Algebra course with high MDTP

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

NOTE: students can still access the honors lane in future years from this course and should definitely begin here if they have mastered fewer than 4 of the 7 MDTP Algebra strands as assessed by their Algebra teacher.

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

GEOMETRY HONORS

2408 Geom H | Year 9-10 | *UC-Approved "c"*

Prerequisites: An A grade in an Algebra course and high MDTP score.

This course covers the same content as Geometry but at a much higher level of rigor. This class is designed for students who have mastered at least 5 out of 7 strands on the Geometry readiness MDTP, a diagnostic test administered at the end of an algebra class. Only students who are interested in rigorous problem solving and reaching our highest math course (BC Calculus AP) should choose Geo H. Extensive proof and problem solving are themes for this class. This class will involve some Algebra review but not to the extent of the non-honors Geometry course. Concepts are explored at a much deeper level than in Geometry..

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

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

ALGEBRA 2

2380 Alg2 | Year 9-12 | *UC-Approved "c"*

Prerequisites: Successful completion of an Algebra and a geometry course.

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

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

ALGEBRA 2 / TRIGONOMETRY A

2365 Alg2/Trig A | Year 9-12 | *UC-Approved "c"*

Prerequisites: Successful completion of Geometry with a grade of A or Geometry H with a grade of C.

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

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

ALGEBRA 2 / TRIGONOMETRY HONORS

2416 Alg2/TrigH | Year 9-12 | *UC-Approved "c"*

Prerequisites: Successful completion of Geometry H with an A or B grade

This course covers content similar to Algebra 2/Trigonometry A but with a greater emphasis on proof and problem solving. This class is designed for students who have mastered at least 5 out of 7 strands on the Algebra 2 readiness MDTP. In each unit, students are expected to apply their understanding of the content to solve problems that are similar but not identical to problems solved in class. Additional content includes a deeper study of conic sections and an introduction to polar coordinates. The use of a graphing calculator is required for this course. Concepts are explored at a deeper level than in Algebra 2 / Trigonometry A.

Note: This is not a UC/CSU weighted honors course, but will receive honors weighting in the PAUSD GPA for 10-12th grade.

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

INTRODUCTION TO DATA SCIENCE

2451 Intro to Data Science	Year 10-12	*UC-Approved "c"*

Prerequisites: Successful completion of a Geometry and an Algebra 2 course

In this course students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. This course may be taken in lieu of or prior to Precalculus and is part of the college-prep lane. This course may not be taken in conjunction with another math course.

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

PRECALCULUS

2371 Pre Calc	Year 10-12	*UC-Approved "c"*

Prerequisites: Successful completion of both semesters of an Algebra 2 course.

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

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

INTRODUCTION TO ANALYSIS & CALCULUS

2385 IntrAnl/Calc | Year 10-12 | *UC-Approved "c"*

Prerequisites: Successful completion of Algebra 2 and a complete Trigonometry course.

The objectives of this Common Core-aligned course are to broaden students' understanding of functions and trigonometry and to prepare them for AP Calculus AB through more advanced equation and inequality solving techniques, combined with function analysis and synthesis. Students will build on their knowledge of functions and explore new topics including vectors, parametric functions, polar functions, probability, combinatorics, matrices, sequences, series, finance, and statistics. The fourth quarter of the year will focus on limits and an introduction of calculus including the derivative. The use of a graphing calculator is strongly recommended for this course. Concepts are explored at a deeper level than in Precalculus. **Estimated Time Spent on Homework:** 2-4 hours per week

ANALYSIS HONORS

2399 Analysis H | Year 11-12 | *UC-Approved "c"*

Prerequisites: Successful completion of Algebra 2 and a complete Trigonometry course.

The objectives of this Common Core-aligned course are to broaden students' understanding of functions and trigonometry, teach students how to synthesize and analyze, cover the first semester of the AP Calculus AB curriculum, and prepare students for AP Calculus BC. In addition to the objectives of IAC course, students study mathematical induction, three-dimensional graphing, complex numbers, and more in-depth conics applications. The course concludes with the beginning of calculus including limits, difference quotients, and derivatives. A graphing calculator is required. This is a UC/CSU-weighted course. Concepts are explored at a deeper level than in Introduction to Analysis & Calculus. **Estimated Time Spent on Homework:** 3-5 hours per week

CALCULUS

2436 Calculus | Year 11-12 | *UC-Approved "c"*

Prerequisites: Successful completion of a Precalculus course.

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

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

AP CALCULUS AB

2449 AP Calculus AB	Year 11-12	*UC-Approved "c"*

Prerequisites: Successful completion of a Precalculus course.

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

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

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

AP CALCULUS BC

2459 AP Calculus BC	Year 11-12	*UC-Approved "c"*

Prerequisites: Successful completion of Analysis H.

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

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

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

AP STATISTICS

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

Prerequisites: Successful completion of both semesters of Algebra 2

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

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

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

NOTE: UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade. Students may only take one math class in 10th grade.

For more information: AP Stats Video

ADVANCED PROBLEM SOLVING IN MATHEMATICS I

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

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

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

PHYSICAL EDUCATION

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

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

ADDITIONAL INFORMATION

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

SEASON	BOYS' SPORTS	GIRLS' SPORTS
Fall	Cross Country Football* Sideline Cheer* Water Polo*	Cross Country Dance* Field Hockey* Golf* Sideline Cheer* Tennis* Volleyball* Water Polo*
Winter	Basketball* Soccer* Traditional Competitive Cheer (TCC)* Wrestling	Basketball* Dance* Soccer* Traditional Competitive Cheer (TCC)* Wrestling
Spring	Badminton * Baseball* Golf* Lacrosse* Swimming & Diving Tennis* Track & Field Volleyball*	Badminton* Dance* Lacrosse* Softball* Swimming & Diving Track & Field Stunt Cheer*

**Sports with tryouts and cuts*

PHYSICAL EDUCATION 9TH GRADE CORE

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

PHYSICAL EDUCATION 10TH-12TH GRADE

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

DANCE I

2731 Dance 1 Year 10-12

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

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

For more information: Dance 1 Video

YOGA

2759 Yoga Year 10-12

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

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

ATHLETIC CONDITIONING

2795 AthlCond Year 10-12

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

INTERSCHOLASTIC ATHLETICS

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

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

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

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

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

SCIENCE

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

Students are not allowed to take two classes in the same discipline (e.g., two science classes at the same time) until they have satisfied or are concurrently satisfying their PAUSD graduation requirements in other departments (including CTE and VAPA). 9th and 10th grade students may not take more than one science class and 11th and 12th grade students may not take more than two science classes.

