The mission of La Jolla Country Day School is to prepare individuals for a lifetime of intellectual exploration, personal growth and social responsibility.
La Jolla Country Day School is a college preparatory school by design and identity. The Upper School seeks, through the core curriculum, electives and activities, to put students in a position of having the broadest possible range of choices when it comes time to apply to colleges.

**Graduation Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>I, II, III, IV required</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
<td>Algebra II required</td>
</tr>
<tr>
<td>Social Science</td>
<td>3.0</td>
<td>One year of world history, one year of U.S. history and one year-long Humanities seminar</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0</td>
<td>Two years and through level 3 required</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>Physics, Chemistry and Biology are required</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>One year-long course required</td>
</tr>
</tbody>
</table>

In order to put its most able students in the strongest possible position to apply to competitive colleges, LJCDS offers a broad range of Advanced Placement courses in which students may earn transferable college credit. Each year, the Educational Testing Service of Princeton, New Jersey, provides examinations that are given to students who are enrolled in Advanced Placement courses. It is not uncommon for LJCDS graduates to be accepted to college with “advanced standing” in several subject areas. The Upper School offers Advanced Placement options in English, American history, European history, United States government, calculus, statistics, chemistry, biology, physics, French, Spanish, psychology, studio art, art history and music.

All Advanced Placement (AP) and Honors courses require approval and/or completion of prerequisites for admission into the course. All Honors and AP courses require an annually renewed recommendation from both the current teacher and department chair. It is not unusual for students to switch on and off the Honors/AP track at different points in time.

Some non-AP/Honors courses have prerequisites; please check with the course instructor and/or department chair for additional information.

All students enrolled in Advanced Placement (AP) classes will take the AP exam in May of each year. Enrolling in an AP class presumes students' intent and understanding that they will do so.
**Core vs. Elective Courses**

Core courses count towards the graduation requirement in a particular discipline. Elective courses (including all courses labeled “semester electives”) contribute to the five-course minimum per semester and count in the GPA, but do not contribute towards fulfilling the graduation requirements in a particular discipline. Core courses that are taken above and beyond the requirements are considered elective courses. Unless otherwise noted, all courses listed are approved by the University of California to meet their minimum requirements for admission. The La Jolla Country Day School graduation requirements are aligned to meet or exceed UC/Cal State University requirements.

**Additional Requirements**

- **Freshman Orientation:** Participation
- **Experiential Education:** Three years of participation
- **Health and Wellness:** One semester
- **Dignity:** One semester
- **Service Learning:** Visit this [link for program description](#) and graduation requirements.
- **Physical Education/Athletics:** All freshmen must participate in a team sport for one season.
- **Load:** Each semester, a student must carry a minimum of five or a maximum of six courses. Students are not permitted to carry seven courses per semester with the exception of seniors, who may take four courses if all are AP classes and they have permission from the head of Upper School.
Upper School Course Descriptions

All LJCDS courses require critical thinking, creativity, collaboration and self-reliance as students engage with the challenges of global importance to make the world better. Our schedule emphasizes depth over breadth and the creation of habits of mind. Honors courses allow students to drive their own learning through independent engagement with texts and other materials outside of class so that students can delve even more deeply into the application of course concepts. Advanced Placement (AP) courses follow the College Board guidelines and prepare students for the AP exam. Honors and AP courses are offered in all disciplines; courses that represent the second year of study are designated by the term “Advanced” (i.e. Advanced Robotics).

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Upper School Course Descriptions

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  - HISTORY AND SOCIAL SCIENCE
- MATHEMATICS
- SCIENCE
- VISUAL AND PERFORMING ARTS
- WORLD LANGUAGE
COMPUTER SCIENCE

Introduction to Computer Science
2 semesters, 1 credit
Prerequisite: None

Introduction to Computer Science is a beginner-level course to introduce students to the field of computer science and the fundamentals of computer programming. The course will cover object-oriented programming terminologies such as objects, classes and functions using JavaScript and Java. Students will learn front-end development with HTML5, CSS3 and JavaScript. They will learn how to build websites, games and animations, and how to host their work on the web. Later in the course, students will have the opportunity to develop their own applications and games.

Computer Science (Honors)
2 semesters, 1 credit
Prerequisite: Instructor approval or completion of Introduction to Computer Science with teacher recommendation

Computer Science (Honors) is an intermediate-level course to introduce students to the field of computer science and the fundamentals of computer programming. The course will cover object-oriented programming terminologies such as objects, classes and functions using JavaScript and Java. Students will learn front-end development with HTML5, CSS3 and JavaScript. They will learn to build websites, games and animations, and how to host their work on the web. Later in the course, students will have the opportunity to develop their own applications and games.

