

PALO ALTO UNIFIED SCHOOL DISTRICT



PALO ALTO HIGH SCHOOL

2004 – 2005

COURSE CATALOG

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

GRADUATION REQUIREMENTS

Students are required to have a minimum of **210** semester credits for graduation. Included in these credits are the subject requirements (160 credits) below. Ten credits are granted for successfully completing a course that meets each day for a school year; five credits are granted for a semester course. In addition, all students must obtain certification in First Aid and CPR. Beginning with the class of 2006, students will need to pass the High School Exit Exam to earn their diploma in the state of California.

SUBJECT REQUIREMENTS:

| | <u>Credits</u> | |
|------------------------------------|----------------|---|
| English | 35 | |
| Mathematics | 20 | Including 1 year of Algebra or its equivalent |
| Science | 20 | Ten credits in Biology; 10 credits in Physical Science |
| Social Studies | 40 | Including 10 credits of World History, 10 credits of U.S. History, 5 credits of Government, 5 credits of Contemporary World History, 5 credits of Economics, and 5 credits of Social Science elective. |
| Physical Education | 20 | |
| Living Skills | 5 | Includes training in First Aid/CPR. |
| Arts, Visual and Performing | 10 | Credits in Art, Music, Dance, Photography, or Theatre. |
| Career/Vocational Education | 10 | Credits in Business, Industrial Technology, Home Economics, Sports Medicine, Computer Technology, Exploratory Experience, Work Experience, or Regional Occupational Program. (See AP Computer Science, Advanced Java, Advanced Journalism, Magazine Journalism, Broadcast Journalism, Advanced Photo, Advanced Video, Beginning Java, Graphic Design, Graphic Publication (Yearbook), Science Research Project Honors, Stage Technology, and Teaching Practicum.) |

Off-campus courses: Students wishing to take courses at community college or other schools must obtain **PRIOR APPROVAL** from the appropriate administrator in order to meet high school graduation requirements. Forms are available with the Registrar in the Guidance Department. A copy of this form with the proper signatures must be left with the Registrar, to be stored in the student's cum folder.

Note: District policy states that only under exceptional circumstances and with **PRIOR APPROVAL** can credit be earned off-campus to fulfill high school subject requirements.

Subject Requirements For Admittance to the University of California and California State University Systems

Minimal subject requirements for admission to both the University of California and the California State University systems.

A grade of “C-“ or better is required.

- ENGLISH 4 years
- MATHEMATICS 3 (4) years (through Algebra 2)
- HISTORY / SOCIAL SCIENCE 2 years
- SCIENCE..... 2 (3) years (lab)
- FOREIGN LANGUAGE 2 (3) years of the same language
- *ARTS 1 year visual or performing (Yearbook is not acceptable)
- COLLEGE PREP ELECTIVES..... 1 year, including electives from such subjects
as English, History, Advanced Math, Lab Science,
Foreign Language, Visual or Performing Arts and other fields.

() = recommended for the University of California

* Class of 2005 – 2 semesters of acceptable arts courses from a single arts area (dance, theatre, music or visual arts)

* Class of 2006 and beyond – year long acceptable arts course in a single arts area

APPROVED A-G COURSES FOR UNIVERSITY OF CALIFORNIA AND CALIFORNIA STATE UNIVERSITY (2003-04)

(This list will not include newly approved A-G courses—see your Teacher Advisor in the Fall for the 2004-05 approved list.)

a- HISTORY

U.S. History
U.S. Government
College U.S. History (AP)
Contemporary World History
World History

b- ENGLISH

Advanced Composition II (H)
American Classics II (H), 12 (H)
American Literature II, 12
American Writers of Color
College English (Col Eng AP) (AP)
Dramatic Literature in Performance
Exploratory Thinking I & 2
Critical Thinking I & 2
Film Composition and Literature
Humanities 11 (H)
Literature of Sport
World Classics II (H), 12 (H)
World Literature II, 12
Women Writers
Shakespeare/Chaucer

c- MATHEMATICS

*Algebra 1.1, Algebra 1.2
*Algebra 1, Algebra 1A
*Geometry, Geometry A
*Geometry/Algebra 2A
*Algebra 2
Algebra 2/Trig.
Algebra 2/Trig. (H)
Algebra 2/Pre-Calculus H
Analysis (H)
Pre-Calculus
Pre-Calculus A
Calculus AB and BC (AP)
Statistics (AP)
Trigonometry/Analytic Geometry (A)
(*May only be used for the "c" requirement)

d- LABORATORY SCIENCE

Biology 1, Biology 1A
College Biology (AP)
Chemistry 1, Chemistry 1A
College Chemistry (AP)
Geology 1
Physics 1, Physics 1(H); College Physics (AP)
Biology 2
Environmental Science
Environmental Science (AP)

e- FOREIGN LANGUAGE

French *1, 2-5, (French 3 (H), 4 (AP), 5 (AP))
German *1, 2-5, (4 (AP), 5 (AP))
Japanese *1, 2-5, (3(H), 4 (H), 5 (H))
Spanish *1, 2-5, (Spanish 3 (H), 4 (AP), 5 (AP))
American Sign Language *1,2
Spanish for Spanish Speakers *1,2

f- VISUAL/PERFORMING ARTS

Advanced Photo
Advanced Sculpture
Advanced Video Production
Advanced Vocal (Madrigals, Spectrum)
*Art History, Art History (AP)
*Art Spectrum
*Ceramics/Ceramic Sculpture
*Choir (Treble, Concert)
*Concert Band
Dance 2
*Graphic Design
*Jazz Ensemble
*Music Theory 1,
Music Theory (AP)
*Orchestra
*Painting and Drawing
*Photo
*Symphonic Band
*Theater 1
Theater 4
Theatre 2, 3
*Video Production

*may only be used for the "f" requirement

g- ELECTIVE COURSES (all courses listed under a-f with the exception of *math courses or *visual/performing arts courses, plus the following:)

Advanced Journalism
U.S. Foreign Policy - Post Cold War
Broadcast Journalism
Computer Science (AP)
Creative Writing
Economics 11
Engineering Technology
Ethnic Studies 11
Journalism 11
Psychology 11, Psychology (AP)
Science Research Project H
Sociology 11
Intro to Gender Studies

Notes: Only the above underlined courses will be assigned extra honors credit by UC's and CSU's: (A=5, B=4, C=3)

* See page 3 for explanation of this section.

COURSES AVAILABLE FOR REPEAT CREDIT

These courses may be repeated any number of times for credit.

ART

Drawing/Painting
Graphic Design
Ceramics
Sculpture
Yearbook
Advanced Photo
Advanced Sculpture
Advanced Video

MUSIC/DRAMA

Concert Band
Symphonic Band
Jazz Ensemble
Orchestra
Choir
Advanced Vocal
Stage Tech
Theatre 3

PE & SPORTS

Physical Ed
Adaptive PE
Dance

CAREER VOCATIONAL EDUCATION

Computer Applications
Auto 2
ROP Classes
Computer Design
Engineering Technology
Work Experience
Exploratory Experience
Web Design & Development

OTHER

School Service
Science Lab Assistant
Teacher Assistant
Modified Courses (MP)
Special Day Classes
English Language Development Classes
Study Skills DHH
Advance Journalism
Magazine Journalism
Broadcast Journalism
Web Journalism

PLEASE NOTE: Certain course offerings or programs by their nature may put students in situations in which serious accidents could occur. These courses/programs include, but are not limited to, chemistry, home economic courses, physical education courses, and athletics. Parents may wish to discuss the accident potential of courses/programs with staff members before approving student enrollment.

ARTS, VISUAL AND PERFORMING

Note on Expected Schoolwide Learning Results (ESLRs)

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

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

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

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

Note on Projects and Performance-Based Assessments

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

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

VISUAL ARTS

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

- completion of introductory, beginning, and intermediate level art courses in the middle school, or their equivalent;
- recommendation by the high school art department based on proficiency, as determined by review of the student's art portfolio.
- Students are encouraged to enroll in a full year of Art Spectrum to prepare for advanced work in art.

Art Spectrum

6205 ART SPEC 1 Year 9-12

This course can be used to fulfill the "f" requirement for the University of California and California State University.

This is a high school entry level survey course, exploring basic skills, concepts, and history in the visual arts. It is also the foundation course for all other art classes. In the course of a year, the curriculum includes both two- and three-dimensional visual arts experiences, with emphasis on the development of technical, expressive, and critical thinking skills. Lessons in basic drawing, color theory, design, perspective, lettering, ceramics, and sculpture are taught. Additional lessons in jewelry, architecture, stained glass, or printmaking may be included if time permits. Art History units are taught throughout the year.

As a result of taking this course, students will be able to demonstrate a basic knowledge of technical skills needed in the production of art, show an understanding of art (and design) theory, be able to make some judgments related to art, and have an appreciation of art from other times and cultures.

6340 **Drawing, Painting**
PT/DR 1 **Year** **10-12**

Suggested Course Preparation: Art Spectrum or equivalent.

Prerequisite: Approval of Instructor.

This course can be used to fulfill the “f” requirement for the University of California and C.S.U. This course can be repeated for credit for three years. Students in the second and third years will be given options with advanced assignments in a “Portfolio Assessment” program, especially for AP art credit assessment.

This course begins with basic drawing and design experiences, exploring materials, techniques and composition theory using pencil, charcoal, brush pen and ink, pastel and colored pencil. From these experiences, color theory is introduced in preparation for the painting units. The painting units are arranged to further develop technical and expressive skills, with the first lessons emphasizing the processes of composition and color techniques; additional painting experiences build on this knowledge by emphasizing expressive and communicative skills. Further experiences in painting and drawing are designed to challenge the student in independent directions. Painting instruction will cover a variety of materials, and may include oil, acrylic, watercolor or tempera and mixed media. Course work will include art history, written reports, homework sketchbooks, gallery/museum visits and class critiques.

To complete this advanced course successfully, students will be expected to understand and creatively use the media listed, actively participate in discussions and reporting which demonstrate a knowledge of aesthetic perception and valuing, and to have a basic familiarity of the history of drawing and painting.

6262 **Graphic Design (Commercial Art)**
GRAPHDES **Year** **10-12**

Suggested Course Preparation: Art Spectrum or equivalent.

Prerequisite: Approval of Instructor.

This course can be used to fulfill the “f” requirement for the University of California and C.S.U.

Printmaking, Graphic Design, and Computer Technology are the major focus of instruction in this course. Assignments may include relief printing, etching, drypoint, serigraph, layout techniques, illustration, rendering/painting for the designer, typography, advertising design, and computer graphics. To complete the course successfully, students will be expected to demonstrate through lessons and outside reports, an understanding and use of expressive, technical, and cognitive skills as well as an understanding of the historical and cultural aspects of the art forms presented. Written or oral reports, gallery and museum visits and classroom critiques on student and master work are integrated into the course.

This course satisfies either Fine Arts or Career-Vocational Education Programs requirement.

6246 **Ceramics, Sculpture**
CER/SCUL **Year** **10-12**

Suggested Course Preparation: Art Spectrum or equivalent.

This course can be used to fulfill the “f” requirement for the University of California and C.S.U.

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

Advanced Sculpture

6388 ADV SCULP1 Year 10-12

Course Preparation: Ceramics/Sculpture 6246, 6247.

Prerequisite: Approval of Instructor.

This course can be used to fulfill the “f” requirement for the University of California and the C.S.U. requirement. This course can be repeated for credit for three years.

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

Art History

6249 ARTHIST AP Year 10-12

6241 ARTHIST 11 Semester 10-12

Prerequisite: Approval of Instructor.

This course can be used to fulfill the “f” requirement for the University of California and C.S.U. It can be taken for AP credit through enrollment for the full year and completion of all additional AP course work.

The great lives and trends of the history of art are surveyed in chronological sequence, together with an examination of art as a reflection of other historical events. First semester consists of a study of art from prehistory through the Renaissance. The second semester is a study of art from mannerism to the present. The arts of non-Western cultures are also studied for appreciation of their unique qualities. Class activities include films, slides, museum visits, lectures and related readings, models of historical monuments, oral presentations and illustrations.

One semester of Social Science elective credit may be granted for this course. (See History-Social Science listing p. 32)

Students who successfully complete this course will need to demonstrate an understanding of Art History chronology, and how different cultures have aesthetically perceived artistic expressions. They will also need to show expanded ability to make aesthetic judgments about content, techniques, forms, and purposes of art, historically.

Studio Art AP

6459 ART STUDIO AP Year 11-12

Course Preparation: Successful completion one full year of Drawing/Painting 1 and approval of instructor.