SCIENCE DEPARTMENT: COURSE LEVEL CHANGE POLICY

Lane Change Policy

We encourage students to challenge themselves in a healthy and balanced manner. It is important that students consider their placement carefully before they commit, as lane changes will be thoughtfully considered. Such changes are contingent on space in the class.

LANING-UP/LANING DOWN	GRADE TRANSFER
So that a student does not fall further behind in the course, all up-laning and down-laning must occur 6 weeks into the school year. (9/19/2025) Students may also only up-lane or down-lane one time per semester. For the second semester, students must down lane within first 2 weeks, and there is no up-laning in the second semester.	Students will take the grade to the new course.

PALY SCIENCE PATHWAYS

We strongly encourage students to take four years of science that include Biology, Chemistry and Physics. Movement "between lanes" from one year to the next is always a possibility, and may be appropriate depending on a student's level of maturity, academic readiness, motivation, overall course load, and extra-curricular demands. Please stay in communication with your teacher about your progress and what they might recommend for you. We encourage students to use the "commitment to homework per week" ranges when choosing your science course. Please note that individual students may take different amounts of time on homework tasks which may fall outside of these estimated ranges.

PALY SCIENCE FLOWCHART TYPICAL PATHWAYS

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

**Science Electives: Please check the catalog for suggested preparation for each course.*

9TH GRADE CORE SCIENCE OFFERINGS

All freshmen should enroll in Biology.

BIOLOGY

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

Biology is a rigorous college prep lab course that is paced at grade level and builds on concepts learned in the middle school Life Science course. The concepts of Biology will be studied through a skills based approach, focusing on inquiry, analysis, and scientific writing. Some of the topics of study are evolution, biochemistry and cells, energy for life, body systems, genetics, ecology, and human impacts on the Earth. Students will develop critical knowledge and laboratory skills as a foundation for further study in science.

Estimated time spent on Homework: 1-2 hours/week

PREDICTORS FOR SUCCESS IN BIOLOGY

Academic Skills	BIOLOGY STUDENTS WILL
Commitment to homework per week	Complete 1-2 hours of homework per week.
Independent learning	Work independently on most tasks or will take the initiative to seek help.
Academic language skills	Build academic reading and writing skills with the goal of independence in analyzing texts and scientific writing.
Mathematical skills	Develop skills in analyzing data and constructing graphs. Recognize complex patterns and graphing trends. Apply mathematical concepts to analyze scientific data.

10TH & 11TH GRADE CORE SCIENCE OFFERINGS

CHEMISTRY

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

Suggested Course Preparation: Successful completion of Biology, successful completion of Algebra 1

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

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

CHEMISTRY HONORS

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

Suggested Course Preparation: Successful completion of Biology, successful completion of Algebra 1. Students may consult with their Biology teacher to determine if ChemH is the right fit.

Concurrent enrollment in a geometry class or completion of geometry is highly recommended.

Chemistry Honors is a challenging college prep course that presents chemistry in greater depth and breadth than Chemistry. This is a year-long study and an analysis of the chemical phenomena of our world. The course takes a very quantitative and experiential learning approach through lab experiments and exercises. Problem-solving techniques will be stressed with emphasis on analysis. Some topics covered in this course include atomic structure, nuclear chemistry, periodic properties, chemical bonding, intermolecular forces, gas laws, solids, liquids, and solutions, chemical nomenclature, stoichiometry, equilibrium, reaction rates, acid-base chemistry, and thermochemistry.

Students should take Chemistry Honors if they have a strong interest in the sciences, prefer a high level of rigor in their studies, have a high confidence with mathematical thinking, and are able to accommodate their schedules for a more significant time commitment than Chemistry.

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

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

PREDICTORS FOR SUCCESS IN CHEMISTRY COURSES

PREDICTOR	CHEMISTRY	CHEMISTRY H
Commitment to hours of homework per week	1-2 hours per week	2-3 hours per week
Degree of independent learning and academic responsibility	Moderate guidance and support needed Fairly self-motivated	Minimal guidance and support needed Highly self-motivated
Previous math course	Completion of: Alg 1	Completion of: Alg 1 A high level of mastery of algebraic principles is strongly recommended
Previous biology course	Biology	Biology

PHYSICS

3820 Physics | Year 10-12 | *UC-Approved "d"*

Suggested Course Preparation: Successful completion of Biology, successful completion of Algebra 1 (a high level of mastery of algebraic principles is strongly recommended). Concurrent enrollment in Geometry or higher Math course. Students in IAC or higher should consider enrolling in Physics H (read recommendations for that course carefully). Strong recommendation to take this after successful completion of Chemistry.

Physics is an algebra-based lab science with a strong emphasis in understanding physical principles and applying them to understand experiences outside of the classroom. There will be some supports for students who have less comfort with advanced math, but it is essential that they have a good grasp of algebra and are able to produce and interpret graphs. A body of formative quizzes, taken through Schoology have been developed to support learning of students with less confidence in science to be successful. Topics covered will include: motion, forces, momentum, energy, waves behavior, sound, light/optics, static electricity, electric circuits, magnetism. Other topics may be studied, time permitting.

This course will focus on developing a good conceptual understanding, algebraic problem solving, lab practice and developing scientific communication.

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

PHYSICS H

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

Suggested Course Preparation: Successful Completion of Alg2/Trig A (a high level of mastery of complex algebraic principles and trigonometry is strongly recommended) or higher math class. Students should be enrolled in IAC or Analysis H or higher. It is strongly recommended that students in PreCalc, Alg2, or Alg2/Trig A *NOT* enroll in this course, but take Physics (not Honors) instead. Students who do not meet these requirements should consult with a Physics H instructor for further guidance.

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

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

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

PREDICTORS FOR SUCCESS IN PHYSICS COURSES

PREDICTOR	PHYSICS	PHYSICS H
Commitment to hours of homework per week	1-3 hours per week	3-5 hours per week
Degree of independent learning and academic responsibility	Moderate guidance and support needed; Fairly self-motivated	Minimal guidance and support needed Highly self-motivated
Previous math course	Completion of: Alg 1; A high level of mastery of algebraic principles is strongly recommended	Successful completion of Alg 2/Trig H Completion of Alg 2/Trig A A high level of mastery of complex algebraic principles and trigonometry is strongly recommended
Previous biology course	Biology	Biology
Previous chemistry course	Successful completion of a Chemistry Course is highly recommended but not required.	Successful completion of a Chemistry Course is highly recommended but not required.