Honors students will be given challenge assignments for each project. Students should be comfortable with an autonomous approach to learning, reading documentation and debugging. Computer Science (Honors) meets with the Intro to Computer Science course.

Advanced Application Development (Honors)
2 semesters, 1 credit
Prerequisite: Instructor approval and Introduction to Computer Science or Computer Science (Honors)

Advanced Application Development is an Honors course for computer science students who already have a significant amount of programming experience and/or earned high marks in other computer science courses. A teacher recommendation is required.

The emphasis of the course is to go beyond theory and develop meaningful real-world object-oriented software applications using professional-grade IDEs (integrated development environments). The class will have an independent project component, where, working with the
instructor, the students will design and build a substantial project of interest to them. Additionally, the class will collaborate with the community service program and choose several non-profit organizations to partner with, identify their needs and build useful applications such as mobile applications, websites and databases to assist them with their important work.

DESIGN AND INNOVATION

Applied Engineering
2 semesters, 1 credit
Prerequisite: None

In this hands-on class, students will apply concepts to projects related to various disciplines in engineering. Units on environmental engineering will tackle the locally important topic of wastewater treatment; electrical engineering will focus on advanced circuits and custom PCBs to create novel products; mechanical engineering will explore topics in modern robotics; musical engineering will use advanced techniques to create instruments such as electric guitars. Students will utilize the tools and equipment of the Innovation Lab to create their projects as needed. Regardless of the unit, students will focus on precision, usability and sound design. The last unit of the course will require students to pursue long-term independent projects focusing on one of the areas of the course.

Applied Engineering (Honors)
2 semesters, 1 credit
Prerequisite: Instructor approval

In this hands-on class, students will apply concepts to projects related to various disciplines in engineering. Units on environmental engineering will tackle the locally important topic of wastewater treatment; electrical engineering will focus on advanced circuits and custom PCBs to create novel products; mechanical engineering will explore topics in modern robotics; musical engineering will use advanced techniques to create instruments such as electric guitars. Students will utilize the tools and equipment of the Innovation Lab to create their projects as needed. Regardless of the unit, students will focus on precision, usability, and sound design. The last unit of the course will require students to pursue long-term independent projects focusing on one of the areas of the course.

The Honors course has additional expectations - students will be required to enter a national design contest, have additional homework assignments and will pitch final projects to the Torrey Explorers Fund.

Innovation Technology Studio
2 semesters, 1 credit
The goal of this course is for students to master modern technologies to create powerful, innovative solutions to 21st-century problems. Students will study wearable electronics, 3D modeling and printing, laser cutting, sensors and data, and human-computer interaction. The course will initially be composed of several small student-driven projects that build essential skills, which will culminate in a long-term project of the student’s choice. This project will not only be fun and inspiring, but it will also solve a real-world problem that has been identified through research. As a studio class, students will work independently and share their progress with the class each week. Discussion on special topics in technology (diversity in technology, cognitive factors, accessibility and student topics TBD) will occur every few weeks.

**Innovation Technology Studio (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Instructor approval*

The goal of this course is for students to master modern technologies to create powerful, innovative solutions to 21st-century problems. Students will study wearable electronics, 3D modeling and printing, laser cutting, sensors and data, and human-computer interaction. The course will initially be composed of several small student-driven projects that build essential skills, which will culminate in a long-term project of the student’s choice. This project will not only be fun and inspiring, but it will also solve a real-world problem that has been identified through research. As a studio class, students will work independently and share their progress with the class each week. Discussion on special topics in technology (diversity in technology, cognitive factors, accessibility and student topics TBD) will occur every few weeks.

Note: The Honors track will require more detailed proposal writing, a presentation to investors at the end of the year and a variety of professional-level deliverables.