This course can be used to fulfill the visual and Performing Arts requirement for the U.C. and C.S.U. systems. This course can be repeated for two years with credit.

Students who select to do the AP Studio Art course must first successfully complete a review of their portfolio with the instructor. If the quality and quantity of work in the portfolio reflects the necessary preparation, students be given the assignments as outlined in the Advanced Placement Studio Art Curriculum Guide. The assignments in this program consist of approximately 40 pieces in variety of media. The work produces must be completed, photographed, and shipped for evaluation by May 1. This course is under review for U.C./C.S.U. approval and is already approved for Gunn High School.

Photography

6150 PHOTO 1 Year 9-12

This course can be used to fulfill the “f” requirement for the University of California and C.S.U. Students are taught camera operation, film processing, composition and design principles, proper and safe use of photographic chemicals and equipment, the making of photographic prints and enlargements, mounting and display of finished work, and related terminology and techniques. Other assignments may include pinhole camera, and studio lighting, portraiture use and selection of lenses. Students will also explore alternative processing and painting methods and involve mixed media in their work. The curriculum will provide learning experiences which include the historical aspects of photography through the use of slides, film, and videos. Students will learn to work conceptually, using photography as a tool for expression.

Students will gain confidence in their abilities to create original compositions. Successful work will need to demonstrate technical proficiency and creative expressions. Through writing, active critique sessions and discussions, students will need to demonstrate aesthetic perception, valuing, and an understanding of historical and cultural aspects of the medium.

Advanced Photography

6158 ADVPHOTO Year 10-12

Suggested Course Preparation: PHOTO 1 or at the discretion of the instructor.

This course can be used to fulfill the “f” requirement for the University of California and C.S.U. This course can be repeated for credit upon recommendation of the instructor.

This course builds on the skills taught in the PHOTO 1 class. Assigned work throughout the course will emphasize the technical as well as emotional, expressive and non-verbal communicative nature of the photographic medium. Students will master advanced skills in the use of small, medium, and large format cameras, portable and studio lighting techniques, and expand their knowledge of darkroom processes to include contrast control, black and white filters, dodging and burning printing techniques, and advanced film exposure and exposure methods. Through slides, films, videos, visits to galleries, and writings, students will develop a broad understanding of the significant historical directions in photography. Students will explore a wide range of photographic styles from documentary to alternative process manipulation. Digital work will also be introduced.

This course can satisfy either the Fine Arts or Career-Vocational Education graduation requirement.

Graphic Publication (Yearbook)

6167 GPRD/YRBK Year 9-12

(9th graders at the discretion of the instructor)

This course does not meet present UC/CSU Art Requirement

Suggested Course Preparation: Positions on the graphic production/yearbook staff are awarded through an application-interview process. Priority will go to students with prior photography, computer, graphic design, or past yearbook experience. Instructor approval is required in all cases. This course can be repeated for credit for four years.

The graphic production/staff produces the *Madrono* yearbook. Instruction in computer graphic, layout, design, and copy preparation will be provided during the first quarter. Those applying for a photography position must have successfully completed a beginning photography course. All students are required to spend time in addition to class hours working on the book. Editorships are awarded to the most qualified students who have served on the yearbook staff.

This course satisfies either the Fine Arts or Career-Vocational Education graduation requirement for Paly.

Video Production

1037 VIDEO PROD Year 9-12

This course can be used to fulfill the “f” requirement for the University of California and C.S.U.

In this course students will investigate techniques of video production: directorial style, script development, camera technique, editing, etc. Evaluation of the aesthetic principles of videography, investigation of selected historical topics, and “hands-on” training in video technique will form the basis of most class sessions. Each semester course will culminate in an exhibition of original student video projects. May be repeated for credit with permission of instructor.

New Media Studio

1028 NEW STUDIO Year 10-12

Prerequisite: Art Spectrum and/or Photography; instructor approval (portfolio review) required

Students with previous experience in art or photography will have an opportunity to develop a portfolio of works in new digital media. Students create digital portfolios of their works; student works will be published on the web and in a quarterly media/graphic arts journal. Emphasis on personal skills development and conceptual growth are critical elements of the course. Students will take part in peer critiques of works, as well as individual critique sessions with the instructor.

Students do not need previous computer or digital imaging experience to enroll in this course. Student interested in preparing a portfolio for AP Studio Art are encouraged to enroll.

Advanced Video Production: Digital Film-Making

1038 ADV VIDEO Year 10-12

Prerequisite: Video Production and permission of instructor

This course can be used to fulfill the “f” requirement for the University of California and C.S.U.

This advanced course provides students with opportunities to work on individual and small group video projects. Workshop methods will be employed to provide students with understandings of advanced principles and practices of videography. Students in this course will be expected to develop project treatments, write and rewrite shooting scripts, develop storyboards, record and edit projects. An exhibition of student works will be held each semester. Note: A “workshop” course, students should be aware that training sessions will frequently be held after-school and that a significant “after hours” is required.

This course satisfies either the Fine Arts or Career-Vocational Education graduation requirement. May be repeated for credit with permission of instructor.

This course covers training in a wide variety of jazz styles including swing, be-bop, bossa nova, samba, ballads, funk, and jazz waltz.

The Jazz Ensemble prepares for performances and for evaluation at various jazz festivals throughout the year.

Through the performance portfolio process, student will have documented growth in the following areas: articulation, style, sound on their instrument, rhythm, intonation, counting, phrasing, and improvisation. Students will also demonstrate through their music and reports a broader understanding of different cultures and styles such as Afro, Cuban, Asian, and Latin music.

7030 **String Orchestra**
ORCHSTR **Year** **9-12**

Suggested Course Preparation: Past experience in playing orchestral string instruments: violin, viola, cello, bass, piano. (limited enrollment)

This course can be used to fulfill the “f” requirement for the University of California and C.S.U. This course can be repeated for credit for four years.

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

7267 **Treble Choir**
TREB CHOIR **Year** **9-12**

Prerequisite: None

This course can be used to fulfill the “f” requirement for the University of California and C.S.U.

The Treble Choir is open to any student (soprano/alto or unchanged voice) who enjoys singing and would like to participate in a musical ensemble. **NO AUDITION IS REQUIRED.** Tenors and Bass/Baritones (boys with changed voices) should enroll in the Concert Choir. Emphasis is placed on the development of an efficient use of the voice, with basic musicianship and music reading skills included as part of the curriculum. The goal is **IMPROVEMENT.**

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

As a result of the above, students will have greater appreciation of cultural similarities and differences plus an increased awareness of the many contributions which enhance our lives.

The Treble Choir will perform at the Fall, Winter, and Spring Concerts, in the Musical Revue, at selected festivals, and on a mini-tour. Occasionally the Treble Choir will perform jointly with the Concert Choir. There will be opportunities for solos and small ensemble singing.

THE CURRICULUM IS CONTINUOUS FOR THE YEAR AND IS NOT REPEATED EACH SEMESTER. Students who successfully complete this course will have priority for admittance to the Concert Choir the following year.

7218 **Concert Choir**
CONC CHOIR **Year** **9-12**

Prerequisite: None if tenor, baritone, or bass. Soprano/alto need Treble Choir, instructor's recommendation or audition.

This course can be used to fulfill the “f” requirement for the University of California and C.S.U. This course can be repeated for credit for four years.

The Concert Choir is open to students who enjoy singing and desire to participate in a quality singing group. There will be a strong emphasis on vocal production, phrasing, and diction with special work devoted to extending the vocal range of the singers. Basic music theory will be included

to aid in the improvement of sight reading. Both performance and written tests will be included in the curriculum.

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

Written critiques will be expected from all students describing the techniques, form, and content of pieces heard. There will be several performance opportunities for all: Fall, Winter, and Spring Concerts, Music Revues, district/area festivals, Baccalaureate, alumni, solo/ensemble, feeder school concerts and Spring Tour. Also opportunities for individuals to audition for other ensembles and solos: Madrigals Singers, Spectrum Singers, Solos for concerts/shows, All-State Honor Choir and National Honor Choirs.

Music Theory

7379 **MU THRY AP** **Year** **11-12** **(9th & 10th graders with instructors prior approval)**

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

This course can be used to fulfill the “f” requirement for the University of California and C.S.U.

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

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

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

A brief study of major periods of Western European Music (Renaissance, Baroque, Classical, Romantic, Modern, and Contemporary), American Music, and music from our global community will be included to aid the students in their understanding of musical form and style.

Advanced Vocal

7226 **ADV VOCAL** **Year** **9-12**
Madrigal Singers/Spectrum Singers By audition only (must also enroll in Concert Choir)

This course can be used to fulfill the “f” requirement for the University of California and C.S.U. This course can be repeated for credit upon recommendation of instructor.

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

PERFORMING ARTS–THEATRE

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

- completion of beginning and intermediate Drama courses at the middle school level, or their equivalent;
- recommendation by the high school Theatre instructor based on an audition and the student's demonstrated proficiency.

Theatre 1

1070 THEATRE 1 Year 9-12

This course can be used to fulfill the “f” requirement for the University of California and C.S.U.

Theatre 1 provides an introduction to theatre as a discipline and art form. Through theatre games and improvisation exercises, students will develop confidence, trust, and voice and movement skills. As they give and receive criticism on performances in and outside of class, students will apply evaluative criteria and appreciate excellence in performance. By studying theatre as an expression of both history and culture, students will explore the way in which theatre affects and is affected by its societal context.

Theatre 2

1073 THEATRE 2 Year 9-12

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

This course can be used to fulfill the “f” requirement for the University of California and C.S.U.

Theatre 2 is designed for the intermediate student who wants to build upon the skills learned in Theatre 1. Through play analysis, scenework, and one-act play preparation and performance, students will build believable characters, apply basic technical theatre skills, develop directing skills, and work effectively in an ensemble. Students will develop audition material suitable for professional use. Students will trace the historical development of theatre through research, performance, and attendance at theatrical productions.

Theatre 3

1076 THEATRE 3 Year 10-12

Course Preparation: Theatre 2 or permission of instructor.

This course can be used to fulfill the “f” requirement for the University of California and C.S.U.

Theatre 3 is designed to build upon the skills learned in Theatre 1 and 2. Through participation in in-depth projects, students will apply directing, acting, technical, and dramaturgical skills. During these projects, they will write and adapt scripts and research societal contexts. By exploring different theatrical genres, students will evaluate and appreciate a variety of production styles including non-Western and non-traditional theatre.

Theatre 4

1097 THEATRE 4 Year 11-12

Course Preparation: Theatre 3 or permission of instructor.

This class can be used to fulfill the “f” requirement for the University of California and C.S.U.

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

Stage Technology

| | | | |
|-------------|-------------------|-----------------|-------------|
| 1087 | STAGE TECH | Year | 9-12 |
| 1088 | STG TECH11 | Semester | 9-12 |

This course does not meet current University of California and C.S.U. Art requirement.

State Technology and Design 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.

For Paly, this course satisfies either the Fine Arts or Career-Vocational Education graduation requirement and may be repeated for four years.

CAREER-VOCATIONAL EDUCATION

BUSINESS

Business Law 1

| | | | |
|------|------------|----------|------|
| 4535 | BUS LAW 1 | Year | 9-12 |
| 4536 | BUS LAW 11 | Semester | 9-12 |

Students will gain important practical information regarding their individual rights and responsibilities under the law. First semester of the course covers the following topics: law enforcement and the courts, crimes and torts, laws for the minor, consumer law, contracts, buying and selling goods, and product liability. Second semester topics include credit, bankruptcy, employment law, unions, insurance, commercial paper, property and bailments, wills and estate planning, the stock market, and different types of business organizations.

Each semester students will discuss the law as it relates to current events, participate in a Mock Trial, and be introduced to guest speakers who are experts in the special areas of course study.

COMPUTER TECHNOLOGY

Keyboarding (All Levels, Using Microcomputers)

| | | | |
|------|------------|----------|------|
| 4723 | KEYBOARD11 | Semester | 9-12 |
|------|------------|----------|------|

Students completing this course will be able to use the alphabetic and numeric keyboards by touch, and will be able to prepare letters and other documents for use in their personal lives. This course is a must for students who plan to type their own papers during their academic careers or employment situations. Keyboarding is individualized and structured in such a way that students at all levels – beginning, intermediate, and advanced – can develop their keyboarding skills.

Beginning-level students will first learn the alphabetic and numeric keyboard using the touch system. Speed and accuracy will be stressed. Next, the student will learn basic formatting techniques.

More experienced students will have their skills assessed at the time of entry into the class. They will be assigned lessons designed to help build their basic skills while completing units covering the preparation of personal and business letters, résumés, memoranda, and manuscripts with footnotes.