11TH & 12TH GRADE SCIENCE ELECTIVE OFFERINGS

IMPORTANT NOTES:

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

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

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

ASTROPHYSICS

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

Prerequisites: Successful completion of Biology and Chemistry or Physics

This course offers a thorough introduction to the concepts and principles governing the structure and behavior of the Universe. Though completion or concurrent enrollment in Physics at any level may be helpful, the course is designed to be accessible to students of all math and science levels whether they have completed Physics or not. Students will explore how, over time, humanity has developed a scientific understanding of its place in the cosmos and how our knowledge and perception evolves with new technologies and new ways of thinking. Topics covered include: the structure and scale of the Universe; the nature of gravity and light and the possibilities of space and time travel; relativity and quantum physics; the formation of planetary systems and habitable worlds beyond Earth; the birth, life, and death of stars; the origin, evolution, and fate of the Universe. Class lessons combine: lecture/video and note-taking; discussion and personal reflection; observation and data-collecting using simulation software; research and presentation of current events in space science, and completion of several short and long-term projects. While the course makes use of quizzes, many assessments are project-based and emphasize communicating understanding to a lay audience with accuracy, creativity, and enthusiasm.

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

For more information: Do You Ever Wonder...? (Infographic)

HUMAN ANATOMY & PHYSIOLOGY

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

HUMAN ANATOMY & PHYSIOLOGY (Dual Enrollment Course)

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

Prerequisites: Successful completion of Biology and Chemistry.

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

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

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

Estimated Time Spent on Homework: 1.5 hours/week For more information: Anatomy Infographic

MARINE BIOLOGY

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

Prerequisites: Successful completion of Biology and Chemistry or Physics.

Marine Biology is a second-year biology course that builds upon and extends biological concepts developed during first year Biology courses. Students will take an in-depth look at the features of the ocean and the variety of plant and animal life that lives within. They will investigate how life in the ocean is interconnected and the impact that humans have on that system. Topics will be developed through laboratory exercises, discussions, lectures, demonstrations, informational research projects, and field trips.

Estimated Time Spent on Homework: 1 hour or less/week

For more information: Marine Bio Infographic

AP BIOLOGY

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

Prerequisites: Successful completion of Biology and Chemistry. AP Biology is an introductory college-level biology course.

Students cultivate their understanding of biology through hands-on inquiry-based investigations as they explore the following topics: natural selection, chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, and ecology.

Students will continue to work on the science practices introduced in 9th grade biology: explaining and analyzing visuals of biological concepts, designing experiments, graphing data, performing statistical tests and data analyses, and writing scientific arguments.

The ability to read, analyze, and use verbal and/or written explanations that describe biological processes is an important learning outcome of the AP Biology course and will help students learn to construct and support scientific arguments. The goal of the course is to apply an integrated understanding of how a concept or process relates to the overall function of the biological system rather than memorizing details.

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

For more information: AP Bio Infographic

AP CHEMISTRY

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

Prerequisites: Successful completion of Chemistry or Chemistry H .

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

Estimated Time Spent on Homework: 2-4 hours/week For more information: AP Chem Infographic

AP ENVIRONMENTAL SCIENCE

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

Prerequisites: Juniors and seniors who have successfully completed Algebra, Biology and Chemistry.

Suggested Course Preparation: Strong algebra skills and concurrent enrollment in or completion of Physics is strongly recommended. Juniors taking Algebra 2 are strongly encouraged to take Physics in their Junior year and wait until their senior year to take APES.

This college level course explains the scientific principles behind environmental problems and issues. The goal is, "to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made and to evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them." Students are expected to come into the class with a solid command of basic biology, chemistry and physics concepts,

science skills (graphing, writing CER, research and source citation etc.), and the use of algebra and dimensional analysis math skills to solve problems.

The APES course will focus on test taking skills to prepare students to take the national AP Environmental Science Exam in May. Earning college credit for APES is dependent upon taking and passing the AP exam (score of 3 or higher), and credit varies by college. To see the AP credit policies for APES at the colleges where you plan to apply, check this site.

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

For more information: APES Infographic

AP PHYSICS C

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

Prerequisites: Successful completion of Physics Honors at Paly. A high level of mastery of complex algebraic principles, trigonometry and application of calculus will be required. Concurrent enrollment in BC Calculus is recommended, though students enrolled in AB Calculus could find success with particularly strong commitment.

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

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

For more information: AP Physics C Infographic

SPECIAL EDUCATION

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

SUPPORT AND SKILLS-BASED CLASSES

ACADEMIC PLANNING

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

Prerequisite: None

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

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

Estimated Time Spent on Homework: None

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

ACADEMIC MATH

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

Prerequisite: None

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

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

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

Estimated Time Spent on Homework: None

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

ACADEMIC WRITING

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

Prerequisite: None

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

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

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

Estimated Time Spent on Homework: None

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

ACADEMIC ENHANCEMENT

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

Prerequisite: None

Academic Enhancement is a course designed to provide reading interventions that are designed to develop the reading levels of struggling readers by directly addressing individual student needs and goals. The course provides differentiated instruction, nonfiction reading materials, and direct instruction in reading skills, vocabulary, writing, and grammar. This course is a Specialized Academic Instruction course and requires a signed IEP delineating it as a direct service.

Estimated Time Spent on Homework: None

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

SPECIALIZED PROGRAMS

ACADEMIC COMMUNICATIONS

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

Prerequisite: None

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

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

Estimated Time Spent on Homework: None

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

THERAPEUTIC SERVICES

7091 TS | Year 9-12 | *Not UC-Approved*

Prerequisite: None

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

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

Estimated Time Spent on Homework: None

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

WORLD LANGUAGES

The Paly World Language department offers five languages: American Sign Language, French, Japanese, Mandarin Chinese and Spanish. At all levels of instruction students are immersed in the target language and culture. Emphasis is placed on oral and written communication using performance-based assessments. Classes are offered in sequential order in order to build the proper foundation for oral and written proficiency. World Language classes are designed for non-native speakers of the target language. Students who successfully begin their language in middle school move directly into level 2.