**Advanced Innovation Technology Studio (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Instructor approval and Innovation Technology Studio (Honors)*

The goal of this advanced studio is for students to have the time and resources to create powerful, innovative solutions to 21st-century problems. The course is composed of one or multiple long-term projects of the student’s choosing. As a studio class meeting with the Advanced Design Thinking class, we will work independently and share our progress with the class each week. Students are expected to compete in design competitions and serve as mentors and ambassadors for the Design & Innovation program. We will also discuss special topics in technology (diversity in tech, cognitive factors, accessibility and student topics TBD) every few weeks.
**Design to Entrepreneurship**

*2 semesters, 1 credit*

*Prerequisite: None*

This course will teach students a modern, human-centered design process and culminate in a long-term project that will be ready for implementation beyond the school’s walls. Projects can range from a start-up company to an art installation to a community-service project—the possibilities are endless. This process is based on modern design principles, supported by social science, and is used at tech companies including Uber, Twitter and Instagram. Students will first identify important 21st-century problems that are ripe for innovation by going out into the world and observing human behavior. Students will have the option to work with this year’s partnered company on their project (previous partners have included CamelBak and Ottobock) and may travel to the company headquarters to present their final product to the design team. In addition to this project, there will be biweekly classes dedicated to special topics in design (diversity in technology, cognitive factors, accessibility and student topics TBD) and technical skill building (2D/3D modeling and sensors).

**Design to Entrepreneurship (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Instructor approval*

This course will teach students a modern, human-centered design process and culminate in a long-term project that will be ready for implementation beyond the school’s walls. Projects can range from a start-up company to an art installation to a community-service project—the possibilities are endless. This process is based on modern design principles, supported by social science, and is used at tech companies including Uber, Twitter and Instagram. Students will first identify important 21st-century problems that are ripe for innovation by going out into the world and observing human behavior. Students will have the option to work with this year’s partnered company on their project (previous partners have included CamelBak and Ottobock) and may travel to the company headquarters to present their final product to the design team. In addition to this project, there will be biweekly classes dedicated to special topics in design (diversity in technology, cognitive factors, accessibility and student topics TBD) and technical skill building (2D/3D modeling and sensors).

Note: The honors track will require more detailed proposal writing, a presentation to investors at the end of the year, and a variety of professional-level deliverables.

**Advanced Design to Entrepreneurship (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Instructor approval and Design to Entrepreneurship (Honors)*

The goal of this advanced studio is for students to have the time and resources to create powerful, innovative solutions to 21st-century problems. The course is composed of one or
multiple long-term projects of the student’s choosing. As a studio class meeting with the Advanced Innovation Tech class, we will work independently and share our progress with the class each week. Students are expected to compete in design competitions and serve as mentors and ambassadors for the Design & Innovation program.

HUMANITIES DEPARTMENT

ENGLISH

English I
2 semesters, 1 credit

English I focuses on storytelling, specifically the ways humans create visions of success and failure in their lives. Students read novels, short stories, nonfiction, drama, poetry and graphic novels while composing both traditional essays and writing according to the genres they are reading. In addition, students study vocabulary from a workbook that explains word roots to support their work in both reading and writing.

English II
2 semesters, 1 credit
Prerequisite: English I

U.S. Literature studies United States literature from Native American oral traditions to contemporary works of fiction and nonfiction. Writing at this level assumes that students have mastered the basic form and conventions of academic essays and provides practice with revisions to emphasize that point. Vocabulary and grammar lessons emerge from the reading materials and student essays, making those instructions specific to the context of the course discussions. From U.S. Literature, students move on to make choices from the English elective course lists.

American Studies: English II/ U.S. History
2 semesters, 1 credit
Prerequisite: English I and Global History (formerly WCCP)

American Studies is an interdisciplinary investigation of the nation’s culture, from the earliest people on the land to contemporary society. Students read literature, historical documents, scholarly articles and more while also viewing art, photographs, and early versions of newspapers, posters and other forms of public communication. Students write traditional academic essays but also complete inquiry-based projects aimed at independent research and share their results via discussions, debates, role-playing and the creation of historical documents. The goal of this reading, writing and viewing is to find connections and patterns that help define American culture. This is a dual-block class: it meets for two blocks and counts for both the English II and the sophomore American history requirements.
English III Seminars
2 semesters, 1 credit
Prerequisite: English II or American Studies

-Rhetoric: Conflict in the Classroom
LJCDS has been working toward building and sustaining a culture of dignity as outlined by author Donna Hicks, Ph.D. Our efforts recognize that many traditional school practices fail to enhance dignity and sometimes even harm it. This course aims to ask and answer important questions about ethics, justice and conflict resolution, with an eye toward LJCDS’ vision of “Leading with Dignity.” Please note that this is NOT a course that aims to accept one philosophy as a universal truth. Dissent, disagreement and debate will be at the epicenter of our conversations, and we will read from a wide variety of texts in order to form a robust understanding of what each of us stands for. Eventually, our goal will be to create a shared vision for the future that takes all beliefs, opinions and philosophies into account. The final project takes the form of a proposal to the head of school to enhance practices that support the dignity of members of our community.