Computer Applications/Computer Information Technology (ROP)

| | | | |
|------|-------------|----------|-------|
| 8520 | COMPUT APP | Year | 11-12 |
| 8581 | COMP APP 11 | Semester | 11-12 |

Prerequisite: Keyboarding skills (recommended)
Credit: 5 credits per semester, 10 per year
Class Time: M-F, to be arranged
Location: Palo Alto High School

Students completing this course will be able to use a variety of computer applications in completing their personal, school, and on-the-job projects.

Topics include the Windows operating system, advanced features of Microsoft Word, Excel, extensive introductions to Access, PageMaker, Dreamweaver and Flash (for the development of Web pages). **Students will have the opportunity to take the Microsoft Office Specialist (MOS) examinations in Word and Excel.** This certification is valued by employers worldwide. The tests are given on-campus. Students will also complete units covering telecommunications topics such as the Internet and the effective use of the World Wide Web for research. Students will learn to prepare personal and business letters, résumés, and manuscripts with footnotes.

For programming/computer science courses, see page. 38.

WEB DESIGN & DEVELOPMENT (ROP)

8607 WEB PUBLSH Year 11-12

8608 WEB PUBLSH11 Semester 11-12

Prerequisite: Keyboarding skills (recommended)

Credit: 5 credits per semester, 10 per year

Class Time: M-F, to be arranged

Location: Palo Alto High School

This course provides the skills necessary to create professional-grade interactive websites. Students in this class are responsible for maintaining the Paly.net website. Starting with the basics of HTML and Cascading Style Sheets (CSS), students are exposed to the latest thinking in web design. Students will progress into creating dynamic, interactive websites using the PHP scripting language and SQL for accessing databases.

Learning is demonstrated through projects that involve working in teams and interacting with on-campus and off-campus clients. Tools used in the course include Dreamweaver, Flash, and Photoshop. Students can specialize in design (less emphasis on programming, more on graphic design and usability) or in development (more on programming.)

Students completing a Java programming course and Web Design & Development are eligible for a certificate in Web Development with the completion of an approved capstone project.

INDUSTRIAL TECHNOLOGY

Drafting

5110 DRAFT 1 Year 9-10

5111 DRAFT 11 Semester 9-10

5120 ADV DRAFT Year 10-12

The **beginning course** is an introduction to the "Language of Industry." Basic drafting practices, geometric concepts, and communication of design principles are demonstrated through working drawings. Computer Aided Design (CAD) will also be used as a tool in drafting design. AutoCAD software will be utilized.

Outcomes: The student will be able to:

1. properly use and care for drafting equipment.
2. correctly utilize drafting vocabulary and symbols in drawings and/or discussion.
3. hand-letter drawings as per ANSI standards.
4. accurately make freehand sketches of physical objects.
5. create a pictorial drawing when given an orthographic projection and vice versa.
6. create, edit, revise, and store drawings and design information using AutoCAD software.

The **advanced course** provides opportunity for increased competency, accuracy, and skill through more sophisticated problems in engineering, drawing, technical illustration, and design.

Outcomes: The student outcomes will be dependent upon the "area of specialization."

Computer Aided Design (CAD)

8600 COMP DES1 Year 11-12

8583 COMP DES11 Semester 11-12

Prerequisites: None; keyboarding desirable

Credit: 5 credits per semester, 10 per year

Class Time: M-F, by arrangement

Location: Palo Alto High School

Students use high speed computers to learn the industry standard in Computer Design Software. AutoCAD release 14 and 2000 along with 3D Studio Max release 3 provide the students the ability

to create 2 and 3 dimensional drawings. This instruction is required background for career fields such as engineering, graphics design, architecture and electronics design. Second semester and advanced students can create realistic animation and graphics like those used in *Toy Story* and *Antz*. Web page design is also an advanced option. Students will gain experiences using network storage and network printing. Electronic portfolios can be recorded and placed on a CD or videotape. Certification in AutoCAD is also available.

Engineering Technology (ROP)

| | | | |
|-------------|--------------------|-----------------|--------------|
| 8574 | ENGN TECH | Year | 11-12 |
| 8601 | ENGN TECH11 | Semester | 11-12 |

Credit: 5 credits per semester, 10 per year
 Class Time: M-F, by arrangement
 Prerequisites: None
 Recommended Preparation: Keyboarding and Computer Aided Design are desirable.
 Location: Palo Alto High School

This course can be used to fulfill the University of California and C.S.U. "g" requirement.

Engineering Technology is a survey course designed to create enthusiasm for the engineering Careers. The curriculum is designed to fit the needs of the four-year college bound and the two-year "Tech Prep" students. Conceptual instruction includes student teams learning the classic problem-solving cycle through classroom competitions.

Some of the competitions include FIRST (For Inspiration and Recognition in Science and Technology) Robotics, Tech Challenge, and the Sandhill Challenge. The students receive hands on experiences with advanced computer design packages as well as hand tools and mechanical techniques. Students will meet regularly with industry mentors. Microsoft Windows 2000 Server Administration, TCP/IP networking, web programming and 3D Studio Animation are included as advanced projects in this class.

Auto

| | | | |
|-------------|---------------|-------------|--------------|
| 5043 | AUTO 1 | Year | 10-12 |
|-------------|---------------|-------------|--------------|

This course assumes no previous knowledge about automobiles and their operational systems.

The course is designed for the owner/driver, and emphasizes the understanding of the operation of automotive components, consumer awareness, preventive maintenance practices, tune-up procedures, elementary trouble analysis, and minor repairs. Approximately 25 percent of the class time is devoted to discussions and demonstrations and 75 percent to related shop activities on shop units and personal automobiles. This is the type of course automobile owners wish they would have taken.

Automotive Technology (ROP)

| | | | |
|-------------|---------------|-------------|--------------|
| 5050 | AUTO 2 | Year | 11-12 |
|-------------|---------------|-------------|--------------|

Suggested Course Preparation: Auto 1 or permission of the instructor.

Designed for the student who desires more information, experience and proficiency related to automotive operation and repair. Instrument troubleshooting of electrical systems, brake systems and brake service, and suspension systems are but a few of the topics explored in depth in the course. Certain operations and projects are required but adequate time is provided for personal projects and problems. Competent students who wish to be teacher aides or desire further grooming for employment can make special arrangements for a third year with the instructor's permission. They will be classified as teacher aides or special service.

Automotive Technology (ROP)

| | | | |
|-------------|------------------|-------------|--------------|
| 8564 | AUTO TECH | Year | 11-12 |
|-------------|------------------|-------------|--------------|

Prerequisite: None
 Credit: 10 credits per year
 Class Time: M-F
 Location: Palo Alto High School

In this course students are introduced to automobile service and repair. Training involves both classroom instruction and hands-on training in the Lab. Units of instruction covered include: Engine – operation, construction and testing, lubrication and cooling systems, and basic electrical systems; Chassis – suspension and design, steering system, tires and wheels, transmission, and braking systems; Tune-up – trouble shooting, ignition systems, carburetor, and emission control. (2+2 articulated program.)

HOME ECONOMICS

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.

Fabulous Foods

5611 FOODS 11 Fall Semester 9-12

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

American Regional and Cultural Foods

5612 FOODS 12 Spring Semester 9-12

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

SPORTS MEDICINE

Introduction to Sports Athletic Training/Medicine

4531 SPORTMED 11 Semester 9-12

The field of Sports Medicine will be explored including basic anatomy and physiology terms, basic care and prevention of injuries, basic protective taping and wrapping techniques and overall wellness. These concepts will be used on a daily basis. To further enhance student learning, additional outside-the-classroom hours are required. External classroom hours provide the instructor another evaluation tool on students' progress.

4532 SPORTMED 12 (Advanced) Semester 9-12

Prerequisite: Sports Medicine 11

This course seeks to continue to educate students in the field of Sports Medicine and other allied health professions. Course content includes anatomy and physiology terms, advanced care and prevention of injuries, advanced protective taping and wrapping techniques and overall wellness. These concepts will be used on a daily basis. To further enhance students' learning, additional outside-the-classroom hours are required.

WORK EXPERIENCE

Work Experience Education Program

8484 GEN WEEP 11 Semester (may be repeated) 11-12

Work Experience is a program that combines classroom instruction and part-time student employment. Juniors and seniors are eligible if employed a minimum of ten hours per week for a business that complies with labor laws and regulations concerning Workers' Compensation Insurance, Social Security and income taxes. An employer-employee relationship must exist. Assistance will be given to help enrolled students find jobs, but employment cannot be guaranteed. Students meet with the Work Experience co-ordinator during an afternoon or evening on scheduled dates TBD. Work Experience qualifies for Career-Vocational Education credit. (Sign up for General Work Experience.) For more information, see or phone the co-ordinator: 329-3816.

EXPLORATORY EXPERIENCE

Exploratory Experience

8421 EXPL EXP 11 Semester 10-12

Exploratory Experience is an unpaid off-campus course that provides students with an opportunity to explore their specific career interests by direct observation and a hands-on experience. Professionals or individuals with established expertise serve as mentors in their specific fields for students in this program. Placement in this program is limited to experiences that are developed through the school district and excludes community organizations such as clubs, private lessons, and non-career focused service. Students are not enrolled until they have met with the co-ordinator and a suitable post is located. Class time is by arrangement with the co-ordinator. Exploratory Experience qualifies for Career/Vocational Education credit. Sign up for Exploratory Experience. For more information, see or phone the co-ordinator: 329-3816.

Teaching Seminar and Practicum

8419 TCHG PRACT Year 12

Prerequisites: 3.0 GPA and exemplary interpersonal and leadership skills.

The Teaching Seminar and Practicum is an advanced course for high school seniors who have an interest in teaching as a career. The curriculum is offered for Career and Vocational Education elective credit. The activity-based curriculum has four main components – the learner, the teacher and teaching, the school, and schools of the future. Students taking this course will work with credentialed teachers on the Paly staff in leading class activities, tutoring individuals and groups of students, and assisting with field trips.

REGIONAL OCCUPATIONAL PROGRAM (R.O.P.)

The North Santa Clara County Regional Occupational Program is a cooperative vocational education effort serving northern Santa Clara County. Courses are offered to high school juniors and seniors 16 years or older. ROP classes expose students to a variety of learning opportunities as they acquire knowledge and skills which could introduce them to possible careers and college majors, or assist them in finding employment/career immediately following high school, or in securing employment to help defray college costs. The free, hands-on training makes learning exciting and fun. ROP courses are offered on local high school and college campuses or at local community sites. All courses grant elective or Career-Vocational Education Programs graduation credit with many offering community classroom CC (non-paid) or cooperative classroom COOP (paid) on-the-job training. Students register for ROP classes at the same time they fill out their yearly high school class program. Through 2+2 articulation agreements with De Anza and Foothill Colleges, upon the completion of stated competencies, students may move into similar programs with advanced placement status or acquired college credit. For more information, please contact: Pam Lund 329-3813 (Thursday).

ON-CAMPUS ROP COURSES

(See descriptions in Career-Vocational Education Programs.)

- 8608 **Web Design and Development**
8520 **Computer Applications / Information Technology**
8564 **Automotive Technology**
8574 **Engineering Technology**

OFF-CAMPUS ROP COURSES

Administration of Justice (ROP)

- 8563 **ADM JUSTIC** **Year** **11-12**

Prerequisite: None
Credit: 20 credits per year
Class Time: M-Th, TBA
Location: De Anza College – Room L-21 **OR**

Credit: 10 credits per year
Class Time: By arrangement
Location: Homestead High School

This course introduces students to the history, philosophy and agencies of the administration of justice system. Students will be able to recognize the administration of justice agency best suited for their talents and aspirations; as well as develop their awareness of the proficiencies involved in firearms, self-defense, first aid and crime scene investigations.

2+2 articulated program.

Biotechnology (ROP)

- 5955 **BIO TECH** **Year** **11-12**

Prerequisite: Biology and Chemistry
Credit: 10-20 credits per year
Class Time: M-F, TBA (rotating schedule)
Location: **Gunn High School**

This course prepares students for careers involving laboratory sciences and the biotechnology industry. Students learn procedures and laboratory skills which will make them effective lab technicians, including DNA manipulation and micropipetting, proper washing, sterilizing, plating, and culturing techniques. Sound laboratory instruction and safety will be stressed. Students will learn to read protocols and technical writing, use resources and work in team based learning. Background material regarding DNA methods and usefulness, science and societal issues will be considered, and each student will produce a portfolio. Career paths and opportunities for further education will be explored through associations with industry mentors and field trips to local lab sites.