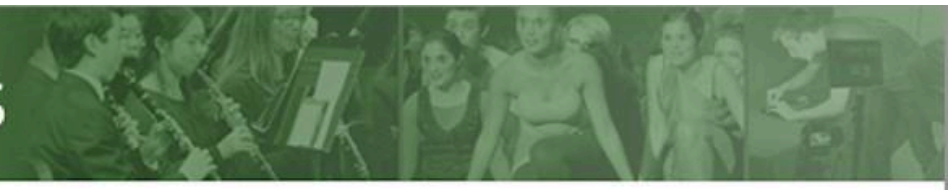
Students coming from outside of PAUSD or who are native or heritage speakers or have been in after-school programs should use the course catalog to determine which level would be the best fit when meeting with their School Counselor to complete their course selection.

In the Spring, students make their course selection for the following year based on their performance in the previous course and also based on their teacher recommendation. Honors/AP courses require a high degree of independence, self discipline, commitment, and maturity. Students having difficulty in their class despite putting in their best effort may request a lane change. If students struggle to meet these commitments, the teacher may recommend a lane change. All lane changes are contingent on class size, student's current and past performance (earning less than an A is not a valid reason to change classes), dynamic of the class, and the overall circumstances. Students will carry over their current grade to the new lane/course. The World Language department cannot accommodate schedule requests or changes based on teacher preference or learning style. Independent study is not offered.The primary goal of the World Language Department is to offer students the opportunity to become familiar with a language other than their own. All classes are year-long courses. Students learn to use, understand and communicate in a new language, both in spoken and written form. We support and encourage all language learning to the highest degree of proficiency possible. To this end, we strongly encourage students to take language for all four years of high school in order to achieve maximum proficiency in reading, writing, speaking and listening according to the ACTFL Proficiency standards. The ranges of proficiency levels referred to in the course descriptions come from the American Council of Teachers of Foreign Language (ACTFL) proficiency guidelines.

LANING-UP/LANING DOWN	GRADE TRANSFER
So that a student does not fall further behind in the course, all up-laning and down-laning must occur 6 weeks into the school year. (9/19/2025) Students may also only up-lane or down-lane one time per semester. For the second semester, students must down lane within the first 2 weeks and there is no up-laning in the second semester.	Students will take the grade to the new course.

Link to World Language elective fair video

WL Pathways



STUDENT PATHWAY

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

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

COURSE PATHWAYS

All courses are UC-approved "e"

AMERICAN SIGN LANGUAGE

ASL 1 → ASL 2 → ASL 3 → ASL 4

CHINESE

Chinese Mandarin 1 → Chinese Mandarin 2 → Chinese Mandarin 3 → Chinese Mandarin AP / Chinese Mandarin Civ/Cul H

FRENCH

French 1 → French 2 → French 3 or 3H → French AP / French Civ/Cul H

JAPANESE

Japanese 1 → Japanese 2 → Japanese 3 → Japanese AP

SPANISH

Spanish 1 → Spanish 2 → Spanish 3 or 3H → Spanish AP → Spanish AP Lit / Spanish Civ/Cul H

LEVEL I

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

Prerequisite: None

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

Students who begin their language studies in middle school and earn a grade of C or higher in level 1A and 1B may move into Level 2.

Estimated Time Spent on Homework: 45 minutes per week

LEVEL 2

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

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

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

Estimated Time Spent on Homework: 45 minutes per week

LEVEL 3

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

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

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

Estimated Time Spent on Homework: 1.5 hours per week

LEVEL 3H

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

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

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

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

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

Estimated Time Spent on Homework: 2.5 hours per week

CIVILIZATION & CULTURE HONORS

4041 ChineseCiv&CultureH	Year 9-12	Pending *UC-Approved "e"*
4153 French CivCultH	Year 9-12	*UC-Approved "e"*
4441 SpCiv/CulH [Spanish]	Year 9-12	*UC-Approved "e"*

Prior Recommended Course(s): Grade of C or better in Chinese/French/Spanish 3 or department approval; grades 9 -12 This honors course provides students with the opportunity to continue to demonstrate their proficiency in Chinese/French/Spanish at the Intermediate High to Advanced Low range in each of the 3 modes of communication on the ACTFL Proficiency Guidelines. Students analyze the historical, political, and social issues of the Mandarin- French- or Spanish- speaking world using authentic literary texts, films, music, art, and mass media. Students also have the opportunity to explore the wide range of cultures in the world where Mandarin is spoken (China, Taiwan, Singapore, etc.) French is spoken (Europe, Africa, Caribbean islands, Southeast Asia, etc.) or Spanish is spoken (Spain, Africa, Caribbean Islands, Central and South America, etc.). Language skills are developed through oral presentations, research projects, and reflections on literary and nonliterary texts. Students are encouraged to explore and research in more depth topics of interest to them.

Estimated Time Spent on Homework: Up to 2 hours per week

NOTE: 9th grade AP/H courses are not weighted in the PAUSD weighted GPA. UC/CSU will only grant honors weighting for up to 2 courses taken during 10th grade.

AP LANGUAGE & CULTURE

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

Prerequisite: Grade of B or better in level 3 for Chinese or Japanese or level 3 / 3H for French and Spanish and teacher recommendation.

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

Estimated Time Spent on Homework: 2.5 hours per week

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

AP SPANISH LITERATURE

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

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

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g. art, film, literary criticism).

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

Estimated Time Spent on Homework: 5 hours per week

LEVEL I AMERICAN SIGN LANGUAGE (ASL)

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

Prerequisite: None

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

Estimated Time Spent on Homework: 45 minutes per week

LEVEL 2 AMERICAN SIGN LANGUAGE (ASL)

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

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

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

Estimated Time Spent on Homework: 45 minutes per week

LEVEL 3 AMERICAN SIGN LANGUAGE (ASL)

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

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

Utilizing vocabulary acquisition, production skills, and storytelling, ASL 3 students will focus on interpretations from English to ASL and the unique nuances of ASL, which include but are not limited to lexicon, syntax, facial and head morphology, fingerspelling and numbers, and classifiers. **Estimated Time Spent on Homework:** 1 hour per week

LEVEL 4 AMERICAN SIGN LANGUAGE (ASL)

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

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

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

Estimated Time Spent on Homework: 1 hour per week

ADDITIONAL OFFERINGS

LIVING SKILLS

8458 Liv Skill — Semester 10-12

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

SCHOOL SERVICE or TEACHING ASSISTANT

0676 Teaching Assistant — Semester 10-12

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

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

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

FOCUS ON SUCCESS

2010 Focus on Success — Year 9-12

Focus on Success is an elective class that is designed to support students in their core academic classes. FOS students learn strategies that improve organization, time management, study skills, test-taking strategies, motivation, goal setting, and task completion. Additionally, FOS provides daily, dedicated homework time.