-Tragedy, Triumph and Teenagers
This course will explore the joy and heartaches experienced and the wisdom gained from the teenage years. What does it mean to grow up in America? How does the meaning shift according to gender and cultural backgrounds? What are the rites of passage, and why are they important? What types of moral/ethical growth take place? Texts may include The Bluest Eye, A Lesson Before Dying, The Things They Carried, Am I Blue? Coming out from the Silence, Ceremony and The Joy Luck Club, as well as essays and short stories.

-Murder and Mayhem: The Villain in Literature
Murder and Mayhem will explore the “dark side” of the human character. In this course, we will read novels, plays, poetry, short stories and essays as a way to speak and write about the nature of evil. We will explore society and the human mind in order to discover what makes people do wrong, and we will study the impact of retribution, both individual and societal, for wrongs done. What does it take to be a villain? What is the source of evil? Who is to blame if one engages in villainous activities—the individual? Society? The family/neighborhood/ environment in which the person is raised? Are we villains if we do not actively confront evil? Is redemption possible? Texts may include The Inferno, Hamlet, Crime and Punishment, Heart of Darkness, Native Son and One Flew Over the Cuckoo’s Nest.

-Science, Technology and Literature
In this course, we will explore the development of the sciences from the classical period to the modern day. Over time, how have scientific thinkers and writers uncovered the greatest secrets of the universe? How has the relationship of science to magic and religion changed over time? How has our view of nature and its resources changed? How is knowledge created at all, and what is its relationship to power? To begin the course, we will read Lucretius’ On the Nature of the Universe, which offers one of the earliest theories of atomism. Then, we will study the
period known as the “Scientific Revolution” by reading the works of Francis Bacon, Margaret Cavendish, Galileo Galilei and Isaac Newton. We will then read Mary Shelley’s critique of science in *Frankenstein* and Charles Darwin’s evolutionary theory in *On the Origin of Species* to explore enlightenment views of science. To end the course, we will study the science fiction genre and discuss the most pressing environmental issues we face today. In particular, we will read the works of Rachel Carson and Barbara Kingsolver, as well as watch the television and film adaptations of Isaac Asimov’s *Foundation* and Frank Herbert’s *Dune*.

**Gender Studies: The Legacy of Adam and Eve**
Gender Studies is an interdisciplinary multicultural course designed to address issues pertinent to gender identity in the areas of writing, coming of age, relationships, politics, health and bridging the cultures. We will be discussing topics such as health care, eating disorders, civil rights violations, laws affecting gender equity, sexism in the classroom and workplace, societal myths about gender roles, media propaganda and in general, what teens learn about themselves as they become adults.

**English IV Seminars**
2 semesters, 1 credit
*Prerequisite: English III or AP English Literature and Composition*

English IV students select from a range of course offerings. Options shift from year to year, based on student interest and schedule availability.

**Murder and Mayhem: The Villain in Literature**
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-Creative Writing
Creative Writing 101 is a prose-based writing workshop (with accompanying contemporary readings) drawing on narrative strategies and the distinctive forms and techniques of memoir, fiction, travel and food writing, personal essay, art, cultural criticism, journalistic reportage, etc. Students will learn how to read like a writer (with an eye not only toward content but for qualities of form and language) and make reading an active part of their writing practice. Typically, workshops are free-wheeling explorations of form, style and content and this one will be no different.

-Dystopian Fiction
How have marvels—or disasters—of innovation like electricity and computing shaped society and artists’ reactions to the changes? What constitutes a social ideal? How do humans aim for utopia while dystopia is the inevitable result? Authors of dystopian fiction create fantastical tales of joy and horror that mirror aspects of the human condition in culture. The semester is devoted to reading and critiquing dystopian writing of the past century. In the process, students will reflect on contemporary society’s social/moral/technological/medical advancements and failures. Sample readings include Aldous Huxley’s Brave New World and Margaret Atwood’s The Handmaid’s Tale. The texts will be coupled with post-apocalyptic films such as Blade Runner and I Am Legend.