Careers with Children (ROP)

- 8557 **CHILD CARE** **Year** **11-12**

Prerequisite: None
Credit: 20 credits per year
Class Time: M-Th, TBA
Location: De Anza College – CDC

This course is designed to prepare students for employment in entry-level positions related to child care and early childhood education in centers, homes, nursery schools and recreational settings. Training includes exploration of the overall needs of children from birth to twelve years of age, and development of skills necessary for planning and supervising age-appropriate activities. 360 clock hours, 20 elective credits, 1 year. CC / COOP. 2+2 articulated program.

Commercial Art and Graphic Design (ROP)

8541 COMM ART Year 11-12

Prerequisite: Basic Drawing Skills
Credit: 20 credits per year
Class Time: M-F, by arrangement
Location: Mountain View High School

Class Time: M-Th, by arrangement
Location: Monte Vista High School

This course is designed for students who enjoy drawing, problem-solving, and working in cooperation with others. Emphasis in the course is placed on commercial applications of art as they apply to the fields of graphic design and illustration. Theory as well as hands-on approach allows students to experience design and execution in a variety of professional media. Prerequisite: Base Drawing Skills. 360 clock hours, 20 elective credits, 1 year.

Computer Accounting (ROP)

8525 COMP ACCNT Year 11-12

Prerequisite: None
Credit: 10 credits per year
Class Time: M-F, TBA
Location: Cupertino High School

A course designed to give students the basic principles, skills, and knowledge needed in keeping records in the business world.

Students may take this course to satisfy one semester of required mathematics credit.

Students are introduced to actual materials in accounting and data processing that will acquaint them with realistic accounting practices. The computer is used as a tool in assisting students in processing their accounting data.

All students are expected to do a prescribed minimum amount of work to receive the normal five credits per semester toward graduation. However, students can earn more than five credits in a semester by doing more than the assigned minimum work, or they can earn less than five credits in a semester if they do less than the assigned minimum work.

Computer Repair/Maintenance (ROP)

8529 COMP MAIN Year 11-12

Prerequisite: Age 16
Credit: 10-20 credits per year
Class Time: M-F, by arrangement
Location: Alta Vista, Cupertino, Fremont High School

Students will obtain fundamental maintenance and repair skills for computer hardware, software and networks. Students will receive instruction in a dedicated computer maintenance workshops in the form of "on the job training" through solving computer and network maintenance problems on campus. Students will develop professional attitudes and abilities through group interaction while completing assignments. Students will utilize lab training to identify components, determine possible remedies and accurately replace new and/or used components to reconstruct units to full operation. Students will be able to dismantle systems and to identify equipment breakdown.

Cosmetology (ROP)

8503 COSMTOLOGY Year 11-12

Credit: Up to 30 credits per school year
10 credits summer session
Class Time: TBA
Location: Check with your ROP Coordinator

This course provides the 1600 hours of required training to qualify for the State Board of Cosmetology exam. Students learn techniques in manicuring; hair coloring, cutting, styling and

treatment; facials and skin care; salon management and customer relations. 1600 clock hours, 30 elective credits per year (summer attendance mandatory). September, January, and June admittance.

Culinary Careers (ROP)

8539 CULIN ARTS Year 11-12

Prerequisite: None
 Credit: 20 credits per year
 Class Time: M-F, TBA
 Location: Fremont, Gunn, or Los Altos High School

This course is designed to train students for entry-level employment in various food service occupations. Hands-on instruction will involve the students setting up and running a food service business on campus. The business could include an alternative lunch line in the cafeteria and/or a limited catering business for campus needs. By the end of the first semester, students will be placed in food service-related paid jobs for experience.

Training for Transition/Special Needs (ROP)

8620 CR TRN TRAN Year 11-12

Prerequisite: None
 Credit: 30 credits per year
 Class Time: M-F, TBA
 Location: Cupertino, Fremont, Homestead, Lynbrook High School or Palo Alto Veterans Administration Hospital

This course is designed for the student with special needs. This course is a self-paced, individualized program. The purpose of this course is to prepare students for entry-level employment in positions that are not contra-indicated by their disabilities, thus allowing these students to become productive and competent employees in the working world.

Areas of training will be in the following areas: Retail Occupations, Hospital Occupations, FoodService Occupations

(Palo Alto special ed students usually take this class at the Veterans Administration Hospital site. School bus transportation is provided round trip between both high schools and the VA Hospital. Entry to the class can occur either at the beginning of the first or second semester. The class meets each school day afternoon following lunch and continues for the remainder of the school day. Annual TB tests are required and administered by the VA hospital. Entry-level training areas usually available are these: For group training, the hospital canteen and warehouse. For individual placements: the retail store, pharmacy, linen/laundry, medical records, outpatient clinics, mail room and security office.)

Opportunities Industrialization Center West (OICW) is a private non-profit organization of long standing existence located in Menlo Park. It is well known for its hands-on approach to vocational training. Where implemented, School After School for Successful Youth (SASSY) is an exemplary program with high levels of community support. The method of training and the opportunities provided by OICW match the needs of those students who are at risk of not meeting graduation requirements.

PAUSD and OICW have signed an MOU which will allow for ten (10) PAUSD high school students to participate in their SASSY program and obtain PAUSD credit. The courses offered classes are in the areas of:

Culinary Arts

Electronics

Office Skills

Desktop Publishing

Digital Video Editing (10 units of credit each)

Entrepreneurship and employment training program

Hypertext Markup Language/Web PageDesign (5 units of credit each)

Please contact Dave Hoshiwara for further information at 856-0735 or see your teacher, advisor, or guidance counselor.

ENGLISH

For the freshman and sophomore years, the Palo Alto High School program offers two levels of English, both college preparatory. One level is accelerated and the other is normally paced for college preparation.

For juniors and seniors, the department offers two levels of *electives*, also normally paced or accelerated. Three of the accelerated electives are especially demanding: Humanities, for the most able juniors; College English, for the most able seniors; and Advanced Journalism, for juniors and seniors who have excelled in Beginning Journalism and who wish to enter the Advanced Journalism program. At the junior level, American Classics 11 or American Literature 11 is required. At the senior level, World Classics 11, World Literature 11, or College English AP is required.

At all grade levels, students may select their own level of courses on an open enrollment basis, with some important exceptions. In the tenth grade, teachers will recommend students for appropriate courses as juniors. To enroll in Humanities, which earns a weighted grade for U.C. and C.S.U, students should receive the recommendation of their sophomore teachers. Students should consider their eighth, ninth and tenth grade teachers' recommendations seriously, since it is possible but difficult to change levels during mid-semester.

Juniors wishing to enroll in College English as seniors must submit a portfolio to the department Honors Selection Committee in order to be admitted to the course. Similarly, students who excel in Beginning Journalism and who want to enroll in Advanced Journalism must pass a unique selection process as defined in the *prerequisite* course. The department urges students to consult with teacher advisors and English teachers in order to make decisions which best suit their skills, work habits and overall academic goals.

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

FRESHMAN ENGLISH

Exploratory Thinking/Writing I (General)

1195 EXP THINK1 Year 9

Students demonstrate their ability to read major literary works at a college preparatory level. They will also demonstrate their writing, vocabulary and language skills (sentence structure, paragraphing and punctuation) largely in the context of literature and student writing. Opportunities will be provided to write in the computer lab, and students should be able to produce writing on a word processor when possible. A documented paper is required first semester. Regular reading and writing homework is required. (*10-20 pages a night reading, 2 pages per writing assignment*)

Critical Thinking/Writing I (Advanced)

1194 CRIT THINK1 Year 9

Students demonstrate their ability to read major literary works at an accelerated, college preparatory level. They will also demonstrate their writing, vocabulary and language skills (sentence structure, paragraphing and punctuation) largely in the context of literature and student writing. Opportunities will *not* be provided to write in the computer lab, though students should be able to produce writing on a word processor when possible. Students will be able to work independently and be self-motivated. A documented paper is required first semester. Substantial reading and writing homework is required. (*20-30 pages a night reading, 2-4 pages per writing assignment*)

SOPHOMORE ENGLISH

Exploratory Thinking/Writing II (General)

1202 EXP THNK2 Year 10

Students demonstrate their ability to read important world literature, as well as literature from our own period and culture, at a college preparatory level. Students use classic and contemporary literature as vehicles for understanding our own period, values and cultures. Through discussions, oral presentations, journal entries and papers, students also demonstrate a knowledge of literary terms and techniques, as well as the principles of composition and language study (sentence structure, mechanics and punctuation). A documented paper is required first semester. Regular reading and writing homework is required. *(10-30 pages a night reading, 2 pages per writing assignment)*

Critical Thinking/Writing II (Advanced)

1201 CRIT THNK2 Year 10

Students demonstrate their ability to read important world literature, as well as literature from our own period and culture, at an accelerated, college preparatory level. Students use classic and contemporary literature as vehicles for understanding our own period, values and cultures. Through discussions, oral presentations, journal entries and papers, students also demonstrate a 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. A documented paper is required first semester. Substantial reading and writing homework is required. *(20-50 pages a night reading, 2-4 pages per writing assignment)*

JUNIOR AND SENIOR COURSES

- All courses satisfy the University of California and C.S.U. English "b" requirement unless noted.
- American Literature 11 (Required) *OR* Classics 11H (Required) is required for all juniors.
- World Literature 11 (Required) *OR* Classics 11H (Required) is required for all seniors, except those taking College English.

American Literature 11 (Required)

1261 AMERLIT 11 Semester 11 (or 12)

This college preparatory *requirement* introduces students to a survey of American literature and traditions. The course incorporates literature based writing, vocabulary development and language study through some of the major works in American literature. Students will study the influence of the Puritans and the consequent themes of free will and the American dream. Students will also read the district core works, *The Great Gatsby* and *The Joy Luck Club*. The principal works of important American poets, such as Whitman, Dickinson and Frost, are also surveyed. A documented paper is required. *(10-30 pages a night reading, 2 pages per writing assignment)*

American Literature 12

1262 AMERLIT 12 Semester 11 (or 12)

This college preparatory *elective* introduces students to a variety of American literature and themes. The course incorporates literature based writing, vocabulary development and language study through a range of American literature from different eras. Students will study social events which have influenced the American dream and also read works which coordinate with issues taught in U.S. History. The course can be taken either before or after the required American Literature course. A documented paper is required. *(10-30 pages a night reading, 2 page per writing assignment)*

American Classics 11 (Required)

1309 AM CLAS11H Semester 11 (or 12)

This *accelerated*, college preparatory *requirement* introduces students to a survey of American literature and traditions. The course incorporates literature based writing, vocabulary development and language study through some of the major American literature classics. Students examine how the Puritan concern with good and evil has influenced American literature, while exploring how the use of symbolism enriched the writings of such authors as Hawthorne, Melville, Steinbeck, O'Connor and MacLeish. Students will read the district core works, *The Great Gatsby* and *The Joy Luck Club*.

Superior reading and writing skills and substantial homework are required. A documented paper is required. (20-60 pages a night reading, 2-4 pages per writing assignment)

American Classics 12

1319 AM CLAS12H Semester 11 (or 12)

This *accelerated* college preparatory *elective* introduces students to a variety of American classics and themes. The course incorporates literature based writing, vocabulary development and language study through a range of American literature from different eras. Students will study social events which have influenced the American dream and also read works which coordinate well with issues taught in U.S. History. The course can be taken either before or after the required American Classics course. Superior reading and writing skills and substantial homework are required. A documented paper is required. (20-60 pages a night reading, 2-4 pages per writing assignment)

Humanities – Honors

1439 HUMAN 11H Semester 11 (or 12)

Humanities receives a weighted grade for the University of California and California State University. Students should follow the recommendations of their tenth grade teachers.