AVID (Advancement Via Individual Determination)

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

The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities and intensive preparation for ACT, SAT I and SAT II. Teachers may recommend students for the program or interested students can contact the AVID counselor, Ms. Laguna (claguna@pausd.org) in order to enroll.

AVID – JUNIOR / SENIOR SEMINAR

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

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

ASB STUDENT GOVERNMENT

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

All elected and appointed Associated Student Body (ASB) Officers will be enrolled in this course for the length of their term. In addition, students whom are interested in learning about Student Government/Leadership skills, along with organizing, leading, and having input into school activities are welcome sign up. Over the course of the year Leadership students should expect to perform their specific PALY ASB Constitutional roles as well as participate in leadership activities chosen by both the ASB Executive Board and the teacher. This course is open all students with approval of Student Government teacher and/or Administrator

ALTERNATIVE

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

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

Adult Education

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

Middle College Program at Foothill

This program is designed as an alternative for 9th-12th graders who are mature enough to handle a college level environment and who can take responsibility for their own educational planning and credit completion. Students take both high school and college level classes on the Foothill campus. Counseling and academic support services are also available. This program has an application process. Please contact Rachel Dial @ rdial@pausd.org for more information.

Alta Vista Continuation High School

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

Santa Clara County Alternative Schools Department

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

Independent Study Program

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

California High School Proficiency Exam

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

Opportunity

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

COURSES AVAILABLE FOR REPEAT CREDIT

These courses may be repeated any number of times for credit:

ART	CAREER TECHNICAL EDUCATION
Advanced Drawing/Painting Advanced Photo Advanced Sculpture Advanced Video Ceramics/Sculpture Drawing/Painting Graphic Design	Advanced Authentic Research Advanced Journalism Auto 2 Broadcast Journalism Exploratory Experience Magazine Journalism Web Journalism Work Experience Yearbook
MUSIC/DRAMA	**OTHER**
Advanced Vocal Choir Concert Band Jazz Ensemble Orchestra H Stage Technologies String Orchestra Symphonic Band Symphony Orchestra H Theatre 3 Theatre 4 Wind Ensemble H	Academic Support English Language Development Classes School Service/Teaching Assistant Special Day Classes

COHORT PROGRAMS

TEAM PROGRAM

9TH GRADE INTERDISCIPLINARY TEAM

8460 TEAM Year 9

What

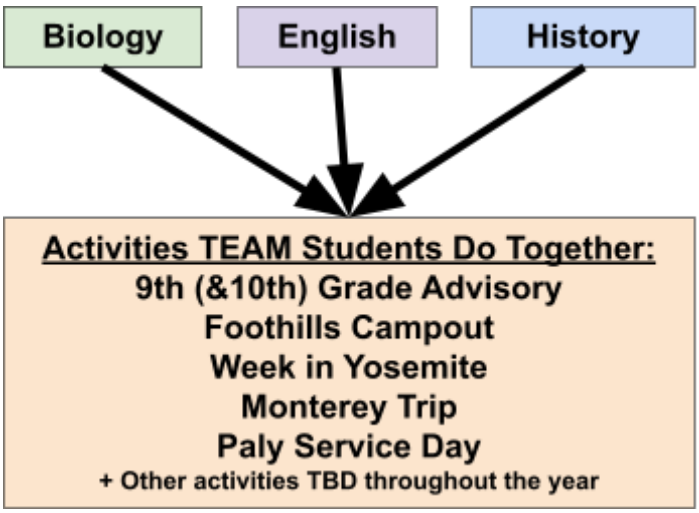
TEAM stands for "Together Everyone Achieves More." It is a small community of ninth graders within the larger Paly community who share core academic classes (Biology, English, and History), so that students can develop supportive relationships with peers and teachers. TEAM teachers have an aligned prep period to discuss the progress of the students they share and to collaborate on the organization of various off-campus interdisciplinary activities, service-learning opportunities, and social events.

Who

The TEAM teachers teach Biology, English, and World History/Ethnic Studies. TEAM students come from a wide variety of backgrounds and interests representative of the Paly Community. Upperclass Student Leaders who were former TEAM students also help out with TEAM events.

How

The Interdisciplinary TEAM is an innovative approach to the ninth-grade core subjects. TEAM's goals are focused on: building a community of caring students, parents, and teachers; increasing student/teacher interaction; providing connections between the disciplines with a collection of hands-on activities and field trip experiences in order to aid in promoting opportunities for a variety of learning styles; and enhancing students' social and academic performance through greater communication between teachers, students, and parents. TEAM offers a freshman core consisting of Biology, English, and World History/Ethnic Studies. Students interested in joining must indicate their interest on the course selection sheet and sign up during the course selection process on Infinite Campus - here's how: TEAM Course Selection Handout



Want to learn more about TEAM?
Check out these resources:

- 2024 TEAM Info Video
- TEAM InfoGraphic English
- TEAM InfoGraphic Spanish
- TEAM InfoGraphic Mandarin
- TEAM Website: https://team.paly.net/explore-team

SOCIAL JUSTICE PATHWAY

SOCIAL JUSTICE PATHWAY

8489 SJP Year 10-12

What

The Social Justice Pathway is a three-year program featuring self-direction and project-based learning in an interdisciplinary model rooted in community action and collaboration. Students begin by learning the practices of social justice in sophomore year by identifying global and local issues that they want to devote themselves to, and learn how to achieve transformative rather than temporary relief from social problems.