-World Beat: African and African Diaspora Literature
World Beat will follow the historical and political path of African literature beginning with a great legacy of oral literature to the contemporary African novel and exploring the literary arts from
countries such as Nigeria, Algeria, Senegal, South Africa, Kenya and Rwanda and on to the African Diaspora created by the slave trade. As countries, cultures and individuals are confronted by outside forces, whether it is colonialism, political corruption, censorship, genocide, or migration to unfamiliar destinations, the necessary adaptation forces an examination of the tenets of identity and the notion of home. Literature allows us to experience the profound influence of culture through the lives of characters struggling to define themselves in relation to race, gender, religion, politics and nationality. The perspective through which people view unfamiliar values, expectations, modes of expression and standards of beauty will also force us to explore our own sense of the familiar and foreign.

**AP English Literature and Composition**

*2 semesters, 1 credit*

*Prerequisite: Department approval of a writing portfolio. The portfolio will include three English essays from the student’s work in English II. Admission is at the discretion of the reading committee and the chair. (Grade 11)*

The AP English Literature and Composition course focuses on reading, analyzing and writing about imaginative literature (fiction, poetry, drama, criticism) from various periods. The course aligns with an introductory college-level literature and writing curriculum. Students engage in close reading and critical analysis of imaginative literature written in—or translated into—English. Writing assignments include expository, analytical and argumentative essays that require students to analyze and interpret literary works. This course delineates the skills and conceptual understandings colleges and universities typically expect students to demonstrate in order to receive credit for an introductory college literature course and placement into a higher-level literature course. At the end of the year, students will take the Advanced Placement exam in English Literature and Composition.

**AP English Language and Composition**

*2 semesters, 1 credit*

*Prerequisite: Department approval of a writing portfolio. The portfolio will include three English essays from the student’s work in English II. Admission is at the discretion of the reading committee and the chair. (Grade 12)*

AP Language and Composition is a college-level course that prepares students to “write effectively and confidently in the college courses across the curriculum and in their professional and personal lives.” (College Board) Students read and analyze a wide range of nonfiction texts (newspaper editorials, essays, biographies, literary criticism, travel writing, sermons) as well as short fiction and excerpts from longer works. Students become familiar with rhetorical strategies that make for strong, persuasive writing. Students continually revise their writing for clarity and precision. At the end of the year, students take the AP Language and Composition exam.
HISTORY AND SOCIAL SCIENCE

Global History
2 semesters, 1 credit
Prerequisite: None

Global History is a required Grade 9 course that examines early human history and civilizations, from roughly 20,000 years ago until 500 years ago. While investigating the physical and cultural geography of many regions of the earth, the course also applies that information to current global developments. Through daily coursework, a first-semester research paper, and the Oral History Project, students learn to "do" history. They practice historical skills such as primary source analysis, effective note-taking, organizing data and clear communication of their results. This course prepares students to engage United States history rooted in a global perspective.

U.S. History
2 semesters, 1 credit
Prerequisite: Global History (formerly WCCP)

This survey course examines the history of the United States from the first inhabitants on the land to the modern era and traces significant historical events and the development of ideas critical to understanding the country today. Students will examine the history of the U.S. both chronologically and thematically in an environment that encourages independent thinking and participation. The themes of the course include geography, citizenship, diversity and unity, immigration and migration, science and technology, and the emergence of the United States as a world power.

AP U.S. History
2 semesters, 1 credit
Prerequisite: Global History (formerly WCCP) and recommendation. Students must inform their Global History teacher of their interest in APUSH.

While covering the U.S. history curriculum, this course puts an additional emphasis on reading primary sources and writing. In order to prepare for the Advanced Placement exam, students are asked to answer a number of essays and data-based questions. An interest in the analytical approach to history and an ability to work independently are key to the successful completion of this course.

American Studies: U.S. History/English II
2 semesters, 1 credit
Prerequisite: English I and Global History (formerly WCCP)
American Studies is an interdisciplinary investigation of the nation’s culture, from the earliest people on the land to contemporary society. Students read literature, historical documents, scholarly articles and more while also viewing art, photographs, and early versions of newspapers, posters and other forms of public communication. Students write traditional academic essays but also complete inquiry-based projects aimed at independent research and share their results via discussions, debates, role-playing and the creation of historical documents. The goal of this reading, writing and viewing is to find connections and patterns that help define American culture. This is a dual-block class: it meets for two blocks and counts for both the English II and the sophomore American history requirements.