This accelerated, college preparatory elective incorporates a study of art, literature, music and philosophy in order to address the question: what is the nature of the true, the good, the beautiful? Writing is literature based and is accompanied by regular language study. Through an exploration of different cultures and beliefs, students increase their understanding of what it means to be human. The reading is challenging and incorporates a variety of genres and writers; frequent oral presentations are required. This is an honors course, but not advanced placement, and is usually taken in the junior year. Superior writing skills and substantial homework are required. A documented paper is required first quarter. A creative project is required second quarter. (20-30 pages a night reading, 2-4 pages per writing assignment)

World Literature 11 (Required)

1271 WLD LIT 11 Semester 12 (or 11)

This college preparatory *requirement* introduces students to world literature and traditions. The course incorporates literature based writing, vocabulary development and language study through some of the major works in world literature. It increases student understanding of the growth and development of other cultures and develops an interest in exploring the beliefs and attitudes embodied in these cultures. Students are challenged with a balance of great works from a variety of eras, cultures, genres and writers. Students will also read the district core work, *Cyrano de Bergerac*. Good writing skills and regular homework are required. A documented paper is required. (10-20 pages a night reading, 2 pages per writing assignment)

World Literature 12

1272 WLD LIT 12 Semester 12 (or 11)

This college preparatory *elective* introduces students to a wide range of world literature and traditions. The course incorporates literature based writing, vocabulary development and language study through some of the major works in world literature. It increases student understanding of the growth and development of various cultures and develops an interest in exploring the beliefs and attitudes they embody in it. Students are challenged with a balance of great works from a variety of eras, genres and writers. The course can be taken either before or after the required World Literature course. Good writing skills and regular homework are required. A documented paper is required. (10-20 pages a night reading, 2 pages per writing assignment)

World Classics 11 (Required)

1289 WLDCLAS11H Semester 12 (or 11)

This *accelerated*, college preparatory *requirement* introduces students to world literature and traditions. The course introduces literature based writing, vocabulary development and language study through some of the major classics in world literature. It increases student understanding of the growth and development of other cultures and develops an interest in exploring the beliefs and attitudes embodied in various cultures. Students are challenged with a balance of great works from

a variety of eras, cultures, genres and writers. Students will also read the district core work, *Cyrano de Bergerac*. Superior reading and writing skills and substantial homework are required. A documented paper is required. (20-60 pages a night reading, 2-4 pages per writing assignment)

World Classics 12

1299 WLDCLAS12H Semester 12 (or 11)

This *accelerated*, college preparatory *elective* introduces students to a wide range of world literature and traditions. The course introduces literature based writing, vocabulary development and language study through some of the major classics in world literature. It increases student understanding of the growth and development of various cultures and develops an interest in exploring the beliefs and attitudes they embody. Students are challenged with a balance of great works from a variety of eras, cultures, genres and writers. The course can be taken either before or after the required World Classics course. A documented paper is required. (20-40 pages a night reading, 2-4 pages per writing assignment).

College English

1279 COL ENG AP Year 12

*College English AP is given a weighted grade by The University of California and the California State University. Student portfolios must receive the approval of the department Honors Selection Committee in order to gain enrollment in this course. College English fulfills the department requirement for **world literature**.*

In this *accelerated*, college preparatory elective, superior students prepare for and are required to take the Advanced Placement Exam in Literature and Composition. To score a “3” or higher on the AP examination, students must be able to read complex poetry and prose, digest them rapidly and then write about their understanding under simulated test conditions. Through extensive class discussion and writing, students demonstrate in depth comprehension of great works from a variety of eras, cultures, genres and writers. Superior reading and writing skills, substantial homework and extensive writing/reflecting in “reading logs” are required. (20-60 pages a night reading, 2-6 pages per writing assignment)

American Writers of Color

1318 AMRWITCLR Semester 11-12

The purpose of this college preparatory elective is to provide a survey of American literature written by people of color. Students will examine such themes as the emergence of personal identity amid cultural tension, the development of the artist from silence to voice, and the movement toward a unified community in novels, essays, poems, short stories and films by Native American, African American, Asian American and Chicano/Latino writers. Each writing assignment requires reading and discussion of relevant models. Two short research papers are required. Regular reading and writing homework is required. (10-20 pages a night reading, 2-3 pages per writing assignment.)

Women Writers

1314 WOM WRIT Semester 11-12

This college preparatory elective will introduce students to women authors from a wide range of cultures and times. Students will study the development of the female subject and voice across cultures and throughout history. The course will emphasize how women’s literature in a historical context relates to current issues for women and men. Students will also develop and practice skills in analytical essay writing, personal journal writing, creative writing (including poetry), oral presentation, class discussion, research, and group projects. Each writing assignment requires reading and discussion of relevant models. A project requiring research is required. Regular reading and writing homework is required. (10-20 pages a night reading, 2-3 pages per writing assignment.)

Film

1339 FILMCOMPLT Semester 11-12

Students in this college preparatory elective will study basic film terms and techniques, the history of film (particularly as it reflects society’s concerns and culture), various film genres, the development and changes in the film industry, and the adaptation of novels and stories to film.

After viewing films and through discussions, oral presentations, reading, and extensive reflective and expository writing, students will understand film as both art and composition. A major creative project is required.

Literature of Sport

1350 SPORTS LIT Semester 11-12

A college preparatory elective, the Literature of Sport will help students analyze, investigate and study, from a literary perspective, the unique phenomenon of participatory and competitive sport in America. Specific attention will be paid to the parallels that exist between professional and amateur sports, as well as their accompanying sociological changes. Students will study all portions of the literary spectrum (novel, non-fiction, essay, short story, poem, and film) to explore a wide panorama of opinions, themes, observations, and social commentary related to sport. While developing analytical and writing skills, students will be asked to formulate ideas on this distinct genre through numerous compatible assignments. A final project requiring research is required. *(10-20 pages a night reading, 2-3 pages per writing assignment.)*

Shakespeare/Chaucer

1390 SHAKE/CHAU Semester 11-12

Through literature-based writing, vocabulary development and language study, students in this accelerated, college preparatory elective will demonstrate knowledge and understanding of key works of William Shakespeare and Geoffrey Chaucer. The subtitle for the course is "Power, Love, and Identity in Shakespeare and Chaucer." In discussions and various forms of writing, including journals, students will demonstrate their increased understanding of plays and tales grouped broadly into the themes of power and love, and the means characters use to find and express their identities. 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 themes and language of these two English masters. A research paper is required. Superior writing skills and substantial homework are required. *(20-30 pages a night reading, 2-4 pages per writing assignment.)*

Analysis of the Writer's Craft

7601 WRIT CR 11 Semester 11-12

This course offers students who are serious about writing an opportunity to read such genres as short fiction, poetry, short drama, and personal and expository essays. Students will write regularly and are required to share their writing with other students in class. Group editing and oral presentations are standard classroom procedures. By focusing on modern and contemporary fiction, non-fiction, and poetry, students will recognize characteristics of different genres and different writers. Students will also focus on the specific techniques and elements of fiction, including characterization, setting, narrative, action, dialogue, point of view, voice, suspense, and plot. Students will analyze writing paying particular attention to form and structure in addition to meaning and theme. A special project of ten or more pages is required. *This course is under review to meet U.C./C.S.U. "b" English requirements and is already approved for Gunn High School.*

JOURNALISM

Beginning Journalism

1451 JOURNAL 11 Fall/Spring 10-11

The prerequisite for Advanced Journalism, Magazine Journalism, Broadcast Journalism, and Web Journalism. This course is open to tenth and eleventh grade students with superior writing skills. It is designed to develop skills in the art of the newspaper writing and production. Typing proficiency is a prerequisite. *(This course does **not** meet U.C./C.S.U. "b" English requirements, but it does meet U.C./C.S.U. elective "g" requirements and PAHS English graduation requirements).*

Advanced Journalism

1453 **ADV JOURN** **Year** **11-12**

Beginning Journalism and a high degree of typing skill are prerequisites. Students in Advanced Journalism produce the school newspaper. With the permission of the instructor. This course may be repeated for credit.

With approval of instructor this course may also be used to satisfy the Career/Vocational Education requirement. *(This course does **not** meet U.C./C.S.U. English requirements, but it does meet U.C./C.S.U. elective "g" requirements and PAHS English graduation requirements).*

Magazine Journalism

1449 **MAG JOURNL** **Year** **11-12**

A grade of "B" or higher in Beginning Journalism is a prerequisite. This is an intensive laboratory course in writing and producing the quarterly school magazine, *Verde*. Students will produce a news/feature magazine that showcases skills they develop in reporting and editing stories and in designing and laying out pages using PageMaker and PhotoShop. Because this course is designed to allow students to go into the field to develop their own reports of local stories and do their own production work, a significant "after hours" commitment is required. This course may be repeated for credit.

With permission of the instructor this course may also be used to satisfy the Career/Vocational Education Requirement. *(The course does **not** meet U.C./C.S.U. English requirements, but it is under review to meet U.C./C.S.U. elective requirements. It does meet PAHS English graduation requirements.)*

Broadcast Journalism

1494 **BROAD JOUN** **Year** **11-12**

Beginning Journalism and a high degree of typing skill are prerequisites. This is an intensive laboratory course in gathering, writing and producing news for broadcast media. Students will learn radio and television production techniques; at the end of each semester, students will produce a 30-minute newsmagazine which showcases their reporting, editing, and production skills. Operation of broadcast newsrooms, ethics in broadcast journalism, interviewing techniques, and media criticism will also be examined in the course. Since this course is designed to allow students to go into the field to develop their own reports on local stories of significance and do their own production work (recording, editing, etc.) a significant "after hours" commitment is required. This course may be repeated for credit.

With permission of the instructor this course may also be used to satisfy the Career/Vocational Education Requirement. *(The course does **not** meet U.C./C.S.U. English requirements, but it does meet U.C./C.S.U. elective "g" requirements and PAHS English graduation requirements.)*

Web Journalism

1446 **WEB JOURNL** **Year** **11-12**

Beginning Journalism and a high degree of typing skill are prerequisites. This is an intensive laboratory course in web site development, web design, and specifically in reporting and writing or the web. Students will learn and further develop the basic journalistic writing styles including news writing, feature writing, review writing, sports writing and opinion writing which they will then modify specifically for web sites. The class will stress the legalities and ethics of journalism with particular emphasis on the web. Students will also study media criticism and the history of the web, as well as compare a variety of present day web sites. Students will be expected to update the class web site (which will house the online *Campanile* and *Verde*) on a regular basis. This course may be repeated for credit.

*(The course does **not** meet U.C./C.S.U. English requirements but is under review to meet U.C./C.S.U. elective requirements. It does meet PAHS English graduation requirements.)*

Literacy

| | | | |
|------|------------|------------|------|
| 9287 | READING 11 | Semester 1 | 9-12 |
| 9288 | READING 12 | Semester 2 | |

Prerequisite: Reading below grade level. Students are tested for placement in this course.

(This course does not meet U.C./C.S.U. English “b” or elective “g” requirements or Palo Alto High School English graduation requirements.)

The primary goal of this course is to help students improve their reading proficiency and comprehension. More generally, the course will provide students with the skills, structure, and the support necessary to be successful in high school. Students will learn to read proficiently across the content areas, organize and monitor their learning, set and achieve academic and personal goals.

WORLD LANGUAGES

The district offers five languages: French, German, Japanese, Spanish, and American Sign Language. Availability of a beginning course is subject to sufficient enrollment; once begun, the district does guarantee a sequence of levels of that language. However, due to insufficient enrollment, not all five languages may be taught at both high schools. Combined classes may occur in the advanced levels depending on enrollment.

Placement in the next level of the language is determined by the student's current instructor. A grade of "C" or higher is necessary to advance to the next level and a grade of "B" or higher is recommended to advance to an AP level. Features of World Language classes:

- Instruction is primarily in the target language (language the students are studying)
- The classroom environment is conducive to language use in the real world
- The teachers and learners work together to better understand the structure of the target language in order to be able to compare and contrast it with their own languages
- Oral and aural language acquisition are emphasized at the first levels and then reading comprehension and writing skills are developed as the students' progress
- The target language is taught within the context of the cultural heritage of that language
- Diverse learning styles are taken into consideration when developing lesson plans
- Adaptations are made for learners with special learning needs
- The aim of the classes is to enable students to develop communicative competence in the target language so that they may interact appropriately with speakers of the language

BEGINNING/INTERMEDIATE WORLD LANGUAGE COURSES - GRADES 9-12

| | | | |
|----------------|---------------|-----------------|------------------|
| 4110 French 1 | 4210 German 1 | 4270 Japanese 1 | 4410 Spanish 1 |
| 4120 French 2 | 4220 German 2 | 4275 Japanese 2 | 4420 Spanish 2 |
| 4130 French 3 | 4230 German 3 | 4277 Japanese 3 | 4430 Spanish 3 |
| 4139 French 3H | | | Spanish 3H |
| | | | 4401 Span/Span 1 |
| | | | 4402 Span/Span 2 |

American Sign Language 1 (Pilot in projected two-year sequence)

4001 AM SIGN LG1 **Year** **9-12**

Prerequisite: Complete function of at least one hand.

This course will teach basic signs, grammar, fingerspelling and the cultural aspects of deafness. Students will learn basic community as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include students working in pairs or groups, role playing, skits, songs and impromptu presentations. In addition to written homework, students are expected to study and practice the language outside the classroom on a daily basis. Students will also be required to complete a book report and attend at least one out-of-class function. This course may not be repeated for credit.