Who

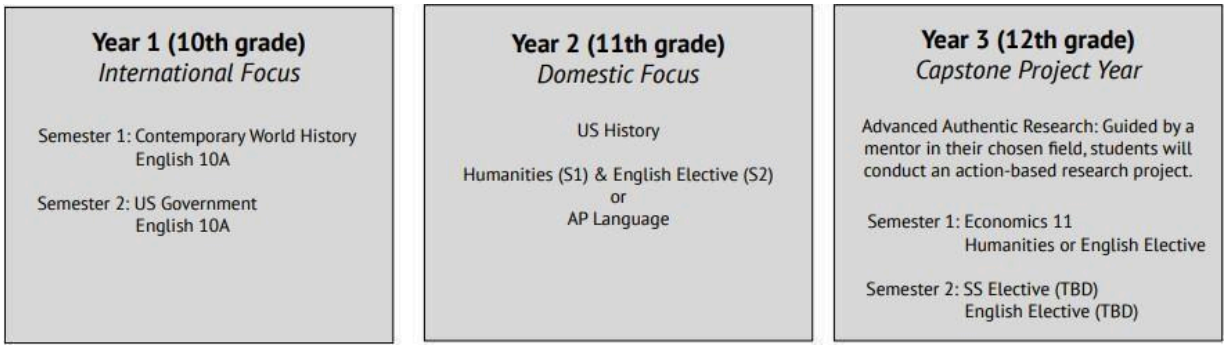
This program is for students interested in empowerment, conviction and the passion to build a better world and are willing to work hard at it. It's an opportunity for authentic education and experiential learning beyond the high school walls. The Social Justice Pathway is for the student who is interested in rigorous curriculum. The program is designed to help students reach for and succeed at a wide-range of post-secondary goals--from the highly competitive college track to the work force and everything in-between.

How

This 3-year program begins sophomore year. Students explore the theme of Social Justice within the context of the core college-preparatory and A-G approved curriculum. Students move together through English and History classes in a multiple subject setting. While subjects are separate courses, they connect to each other by asking students to read novels from the time period studied in history, or use reading and analysis skills from English class to understand primary documents in their History class.

Students work in a project-based environment both on and off campus. Through readings, discussions, critiques, brainstorming sessions, writings and peer editing, class work will be designed to connect to real issues identified by our students and challenges in our local community. Ultimately, students make their own solutions to these problems and work to solve them. This work goes beyond the classroom through field trips off campus. The students' experiences outside the classroom enriches curriculum and evaluates the effectiveness of what we are doing in the community.

Social Justice Pathway is available for 10th grade students, and students continuing in the pathway from the preceding year only. If you are interested in the pathway, please sign up for 8489 SJP.



Pathway Features: Field trips, speakers, local and school-based volunteer opportunities .

For more information: SJP Video

APPENDIX

The proceeding pages include helpful additional information for you to think about during the course selection process.

Please use this information to help make informed decisions about your requested schedule for the 2023-2024 school year.

The number of hours you spend on certain tasks can be surprising, especially when you begin to compare the totals. Do you spend almost as much time doing extracurricular activities as you do academics? Do you sleep – at all? Are most of your meals eaten on the run? Do you wish you had more free time? As you begin to evaluate your current time expenditures, consider some of the points below.

ACADEMICS

When planning your academic time ask yourself…

How are you doing academically? Are you happy with your progress or do you feel you need to put more time into your work? Do you need more time for studying, assignments or both?

Which subjects are more challenging for you and require more of your time? Would it be helpful to seek help in the ARC or the MRC?

Are you able to complete assignments on time? Do you have to stay up very late the night before an assignment is due to finish?

How often do you find yourself procrastinating on assignments? Do you need to work on using the academic time you have more effectively?

Do you currently use weekend time to study and do assignments?

Do you sometimes feel overwhelmed by the amount of work you have to do?

Do you usually study more than 2 days in advance of an exam? Are you able to prepare adequately for tests?

EXTRACURRICULAR ACTIVITIES

Finding the right balance between academics and extracurricular activities can be difficult. A commitment made to an activity at the start of the year might not be easy to continue if classes become consuming.

When planning your extracurricular time ask yourself…

- Which of your extracurricular activities is most important to you? Why?
- Which of these activities help you to relax? Which help you to relieve or work off stress?
- Does your enthusiasm sometimes lead you to overcommitting to activities, clubs, sports, etc.?
- Have your extracurricular commitments ever adversely affected your academics? Are they adversely affecting your academics now?
- Which do you enjoy more: well-structured activities with meeting times and established goals or independent activities that you pursue at your own pace?
- Which of your extracurricular activities could you pursue in other ways? Are there more flexible ways to participate in the same activity?

SLEEP

Students love to sleep, yet it is the first thing they give up when pressed for time. Not only is sleep necessary for your physical and mental well-being, you will simply not be able to concentrate well if you are tired, distracted and mentally run down. You will spend more time on assignments, learn appreciably less and be vulnerable to making obvious mistakes on exams and projects. Although it might feel as though you are doing more by sleeping less, the habit isn't sustainable, so sleep well and often, and consider it an investment.

When planning for sleep time ask yourself…

- How many hours of sleep per night are ideal for you? How many hours of sleep do you need to wake up feeling rested and refreshed, but not groggy?
- Between which hours of the day are you most comfortable sleeping?
- Do you feel that you get enough sleep now?
- When you run short of time on assignments, do you sacrifice sleep to make up the balance?
- Do you often feel tired or lethargic in class, especially in the morning?
- Do you sometimes have difficulty concentrating in class and/or have headaches due to fatigue?
- Do you occasionally fall asleep in class?
- Do you often wish for (or take) a nap during the day?
- Are you able to get out of bed when the alarm clock rings the first time?

MEALS

Eating is just as important as sleeping for all the same reasons. Always eat something in the morning, even if it is just a breakfast bar on the way to class. Plan to make sit-down time for lunch and dinner – not only because you need the fuel, but because you need physical, mental and emotional breaks in your day. Meals can rejuvenate you on all of these levels. Relax, eat well and enjoy yourself.

When planning for mealtime ask yourself…

- Do you make a point of eating regularly and well? Although you can't always have a healthy, well-balanced meal, do you usually try to make health-conscious decisions?
- Do you occasionally skip meals? How do you feel when you do?
- Does being hungry sometimes distract you in class?

FREE TIME!

At last! Are you surprised at the amount of free time that you have? Is it too much or too little? Do you prefer your days to be more flexible and spontaneous or packed and busy? The amount of free time that you have at the start of the year might diminish as you find fun things to do and your academics gain momentum. Again, a conservative approach is often best: leave yourself some space to unwind and relax every day, and extra time to handle the unexpected — whether it is a difficult assignment or going out with friends.

When planning for free time ask yourself…

- Which of your free time activities are most important to you? Which could you give up if you wanted or needed to spend time on other things?
- Which of these activities help you to relax? Which help you to relieve or work off stress?
- Do you occasionally find yourself procrastinating by overindulging in one of these activities? Do you need to be more disciplined about limiting these activities?
- Is there something that you would really like to do or try, but you never seem to have the time? Could you fit it in by re- prioritizing your other tasks?