This course does fulfill the "e" requirement of the California State University and University of California admission requirements. However, some private colleges do not accept ASL as meeting their world language requirements.

American Sign Language 2 (Pilot)

4002 ASL 2 **Year** **9-12**

Prerequisite: ASL 1 or equivalent. This course combined with ASL 1 will give two years of credit for graduation and fulfills the U.C./C.S.U. language "e" requirement. The student will learn new vocabulary, more grammar, fingerspelling facility, more detailed studies of deaf culture, more complicated interactions in communication, and to demonstrate the use of in-depth critical thinking skills throughout the course curriculum. The student will develop further facility in receptive skills,

further facility in production skills, improved skills in reading the specialized written form of ASL, and a fluent style of delivery, including a knowledge of all handshapes.

Spanish for Spanish Speakers 1

4401 Span/Span 1 Year 9-12

This course is for students whose native language is Spanish. It is designed for students to increase their knowledge and appreciation of Latin American culture. Students will learn to distinguish between and appreciate the value of knowing both colloquial varieties and formal forms of Spanish. They will improve their writing as well as their speaking ability in formal forms of Spanish.

This course does fulfill the "e" requirement of the University of California and C.S.U. entrance requirements for world languages.

Spanish for Spanish Speakers 2

4402 Span/Span 2 Year 9-12

Prerequisites: Spanish for Spanish Speakers 1 or permission of the instructor. This course combined with Spanish for Spanish Speakers 1 will give two years of credit for graduation and fulfills the U.C./C.S.U. language "e" requirement U.C. The Spanish-speaking student will continue to expand his/her knowledge of the Spanish language and the culture it represents, develop more advanced skills in reading comprehension, demonstrate a knowledge of more complicated grammatical structures in the Spanish language, demonstrate further improvement in oral and written communication skills, develop more advanced use of appropriate oral and written (colloquial/formal) language styles in various contexts, and develop more advanced skills in discussing and expressing opinions and ideas elicited from classroom activities.

ADVANCED WORLD LANGUAGE COURSES

| | | | |
|-----------------------------|------------------|-------------------|------------------------------|
| 4140 *French 4 | 4249 *German 4AP | 4278 *Japanese 4 | 4440 Spanish 4 |
| 4149 *French 4AP Language | 4259 *German 5AP | 4289 *Japanese 4H | 4449 *Spanish 4AP Language |
| 4150 *French 5 | | 4281 *Japanese 5 | 4459 *Spanish 5AP Literature |
| 4159 *French 5AP Literature | | 4299 *Japanese 5H | |

*Denotes a course which may provide opportunities for in-depth projects.

Spanish 4

4440

Semester One (Culture and Civilization of Spain)

The curriculum covers the history, culture, and civilization of Spain, with an emphasis on art and architecture. There will be a brief introduction of Spanish History beginning with pre-Roman times to the present. The culture and civilization of Spain will include literature (short stories of important authors), music (traditional and regional musical forms), food (hands-on experience of preparing and tasting typical Spanish dishes), films (modern Spanish cinema).

Spanish-language skills will be reviewed and enhanced through the study of culture and civilization. The emphasis will be on the acquisition of new vocabulary, review of previously-studied grammar, and the acquisition of new grammatical structures.

Semester Two (Culture and Civilization of Spanish America)

The history, culture, and civilization of Spanish America will be covered from pre-Colombian times to the present, with a special emphasis on indigenous civilizations. As in semester one, literature, music, food, and films are emphasized.

This semester will continue the development of language skills from the previous semester. The emphasis will be on new vocabulary and grammatical structures. The enrichment of the language from the Colonial period to the present will be a notable feature of this course.

Advanced World Languages courses continue development of the four language skills and appreciation/understanding of culture. The expected outcomes are that students will:

- Understand most conversations on non-technical subjects. Handle with some facility most social situations, including introductions and casual conversations about one's work, family, and hobbies.
- Speak and write about personal experiences and about the readings, films, or current events, presented in class.
- Read with understanding some modern works such as short stories, plays, novels, or poetry.
- Use a dictionary in the target language effectively.
- Honors and AP courses above Level 3, (including Spanish 3H and French 3H) are weighted and will be given added credit by the U.C./C.S.U.

The Advanced Placement World Languages courses emphasize the development of a high level of proficiency in understanding the spoken language in informal and formal situations, and in the use of vocabulary and grammar.

In the Language courses students will:

- Listen to reports and lectures of a non-literary content.
- Read newspaper and magazine articles, contemporary fiction, and non-technical writing for comprehension.
- Express ideas orally and in writing with fluency and accuracy.

In the Literature courses students will:

- Listen to a lecture of literary or cultural content for comprehension
- Read with comprehension and at sight poetry, prose, and drama of moderate difficulty.
- Analyze critically - orally and in writing - literature of the different literary periods.

The literature AP examination is recommended for students completing a second AP course in Spanish or French.

The AP literature exam is not available in German and no AP exams are available in Japanese.

NOTE:

- Independent Study for world language credit will NOT be offered. Credits may be granted for studies in approved world language programs with prior approval from the Instructional Supervisor.
- Summer coursework in world languages may be used for enrichment, but not to accelerate the student's program.

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, U.S. History, U. S. Government, Economics, and various elective courses open to Juniors and Seniors. All **ESLRs**, 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 course work related to History-Social Science.

ESLRs:

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 U.S. Government course builds upon 9th grade units on the Enlightenment, political philosophies and the development of democratic institutions. The course prepares students for U.S. 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 on-line research projects and for lessons on the evaluation of sources of information. In many courses students do Power Point presentations and prepare creative videos.

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

World History

1625 WLD HIST Year 9

Ninth Grade World History covers from the Middle Ages and Renaissance through the two World Wars of the 20th Century, the Cold War and some post Cold War developments, as time allows. Segments of textbook chapters for each unit are assigned for homework reading several nights per week, with worksheets, text questions, or other short written assignments or map work to complete for class. There are tests for each unit. All 9th grade students are assigned a formal research paper

during the second semester. There may be other projects, simulations or re-enactments requiring work outside of class.

Contemporary World History/ US Government

1654 CTWD/GOVT Year 10

See descriptions below

Contemporary World History

1641 CONTWLD 11 Spring 10

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 U.S. Government. Students will apply concepts taught in the U.S. Government course to examine the extent to which each area has developed democratic institutions. Both textbook and current periodical readings are assigned. Students also complete map work and study geographical features important to each region. Tests cover history, geography, and current issues. All students write one formal research paper on a selected area of interest. Short essays will require students to analyze particular situations or problems. There may be other projects assigned requiring students to make short presentations or do creative work related to the culture of each area studied.

Government

1753 US GOVT Fall 10

This one semester course builds upon knowledge of U.S. 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 U.S. 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 is assigned, usually covering either a political campaign or a current issue. There are debates, simulations and essays assigned related to the concepts being taught. Students are encouraged to participate in local campaigns or meetings to help them understand the value of citizen participation and the responsibilities of citizenship.

United States History

1686 US HIST Year 11

This is a survey course which emphasizes U.S. History in the late 19th century and the 20th century. The introductory units of the course, review earlier U.S. 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.

United States History AP

1699 COL USH AP Year 11

Course preparation: Grade of “A” for both semesters of sophomore Government/Contemporary World. Summer reading is required. This course is comparable to a college-level U.S. History survey course. 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 history student.

This course is a survey of U.S. History from the colonial period to recent presidential administrations. In covering the breadth of this period, the course addresses the political, diplomatic, economic, social and cultural dimensions of each period of U.S. History. The course includes lectures, discussions, small group and individual presentations. In-depth reading of the main text, several supplementary books and separate readings is required. Much of the reading is college level. Essay writing is emphasized. The course prepares students for the AP U.S. History examination, which students are expected to take in early May.

Economics

1815 **ECON 11** Semester 11-12

An introduction to the American economic system (micro and macro), this course covers concepts of supply and demand, business cycles, economic measurement and growth, monetary and fiscal policy, plus international finance and trade. Students are assigned homework 2 to 3 nights each week, including textbook and supplemental readings covering current economic issues, short analytical papers or creative applications of class content. Each unit concludes with an exam. There are 3 major projects required: two collaborative, and one individual research paper.

Sociology

1843 **SOC 11** Semester 11-12

Sociology is the scientific study of human social behavior, and addresses social institutions and group processes, rather than individuals and their behavior. Due to the breadth of the field of study, this course will survey a variety of topics, but will focus in depth on 3-4 week units to address topics such as Culture and Social Structure, the Socialization Process, Deviance and Criminology, Gender, Social Stratification, Race and Ethnicity, and Collective Behavior and Social Movements. During class time we will examine films, articles, media and advertising, and current events to discuss, debate, and envision alternatives for the issues at hand. Students are expected to devote approximately 30 minutes a night to this course and will submit the following assessments and application assignments for each unit: a homework packet that follows the nightly reading, a mini-project (expected commitment 1-3 hours), an open-note quiz, and a closed-note exam. In addition, during the semester, depending on students' interests in various topics and their schedules, students will select two of four subject options on which to write analysis/commentary papers. All assignments will be given in a syllabus with at least 3-4 weeks notice of due dates. In addition, students will choose a topic for their final project that has not been covered in class for a more personal, in-depth study of a sociological issue.

Psychology AP

1859 **PSYCH AP** Year 12

Suggested course preparation: Grade of "A" in a Science course and in a History-Social Science Course.

Psychology is the scientific study of human behavior and mental processes. The AP course will cover five main domains of the field: Methodology, Biological Psychology, Development, Cognition, and Social-cultural Psychology. Using a college level text, we will cover all 18 of the chapters in two-chapter units, each lasting approximately 2-3 weeks. Students will be assessed each unit with open-note quizzes, a mini-project and/or related activities, and a closed-note exam following the AP exam format (multiple choice questions and a short essay, cumulative throughout the semester). Reading assignments cover 20-30 pages of text per week, plus related articles, and will submit the following assignments in addition to taking notes on the expected nightly readings: 10 one-page response papers over the course of each semester, one mini-project per unit (expected time commitment 1-3 hours); and one major project per semester. All reading assignments and major projects will be assigned with at least 3-4 weeks notice. Students are expected to take the AP test in May.

Psychology

1840 **PSYCH 11** Semester 11-12

Psychology is the scientific study of human behavior and mental processes. This semester course will survey a variety of topics which may include: Psychobiology and Research Methodology, Child Development, Learning and Memory, Stress and Sleep Behavior, Psychological Disorders, and Social Psychology. Each unit lasts approximately 3-4 weeks and students will be assessed each unit with a homework packet based upon nightly reading assignments, quizzes, an application assignment, and an exam. Students should expect to cover approximately 15-20 pages of text reading per week, in addition to related articles. Two major projects will be completed during the semester; the first quarter consists of a personal reflection project applying developmental theory to the student's life; the second quarter project will be a research project presented in Power Point or on a web page.

Ethnic Studies Seminar

1953 **ETHN ST 11** Semester 11-12

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 U.S. 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.

Art History

1603 **ARTHIST** Year 11-12

1601 **ARTHIST 11** Semester 11-12

One semester of Social Science credit may be granted for this course if the Visual and/or Performing Arts requirement has been fulfilled by other courses. (See course description under Art History)

US Foreign Policy-Post Cold War

1748 **US FOR POL** Semester 11-12

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

Assignments: Approximately 2-3 pages of material from a news magazine, newspaper, academic journal or background text per night. This may vary if students have a deadline for a major paper, in which case additional reading requirements may be limited, depending on the complexity of the material assigned.

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 U.S. policy. One of these requirements must be met for each unit (units are approximately 3 weeks long and are based upon a country or region of study). These require students to synthesize data from an array of sources—newspapers, academic journals, books, etc. In addition, students must prepare study guides OR response papers (1 1/2 typed pages) covering students' reaction to a topic of controversy or interest (student choice), approximately once each week, (when there are no other major deadlines to be met). Students will also be expected to prepare to participate in class seminars for each unit (one every 3-4 weeks). There are no unit exams; assessment is based upon policy papers, presentations and seminar participation for each unit. There is a final exam.

Introduction to Gender Studies

1846 GENDER STUDY Semester

11-12

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

MATHEMATICS

Mathematics is offered in three college preparatory sequences. Generally, students take a four-year sequence that leads to readiness for the first calculus course in college. Throughout the mathematics curriculum there is an emphasis on problem solving and written mathematical communication.

For those beginning this sequence in the 9th grade, the courses taken are Algebra 1, Geometry, Algebra 2 and Pre-Calculus. Homework in this sequence averages 30-45 minutes daily.