Adapted from MIT Online Learning Module, Time Management and Organization

4 – Year Academic Plan — Palo Alto High School — Date:_____

Student Name _____ **T.A.** _____ **Class of**_____

PAUSD Graduation Requirements	CSU/UC (A-G) Requirements									
			9	9	10	10	11	11	12	12
D- or better	***C- or better*** UC approved	A-G								
English—10	English--40	B								
Hist./Social St.-40 world hist.-10 cont wld-5, US govt-5 US hist.--10, econ.--5, S.S. elec.--5	Hist./Social St.--20 including: US hist./US govt.—10 world hist.--req. for UC only-10	A								
Math—30 Alg 1, Geom, & Alg 2	Math--30 (40) through Alg 2	C								
Science—20 Biol.--10, phys.—10	Lab sci.--20 (30) Biol.--req. for CSU	D								
P.E.—20	None									
Arts, Vis.& Perf.--10 Career/Tech Ed.-10	Arts, Vis.&Perf 10 yr. long course/ sems. in sequence None	F								
Living Skills—5	None									
World Lang.-20	World Lang.-20 (30), same lang.	E								
Addt'l. credit. for graduation--25	Col. prep elec-10	G								
Total credits required 220	**Total credits** (add):									

Also required for graduation: High School Exit Exam—English____ High School Exit Exam—Math____

Goals: 4 yr college _____ 2 yr college _____ Other _____ 11/2013

CSU

Minimum Eligibility

Students must complete 15 year-long courses in designated A-G subject areas as outlined in the A-G UC/CSU Comparison Matrix found in the Course Catalog. For a list of designated UC-approved courses that fulfill these A-G subject area requirements, see https://hs-articulation.ucop.edu/agcourselist/institution/2258.

A 2.5 minimum CSU GPA is required for CA residents. To calculate your CSU GPA, see: https://www.calstate.edu/apply/gpa-calculator Any California high school graduate or resident of California earning a CSU GPA between 2.00 and 2.49 may be evaluated for admission based upon supplemental factors such as number of courses exceeding minimum "a-g" requirements, household income, extracurricular involvement, and other available information that would inform the campus admission decision. SAT/ACT Test scores are not considered. For more info see: https://www2.calstate.edu/apply/freshman/Pages/first-time-freshman-guidance.aspx

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Impaction

Some CSU campuses and/or undergraduate majors are "impacted," meaning there are more applications from qualified applicants than there are available spaces. In this case, applicants who exceed the minimum eligibility are more competitive for admission; in some cases (e.g. Cal Poly SLO), additional, supplemental criteria is also reviewed.

To learn more about campus and major impaction, see: https://www2.calstate.edu/attend/impaction-at-the-csu

UC

There are two paths to UC eligibility for prospective freshmen. The first path includes the subject and scholarship requirements. The second path confers UC eligibility upon the top nine percent of students at individual California high schools. Students who fulfill at least one of the two paths to UC eligibility will be entitled to a comprehensive review of their UC application(s). Most UC campuses use criteria that exceed the minimum to select students. Therefore, meeting the minimum eligibility criteria is not a guarantee of admission. The comprehensive review process varies by campus. Be sure to review how it's applied (i.e. campus-specific selection criteria) on the University of California Web site.

PATH 1 – Eligibility in the Statewide Context

This is the path that most prospective freshmen follow to attain UC eligibility. Students must satisfy specific course pattern and scholarship requirements.

Subject Requirement

Students must complete 11 of the 15 year-long courses in designated A-G subject areas by the end of junior year as outlined in the A-G UC/CSU Comparison Matrix found in the Course Catalog. For a list of designated UC-approved courses that fulfill these A-G subject area requirements, see https://hs-articulation.ucop.edu/agcourselist/institution/2258.

*Please be aware that courses taken at a community college or university have to earn a C or better in order for it to fulfill the A-G subject requirement for UC' eligibility. A "C-" is not acceptable in college courses for UC.

Scholarship Requirement

Applicants must earn at least a 3.0 UC GPA in UC-approved courses taken in grades 10-12. A table with directions on how to calculate a UC GPA can be found in the Course Catalog.

For more information: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/

PATH 2 – Eligibility in the Local Context (ELC)

Student must fulfill the following minimum requirements to be eligible for the UC in the local context (ELC):

- Have a UC-calculated GPA of 3.0 or higher
- Complete a specific pattern of 11 UC-approved courses in A-G subject areas by the end of junior year.
- Rank in the top 9 percent of the expected graduating class, based on a UC-weighted grade point average that includes all UC-approved courses taken in the 10th and 11th grades.

Following the junior year, for those students who submit a release to Paly, high schools will identify the top 9 percent of students in the class and forward copies of the students' transcripts to the UC for evaluation. The UC will select the top 9 percent and notify these students after they submit a UC application the following school year.

For more information:
https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/california-residents/local-guarantee-elc.html

UC GUARANTEED ADMISSION

Two groups of California-resident students will be guaranteed admission to a UC campus:

- Those who rank in the top 9 percent of all high school graduates statewide
- Those who rank in the top 9 percent of their own high school graduating class at the end of the 11th grade (ELC)

It's important to understand, however, that these students are not guaranteed admission to the UC campus or campuses to which they apply. Some campuses and majors are extremely competitive and aren't able to accommodate every qualified student who wishes to attend. In those instances, students will be offered admission to a UC campus with available space.

Students must complete the UC's course requirements by the end of their senior year in high school to be considered fully qualified to enroll.

To determine whether California students rank in the top 9 percent statewide, the UC uses an admission index. For more information, see: https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/california-residents/statewide-guarantee/

The images on the next two pages can be found at the following website.

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
SUBJECT REQUIREMENTS		
	15 yearlong/30 semester college preparatory A-G courses are required with letter grades of C or better[#]:	
		11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)
A | History/Social Science	**2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND**	
	1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area.
B | English	**4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD):**	
	Advanced ESL may be substituted for the first year of the 4 years of English.	ESL/ELD cannot meet the senior year of English.
C | Mathematics	**3 years/6 semesters of mathematics (including or integrating topics covered in elementary algebra, two- and three-dimensional geometry, and advanced algebra)*** (Also acceptable are courses that address the above content areas, and include or integrate: probability, statistics or trigonometry.)	
	Students applying to CSU and UC must complete a geometry course (or integrated math courses with geometry content).	
D | Science	**2 years/4 semesters of science**	
	At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area** **Integrated/Interdisciplinary courses may be used to fulfill either physical or biological science.**	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/ Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] models); **or** two years of a three-year NGSS integrated science model; **or** one year of biology, chemistry or physics **and** one year of an approved science chosen from the earth & space sciences or interdisciplinary sciences disciplines. *Approved courses in the applied science, computer science, and engineering disciplines may only be used for a 3rd year (or beyond) of the science requirement.* Courses must be from the D subject area.
E | Language Other Than English	**2 years/4 semesters (or equivalent to the 2nd level of high school instruction) of a language other than English* (Courses must be in the same language, American Sign Language allowed)**	
F | Visual and Performing Arts	**1 year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Music, Theater, Visual Arts or Interdisciplinary Arts**	
G | College Preparatory Elective	**1 year/2 semesters of elective course work chosen from any area on approved A-G course list**	
REPEATED COURSES	**California State University (CSU)**	**University of California (UC)**
	CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.	
	Required A-G courses must be completed with a grade of C or better[#]. Any course may be repeated with the exact same course. There is no limitation on the number of times a course can be repeated. Repeated courses are only used once and the instance with the highest earned grade will be used in the GPA calculation.	Required A-G courses must be completed with a letter grade of C or better[#]. Courses with D/F grades may be repeated. There is no limitation on the number of times a course can be repeated. Repeated courses can have the same or similarly named course titles (e.g., English 9 or English 1). The first instance of a letter grade C or better will be used in the GPA calculation.

[#] Pass/Credit grades allowed for A-G coursework completed in winter 2020 through summer 2021.

** High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements.*

*** It is best to prepare for both UC and the CSU by completing two laboratory courses from the D subject area.*

Information is accurate as of August 2022

CSU-UC Comparison of Minimum Freshman Admission Requirements

	California State University (CSU)	University of California (UC)
VALIDATION OF SUBJECT OMISSION BY OTHER COURSES		
Mathematics	A letter grade of C or better in the second semester of Geometry will validate the first semester. A letter grade of C or better in the first semester of Algebra II validates both semesters of Algebra I. A letter grade of C or better in Statistics will validate Algebra I and Algebra II but will not validate Geometry. Integrated style Math 2 will be accepted in lieu of a Geometry course.	
	A letter grade of C or better in the second semester of an area C course with a discipline of Precalculus, Calculus, or Other Advanced Mathematics on the A-G website validates the entire high school college preparatory requirement. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to CSU's *Admission Handbook*.	The omission of a full year of geometry **cannot** be validated by any higher-level coursework. A letter grade of C or better in any semester of a math course with the discipline of Precalculus, Calculus, Statistics or Other Advanced Math will validate two years of the requirement, but not Geometry. A letter grade of C or better in Integrated style Math 3 which includes geometry content validates the omission of Integrated style Math 2. Refer to UC's Validation Matrix in *Quick Reference Guide to UC Admissions*.
Language Other than English (LOTE)	A letter grade of C or better in a semester of a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate high school LOTE courses. The level of validation depends on the college course prerequisite and description. For courses offered at a California Community College refer to ASSIST and look for the footnote indicating the course is equivalent to two years of high school instruction.	
Chemistry	A grade of C or better in the second semester of Chemistry will validate the first semester.	UC does not allow validation of Chemistry.
VALIDATION OF DEFICIENT (D/F) GRADES IN REQUIRED COURSES		
	Courses in which grades of D/F are earned may be validated in the areas of Math and Language Other Than English (LOTE) by successful completion of higher-level coursework, including D/F grades in Geometry. For UC, refer to the Validation Matrices in *Quick Reference Guide to UC Admissions*. CSU also allows the validation of D/F grades in Chemistry. For CSU, refer to the *CSU Admission Handbook*.	
VALIDATION OF SUBJECT REQUIREMENTS BY TEST SCORES		
	Required A-G courses may be satisfied with appropriate test scores on SAT, SAT Subject Tests (discontinued in 2021), Advanced Placement exams, and designated International Baccalaureate exams. A list of acceptable tests and scores is available on the CSU website; for UC, refer to *Quick Reference Guide to UC Admissions*. For UC, the omission of a course in Geometry cannot be validated by any examination score.	
HIGH SCHOOL GPA		
	Calculate GPA using all A-G approved courses completed during the summer after the 9th grade through summer after the 11th grade---excluding deficient grades which have been repeated. **CSU and UC do not use plus/minus grades in the GPA calculation; for example, a C- = C.**	
	Repeated courses are calculated once using the highest grade earned. When completing the online admission application, the repeated course is also only reported once using the highest grade earned.	Repeated courses are calculated once using the first instance of a letter grade of C, B, or A. UC does **not** average grades. **However, when completing the UC admission application, all A-G courses and grades must be reported.**
HONORS POINTS		
	Maximum of 8 extra grade points (honors points) from four yearlong courses (8 semesters) awarded for UC-approved high school created honors, all AP, some IB courses and transferable college courses. No more than two yearlong courses (4 semesters) completed in 10th grade can be used in the honors points calculation.	
TEST SCORES – ACT/SAT		
ACT or SAT	The CSU no longer considers ACT/SAT examinations in determining admission eligibility for all CSU campuses and in awarding CSU scholarships. Student will not be penalized if they choose not to submit scores. If students choose to submit test scores as part of their application, they will be used as one factor of the multiple measures used for English and quantitative reasoning/mathematics college course placement (www.CSUStudentSuccess.org) in the campus they plan to enroll in. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.	UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships. If students choose to submit test scores as part of their application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after enrollment. SAT Subject Tests have been discontinued and are no longer recommended for any campuses or majors.

Information is accurate as of August 2022

APPROVED A-G

For University of California & California State University

For a list of approved courses for each year, please visit: https://hs-articulation.ucop.edu/agcourselist

The list is year-specific, so check the list for the year you were enrolled in the course.

NCAA ELIGIBILITY

For a list of NCAA approved courses, please visit the NCAA Eligibility Center at:
http://www.ncaa.org/student-athletes/future

For information about the core coursework, GPA, and testing requirements for eligibility, see:
http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf

The NCAA High School Code and the CEEB code are both 052350.


PALO ALTO
Vikings
SENIOR HIGH SCHOOL