Highly motivated students take a sequence that prepares them for the AB Calculus Advanced Placement exam as seniors. Those who do well on this test may receive a semester of credit or advanced placement at college. For those beginning this sequence in the 9th grade, the courses taken are Algebra 1A, Geometry A, Algebra 2/Pre-Calculus Honors and AB Calculus AP or Pre-Calculus A. Homework in this sequence averages 30-45 minutes daily.

The most advanced students take a four-year sequence that culminates with the BC Calculus Advanced Placement exam as seniors. Those who do well on this test receive a year of credit at most colleges. For those beginning this sequence in the 9th grade, the courses taken are Geometry/Algebra 2A, Trigonometry/Analytic Geometry A, Analysis Honors and BC Calculus AP. Homework in this sequence averages 45-70 minutes daily.

Mathematics electives include Beginning Java (5), AP Computer Science AB (4), and AP Statistics (4).

Algebra 1 – Part 1

2323 **ALG1.1** **Year** **9**

Suggested Course Preparation: Satisfactory achievement in arithmetic. The objective of this course is to prepare students for Algebra 1. Course content includes work with number properties and patterns; equalities and inequalities; exponents; negative numbers; simple linear equations; formulas; problem-solving; statistics and measurement; graphing points and lines. Training in efficient calculator use is included. Daily homework is approximately 15 minutes.

Algebra 1 – Part 2

2324 **ALG1.2** **Year** **10-12**

Suggested Course Preparation: grade of "C-" or better in Algebra 1.1, or permission of that teacher or the department IS.

This course is designed to meet the needs of students who have completed Algebra 1.1 with a passing mark, but whose success in the regular Algebra 1 course is questionable. The objective of this course is to develop a sound knowledge of the real number system, and to provide the necessary understanding and competency in basic algebra concepts and skills, and to develop the introductory vocabulary pertinent to Geometry and Algebra 2. The numbers of students in this course will be minimized as much as possible in order to provide students with more personal teacher attention as they work through the material. The Algebra topics include, but are not limited to sets of numbers and their properties, solution of equations and inequalities, graphs of linear, quadratic, and exponential functions, products and factoring of polynomial expressions, and exponents and radical expressions. In addition, there is a strong emphasis on problem-solving skills. Students who successfully complete this course with a "B+" or better will be well prepared for Geometry. Students who earn a "C" or better will be allowed to continue to Geometry but may need additional help to work through that course. Homework in this course is approximately 20 to 30 minutes daily.

Algebra 1

2347 **ALG 1** **Year/2nd Semester in Summer** **9-10**

Suggested course preparation: Satisfactory achievement in arithmetic and some pre-algebra preparation.

The objectives of this course include the following: the understanding of the properties and structure of our number system and its operations; the development of skills basic to the solving of quantitative problems that arise in science, business and more advanced mathematics; the extension of the techniques of reasoning. The course content includes the following: work with sets of

numbers and their properties, solution of equations and inequalities, graphs of both linear and quadratic functions; products and factoring of polynomial, rational expressions, exponents and radical expressions, elementary statistics, and problem-solving.

Algebra 1A

2348 ALG 1A Year 9

Suggested course preparation: Superior achievement in arithmetic and pre-algebra preparation.

In addition to the objectives of the ALGEBRA 1 course described above, this course extends mathematical problem-solving techniques central to the broader understanding and application of Algebra 1 concepts as well as experience to an ALGEBRA 2 depth in many of these concepts. Students are evaluated on this deeper understanding of Algebra, as well as on a simpler conceptual level.

Geometry

2357 GEOM Year/2nd Semester in Summer 10-12

Suggested course preparation: Grades of “C-” or better in ALGEBRA 1.

The objective of this course is to complete the study of geometric concepts and facts in a math-applied format. The course content includes all Euclidean facts regarding points, lines, angles, triangles, circles, polygons, solids, classical construction, transformations and some work including space. It includes deductive reasoning (two- or three-column proofs, and proofs by contradiction), as well as an introduction to inductive reasoning. It also includes an introduction to trigonometry and analytic geometry.

Geometry – Advanced

2358 GEOM A Year 9-10

Suggested course preparation: Grades of “C” or better in ALGEBRA 1A.

The objective of this course is to complete a study of propositional Euclidean Geometry. Emphasis is placed on deductive reasoning throughout the course. The course content includes Euclidean topics such as points, lines, planes, triangles, circles, polygons, solids, classical construction and transformations. The course also includes a thorough introduction to conic sections. and right triangle and circular trigonometry.

Geometry / Algebra 2 – Advanced

2351 GEOM/ALG2A Year 9-10

Suggested Course Preparation: Grades of “B” or better in a recognized Algebra course or Algebra 1A (8th grade Algebra is acceptable) or department approval.

For course objectives and content, see Geometry A. In addition, extensions into topics of advanced algebra are made in the areas of conic sections including their eccentricity, and in circle trigonometry.

Algebra 2

2380 ALG2 Year 11

Suggested Course Preparation: Grades of “C-” or better in both ALGEBRA 1 and GEOMETRY.

The objective of this course is to complete a study of Algebra 2 topics. These include, but are not limited to, the structure of the real number system with an extension into the complex number system, a careful study of mathematical functions (constant, linear, quadratic, rational, logarithmic, exponential), a reinforcement of the connection between algebra and geometry (conics and intersections of functions and conics), sequences and series, right triangle trigonometry, and permutations, combinations and probability.

Algebra 2 / Pre Calculus Honors

2390 ALG2/PRECALC H Year 10-11

Suggested Course Preparation: Grades of “B-” or better in both ALGEBRA 1A and GEOMETRY A. A student with a respectable grade of “C” in those courses may also choose to continue.

The objectives of this course include those for ALGEBRA 2 as well as a more thorough treatment of trigonometry, including analytic trigonometry, and a strong introduction to analytic geometry (points, lines, plane surfaces, graphs, polar and parametric forms). It can prepare high ability, serious students for AB Calculus the following year. The level of this course extends through the Pre-Calculus level of all of these topics.

Trigonometry / Analytic Geometry A

2364 TRG/ANLT A Year 10-11

Suggested Course Preparation: Grades of “C” or better in GEOMETRY / ALGEBRA 2 HONORS or equivalent, or B+ or better in both GEOMETRY A and ALGEBRA 1A.

The objectives of this course include an emphasis on functions and the study of analytic geometry and trigonometry. The course content includes: polynomial, exponential, logarithmic and trigonometric functions; complex numbers, analytic geometry of points, lines, planes, surfaces, graphs and polar forms of those subjects. It can prepare high ability junior students for AB Calculus the following year as well as the sophomore students for Analysis Honors.

Analysis Honors

2399 ANALYSIS H Year 11

Suggested Course Preparation: Grades of “C” or better in TRIGONOMETRY/ANALYTIC GEOMETRY A or grade of “A-” or better in ALG 2/Pre-Calc H.

The objectives of this course include the following: primary emphasis on preparation for the calculus; analysis of graphical relationships and of limits; the logical connection between abstract ideas; appropriate mathematical models. The course content includes the completion of unfinished topics from intermediate mathematics, probability and full treatment of the work on functions and limit. Vectors and analytic geometry are studied to complete the preparation for calculus. An introduction to Discrete Mathematics is included and Calculus A is completed.

Pre-Calculus

2371 PRE CALC Year 12

Suggested course preparation: Grades of “C-” or better in ALGEBRA 2.

The objective of this course is to broaden the student's background in trigonometry and other topics and prepare the students for college Calculus. The topics include, but are not limited to, trigonometric circular functions, trigonometric graphs and identities, trigonometric laws and formulas, trigonometric equations and applications, complex numbers, parametric equations, limits of functions, and an introduction to derivatives.

Pre-Calculus A

2377 PRE CALC A Year 12

Suggested course preparation: Grades of “C-” or better in ALGEBRA 2/PRE-CALCULUS H.

The objective of this course is to prepare the students for college calculus. The topics include, but are not limited to trigonometry, including sinusoidal, vector, and polar applications, limit theory, and calculus A topics, such as derivatives of polynomials and their applications.

Advanced Placement Statistics

2319 AP STAT Year 11-12

Suggested Course Preparation: Successful completion of Algebra 2 (“B+” or better is recommended), or Alg2/Pre-Calc H (“C-“ or better), or permission of the department Instructional Supervisor.

The objective of this course is to provide the students with the equivalent of an introductory college-level statistics course for which Advanced Placement credit is an option (pending the score on an AP Exam). The course is open to all students who have successfully completed Algebra 2 or its equivalent. 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. Graphing calculators will be used extensively as an aide to statistical analysis. (The TI-89 calculator is strongly recommended.) Homework averages

45 minutes daily. A variety of short projects are assigned throughout the year. At least one major project is assigned in the year's work.

College Calculus AP

2449 AB CALC AP Year 12

Suggested Course Preparation: Grades of "B" or better in ALGEBRA 2/PRE-CALCULUS HONORS.

The objectives of this course include: introduction to the study of calculus through an intensive study of functional relationships and analytic geometry. Students who perform well may choose to take an Advanced Placement Examination in Mathematics, Calculus AB, administered by the CEEB, possibly receiving college placement and/or credit. The course content includes the following: the study of the properties and relationships of polynomial, exponential, logarithmic and circular functions; methods of approximation and the concepts of limits; differential and integral calculus.

BC Calculus AP

2459 BC CALC AP Year 12

Suggested Course Preparation: Grade of "B-" or better in ANALYSIS HONORS or equivalent.

The objective of this course is to provide the student with the equivalent of the first year of college mathematics. The course of study follows that of the Advanced Placement Program. Students who satisfactorily complete the course will take an Advanced Placement Examination in Mathematics, accepted by some colleges as evidence that the student has mastered the material for the first year of college mathematics and should be given credit and/or special placement in college. The course content includes the following: functions and limits, derivatives of algebraic functions, the definite and indefinite integral, area, volumes of revolution, differentiation of exponential, logarithmic, trigonometric and inverse trigonometric functions, methods of integration, infinite series, simple differential equations, vectors and applications.

PROGRAMMING / COMPUTER SCIENCE

Beginning JAVA

2333 INTRO JAVA Semester 9-12

Suggested Course Preparation: Successful completion of Algebra 1

The objective of this course is to give students an understanding of modular structural programming. The course includes top down design, all iterative loops, subprograms, an introduction to the editor/compiler of the system used, and animation. Homework for this course varies according to individual skill and interest.

This course may be counted toward the Career/Vocational Education graduation requirement or general mathematics credits.

Computer Science Advanced Placement AB

2339 AP CS AB Year 10-12

Suggested Course Preparation: Beginning JAVA or permission of the instructor.

This course is designed to prepare the serious student to take the Advanced Placement Examination in Computer Science in the Java Programming Language. The course includes top down design, iteration, subprograms, structs, objects, arrays, files, sets, linked data structures, stacks, queues, pointers, binary trees, searching and sorting algorithms, computer systems, and ethics. High ability students with a serious interest in Computer Science should be counseled into this course. Colleges and universities may award advanced standing or special placement to students passing the AP Examination with a 4 or 5.

For Computer Applications courses, see page 15.

This course may be counted toward the Career/Vocational Education graduation requirement or general mathematics credits.

Advanced JAVA

2471 ADV JAVA Semester 9-12

Suggested Course Preparation: Beginning JAVA or AP CS AB or permission of the instructor.

The object of this course is for students to solve problems demonstrating efficient programming techniques and to implement them in software. They will create graphics applications and user interfaces with an emphasis on user requirements. Course topics include sorting/searching algorithms; Stacks; Queues Dequeses; Linked Lists; Binary Trees; Hash Tables; Big-O Identification; Graphics that include AWT and swing; and Graphical user Interfaces. Serious Computer Science students should be counseled into the AP CS/AB course before taking this course.

This course may be counted toward the Career/Vocational Education graduation requirement or general mathematics credits.

PHYSICAL EDUCATION

Physical Education 9th Grade Core

| | | | |
|------|---------|--------|---|
| 2791 | PE 9/11 | Fall | 9 |
| 2792 | PE 9/12 | Spring | 9 |

Physical Education 10th – 12th grade

| | | | |
|------|----------|--------|-------|
| 2793 | PE 10/11 | Fall | 10-12 |
| 2794 | PE 10/12 | Spring | 10-12 |

Emphasis is upon skills and knowledge needed to develop and maintain adequate levels of fitness and participation in many sports activities. The relationship between exercise and physiological health is also explored. Team sports, individual and developmental activities are offered in a curriculum designed to be responsive to the student's level of skills and interest. In addition, an effort is made to develop an interest in and appreciation of activity and its recreational aspects for the future. Choices are dependent upon student selection, facilities, and number of staff available during a given time period.

DISTRICT REQUIREMENTS:

- A. Swim test (ninth grade and new students)
1. Swim 200 yards in under eight minutes without stopping
 2. Tread water for five minutes
 3. Entry off diving board—feet or head

A swim class is required of those ninth graders who do not pass the swim test.

- B. California State Physical Fitness Test.

Course Offerings:

I. Team

- | | |
|--------------------|------------------|
| 1. Soccer | 5. Volleyball |
| 2. Football (flag) | 6. Indoor Hockey |
| 3. Basketball | 7. Team Handball |
| 4. Softball | 8. Pickleball |

II. Swimming and Water Games

III. Ind/Development

- | | |
|---------------------------------|-----------------------------|
| 1. Weight Training/Conditioning | 4. Tennis |
| 2. Badminton | 5. Self Defense / Wrestling |
| 3. Golf | 6. Fitness |

IV. Rhythms

- | | |
|---------------------|------------------|
| 1. Aerobic Exercise | 3. Step Aerobics |
| 2. Line Dance | 4. Tae Bo |

| | | | |
|------|---------|------|-------|
| 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.

This dance survey course is designed to present basic techniques in a variety of dance forms, including: musical theatre, hip hop, jazz and tap. Choreography and group in-class performance will also be presented.

NOTE: The Fine Arts graduation requirement may be met by Dance during junior-senior year providing the Physical Education requirement is completed.

P.E. Tutor Program

2743 PE TUTOR Semester 11-12

This course provides an opportunity for a student to be an assistant to the P.E. instructor. Basic knowledge of sports, leadership skills and prior written approval of the department are prerequisites for enrollment.

Athletic Conditioning

2795 ATHLCOND Year (7th period only) 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.

Adapted Physical Education

2750 ADAPTED PE Year 9-12

An adaptive physical education class is available for students for whom an assessment has been made by a multi-disciplinary Individual Education Planning (IEP) team. This assessment takes into consideration all other physical education options, health history, current medical status, and APE assessment for the students.

Physical Education Medical Exclusion

2800 PE MED EXC

Unless directed otherwise by a physician, students are expected to complete their 20 units of P.E. requirement before graduation.

Interscholastic Athletics

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 P.E. class and exempted from attending the class during the athletic season of participation may receive credit for P.E. if the following requirements are met.

- An athlete must take a P.E. class and an athletic sport. Participation in the P.E. class determines the grade earned by the athlete.
- A student must attend P.E. class during tryouts until a final team roster is processed. If the student is found eligible, the P.E. teacher will receive this information from the Athletic Director. The student must check out with the P.E. teacher.
- An athlete must return to P.E. class after his sport competition season is completed and must remain until making another team or until the semester ends.

INTERSCHOLASTIC SPORTS

Semester 1

| Boys Sports | Girls Sports |
|---|---|
| Fall: Cross Country * Football * Water Polo | Fall: Cross Country * Water Polo * Tennis * Volleyball |
| Winter: * Basketball * Soccer Wrestling | Winter: * Basketball * Soccer Wrestling |

Semester 2

| Boys Sports | Girls Sports |
|---|---|
| Spring: * Badminton * Baseball * Swimming and Diving * Tennis Track and Field * Golf | Spring: * Badminton * Softball * Swimming and Diving Track and Field * Golf |

* Cut sports

Introduction to Chemistry and Physics

3253 INTR CH/PH Year 10 - 11

Prerequisites: Prior or concurrent enrollment in Algebra and recommendation of current Biology Teacher.

This course is designed for students who need more preparation in order to be successful in chemistry and/or physics. Enrollment is based on recommendation of previous science teacher. It is not recognized by the University of California as a lab science course, but it does meet the graduation requirement of one year of physical science. The course focuses on basic science skills (scientific method, measurement, graphing, lab reports) and on general principles of chemistry and physics. Class size cap of 20 students. Enrollment priority given for sophomores and juniors using the class as a bridge to Chemistry 1 and Physics 1, and to seniors who need a physical science class for graduation.

Concepts in Chemistry

3610 CHEMIST1 Year 10 - 12

Prerequisites: Completion of Biology 1 or A. Completion of Algebra 1 with a grade of “C” or higher

Chemistry 1 introduces students to the study of the structure and properties of matter and the changes that matter undergo. It is strongly lab-based with less emphasis on the mathematics of chemistry as is the case in Chemistry A. The first semester focuses on descriptive chemistry concepts. The second semester includes more chemistry-related mathematics. Chemistry 1 is intended for students who do not wish to major in science in college. Students who complete Chemistry 1 are not eligible to take any Advanced Placement Science.

Chemical Principles

3618 CHEMIST 1A Year 10 - 12

Prerequisites: Completion of Biology 1 with a grade of “A”, or completion of Biology A. Completion of Algebra 1 with a grade of “A” or higher, or completion of Algebra 1A with a grade of “A or B”, and concurrent enrollment in Geometry 1A.

Chemistry 1A 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 include atomic structure, chemical nomenclature, stoichiometry, gas laws, solids, liquids, and solutions, chemical bonding, reaction rates, acid-base chemistry, oxidation-reduction and electrochemistry.

NOTE: Chemistry 1A and Chemistry 1 are different courses and do not teach parallel information. Students may change from one course to the other only during the first 6 weeks of the school year with approval from the instructional Supervisor, and only if enrollment totals allow it.

College Chemistry, AP

3609 COLCHEM AP Year 11 - 12

Prerequisites: Successful completion of Chemistry A: Alg2/Pre-Calc H or higher (with “A” or “B” grade); departmental approval.

Required: Concurrent or prior enrollment in Physics 1 or H.

College Chemistry is the second year of chemistry and is designed to be the equivalent of an introductory college course. Topics covered include atomic structure, bonding, gas laws, solutions, stoichiometry, equilibrium, thermodynamics, organic, and nuclear chemistry. The treatment of the topics in this course is qualitatively different from that in Chemistry A with regard to calculations and the mathematical foundation of chemical principles. The difference in the two levels is most pronounced in the laboratory work.

3710 Geology
GEOLOGY **Year** **11 – 12**

Prerequisites: Successful completion of Biology and Chemistry

In Geology students study the profound length of geologic time, the origins of rocks and precious gems, and the mysterious forces behind geological disasters like earthquakes and volcanoes. Geology is a University of California approved lab science course.

3278 Environmental Science
ENVIROSCI **Year** **11 – 12**

Prerequisites: Successful completion of Biology and Chemistry

This course explains the “real science” behind environmental problem and issues. Major topics include an interdisciplinary study of the Earth’s systems – Chemistry Physics, Geology of the Earth, the atmosphere, the history and dynamics of the biosphere, human population growth and its potential consequences, renewable and nonrenewable resources, environmental quality, global changes, scientific analysis and decision-making for the future of the Earth.

3279 College Environmental Science, AP
COLENVIR AP **Year** **11 – 12**

Prerequisites: Successful completion of Biology and Chemistry A, and departmental approval.

Required: Concurrent or prior enrollment in Physics.

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

| |
|--|
| <p>NOTE: Environmental Science and AP environmental Science are not parallel courses. Students may change from one course to the other only during the first 5 weeks of school, and only if class enrollment totals permit.</p> |
|--|

3810 Physics
PHYSICS 1 **Year** **11 – 12**

Prerequisites: Successful completion of 9th grade science, algebra, and teacher recommendation. (Student in Analysis or higher math should register for Physics H.)

Physics 1 is designed to show students how physics applies in their daily lives. The major units studied may include Mechanics, Energy, Waves & Optics, Electricity & Magnetism and Thermodynamics. Other possible topics may include Astronomy and Modern Physics. Emphasis will be placed on developing the concepts of physics, with a de-emphasis on the mathematical sophistication that accompanies Physics H. Students in the course will utilize Algebra 1 and Geometry concepts.

3829 Physics Honors
PHYSICS 1H **Year** **11 – 12**

Required: Concurrent enrollment in Algebra2/Pre-Calc H or higher.

Physics 1H is designed for students strongly considering a field of study based on mathematics and/or science. The major units studied are: Mechanics, Energy, Waves & Optics, Electricity & Magnetism and Thermodynamics. Other topics typically covered include Astronomy and Modern Physics. Students in the course will extensively utilize Algebra 2, Geometry, and Trigonometry techniques. A significant amount of time will be spent on the semester research project, which is introduced in September and completed in February. Extensive time is also devoted to laboratory

work which supports the theoretical portion of the course. Students successfully completing this course will be eligible to take the College Physics AP course.

NOTE: Physics 1 and Physics 1H are not parallel courses. Students may change from one class to the other only during the first 5 weeks of school and only if class enrollment totals permit.

College Physics AP

3859 COLPHYS AP Year 11 – 12

Prerequisites: Successful completion of Physics H with a grade of “A”; concurrent enrollment in BC Calculus.

Required: Successful completion of Chemistry A and Biology.

Those students not meeting these requirements may enroll only with the consent of the instructor.

This course is the second year of physics and is equivalent to the introductory course for a Physics or Engineering major in a typical university. It is the second year of physics and incorporates calculus in the development of theory as well as in problem-solving. AP Physics will include only Mechanics and Electricity and 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.

Science Research Projects H

3549 SCI PROJ H Year 11 – 12

Prerequisites: Completion of Physics, Chemistry and Biology (or concurrent enrollment in the third year of science) with grades of “A” or with Science Teacher’s recommendation. Applications to this course will be available in the Science Department on March 1st. Due date for all applications is March 30th.

This course allows students to participate in actual scientific research by working with a mentor from the scientific community. Students spend 5 to 8 hours a week at the work site of their mentors, keep a journal of work, write a scientific abstract and a technical paper and give an oral presentation. Some placements will be limited only to AP students.

ADDITIONAL OFFERINGS

Ninth Grade Interdisciplinary Team

8460 INTRA TEAM Year 9

The Interdisciplinary Team is an alternative approach to the ninth-grade core subjects. Each year it has taken on a different look and different focus. Team 2004 goals are to focus 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, reenactments, and field trip experiences in order to aid in promoting opportunities for a variety of learning styles; and enhancing evaluation of students' social and academic performance by greater communication between teachers, students, and parents.

Team 2004 offers a freshman core consisting of: Biology, English, Mathematics, and World History. The math levels offered will be Algebra 1.1, 1, 1A, and Geometry/ Algebra 2A; the biology levels will be Biology 1 and 1A, and the English levels will be Critical Thinking 1 and Exploratory Thinking 1.

Enrollment on Team 2004 is limited. Students interested in joining must indicate their interest on the registration sheet.

Living Skills

8458 LIV SKILL Semester 9-12

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 democratic values and behavior appropriate for a responsible community member. This fulfills the high school graduation requirement. The Living Skills course requires 15 hours of community service. These hours are separate from the 100 hours of community service needed for transcript notation. (CPR/First Aid included)

Independent Study in Departments

The objective of this offering is to provide the able student with an opportunity to do independent study or research under the guidance of a department. The research or study will vary and will be determined in consultation between the student and a departmental advisor. It will generally be guided by the student's interests. Not all departments offer independent study.

Approval of Instructional Supervisor and Assistant Principal—Guidance, Curriculum and Instruction is required.

School Service

8384 SCHSERV Year 10-12

8385 SCHSERV 11 Semester 9-12

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. This course may be taken for a semester or a year and is open to students of all grade levels.

The following opportunities are available in some departments for credit. Contact the Instructional Supervisor or teacher in the appropriate department to indicate your interest. Do not attempt to pre-register for these experiences. Arrangements must be made through the Instructional Supervisor or teacher.

Teaching Assistant

An opportunity for those students interested in teaching-learning aspects of the classroom. Students will assist in the classroom and/or laboratory, aid students needing extra assistance, and on occasion teach the lesson. It is important that the students have taken a class with the teachers they wish to assist.

Laboratory Assistant

Similar to the Teaching Assistant, but without preparing or teaching lessons.

ALTERNATIVE PROGRAMS

Programs are available at the high school level for students who desire or need a more individualized 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, 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) shortly before their 18th birthday or earlier under special arrangements with the Adult Education principal. Students may also complete course work 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 329-3752 for more details.

Middle College Program at Foothill: This program is designed as an alternative for students 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.

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 vocational education and training. Students have two core courses and one advisory class with elective classes and/or vocational courses being offered in the afternoon.

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.

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.

***9451 OPPORTUNITY**

Students need an alternative placement meeting before entering this program.

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.

*** DO NOT RECORD THIS NUMBER ON YOUR REGISTRATION FORM.**