Senior and Junior Seminars
2 semesters, 1 credit
Prerequisite: AP U.S. History, U.S. History or American Studies

-Civil Rights & Popular Culture
In this course, students will examine the power of popular culture in shaping a number of social movements in the United States and abroad. We will study the history of the development of various forms of popular culture as well as the sociological concepts related to popular culture’s ability to shape attitudes and behaviors. Particular attention will be paid to the myriad ways in which popular culture has influenced social attitudes related to race, ethnicity, gender and gender identity, sexual orientation and religion. We will explore the ways in which social justice movements have harnessed the power of popular culture and the ways in which popular culture has also been used to divide communities and deepen stereotypes.

From Woody Guthrie to Kendrick Lamar and from the Harlem Renaissance to Black Lives Matter, we will draw connections between past and present in an environment that encourages open-minded discussion and reflection. Readings will run the gamut from personal essays from acclaimed cultural critic Hanif Abdurraqib to college-level sociology texts including John Fiske’s *Understanding Popular Culture* and T.V. Reed’s *The Art of Protest*. Students will also frequently apply new sociological concepts to the media they consume on their own time in a number of written analyses. We will learn to see the popular culture that surrounds us in an entirely new light.

-Justice & Injustice
This course provides students with experiences to study individual rights provided to them by the United States Constitution and other related laws. Students will deal with the direct and indirect effects the government has on their everyday lives, what rights they possess as an American citizen, and what responsibilities each citizen has to their government on the local, state and national levels. Students will also examine the basic ideals of our global economy and what effects these ideals have not just on our government, but also on our everyday lives. Other relevant topics included in this course are elections/voter registration process, United States foreign policy and social issues that concern young adults. Topics include the principles and foundations of American government, the Constitution and its creation, the three branches
of American government and their functions, the American political process and party politics, state and local politics, economic systems and basic principles of government as a global system. Students will have a textbook and reading packets taken from monographs related to the U.S. government.

**The American Civil War (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Recommendation from current humanities teacher and approval*

This course traces the origins of the American Civil War and evaluates its course and consequences. Beginning with the colonial period, it follows the establishment of differing social and economic systems in different parts of British North America. It then analyzes the revolutionary period and the political agreements and tensions of those years. As students move into the 19th century, they encounter many problems that pushed Americans away from one another and toward conflict. Those years, from 1820 to 1859, comprise a significant portion of the class and lead students to the war itself in the late fall. The study of the war as a conflict – militarily, politically, socially, legally, economically – occupies the winter. Students will read monographs on the Civil War, including Bruce Levine’s Confederate Emancipation, Lorien Foote’s The Yankee Plague, Adam Domby’s The False Cause, and Nina Silber’s the Romance of Reunion. In addition, students will read a wide range of chapters and articles. Students will write a comparative book review in the fall and a research paper in the winter on topics related to the causes, coming, events and consequences of the war.

**Philosophy: The History of Ideas**

*2 semesters, 1 credit*

The Greek word “philosophy” means “love of wisdom.” This course will foster a lifelong passion to explore human nature and our relationship to the world. Philosophy is unique because it is reflective. It requires that you ask and rigorously attempt to answer questions such as: What is real? What can we know with certainty? Does God exist? What is love? How can we achieve happiness? As we study the history of Western, African and Indigenous philosophies, you will find that most famous philosophers did not arrive at irrefutable conclusions; instead, each philosopher’s work provides an important link in a chain that spans the ages and continues to improve how we understand ourselves. In this class, we emphasize questions rather than answers. Not only will we study philosophers through history, but we will also look at specific fields, such as ethics and aesthetics. This course challenges us to reflect on the way we live our lives, teaches us to listen, and improves our ability to give reasons for our beliefs and choices. In an open forum for questions and discussions, we will explore and expand our breadth of knowledge.

**Philosophy: The History of Ideas (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Recommendation from current humanities teacher and approval*
The Greek word “philosophy” means “love of wisdom.” This course will foster a lifelong passion to explore human nature and our relationship to the world. Philosophy is unique because it is reflective. It requires that you ask and rigorously attempt to answer questions such as: What is real? What can we know with certainty? Does God exist? What is love? How can we achieve happiness? As we study the history of Western, African and Indigenous philosophies, you will find that most famous philosophers did not arrive at irrefutable conclusions; instead, each philosopher’s work provides an important link in a chain that spans the ages and continues to improve how we understand ourselves. In this class, we emphasize questions rather than answers. Not only will we study philosophers through history, but we will also look at specific fields, such as ethics and aesthetics. This course challenges us to reflect on the way we live our lives, teaches us to listen, and improves our ability to give reasons for our beliefs and choices. In an open forum for questions and discussions, we will explore and expand our breadth of knowledge.

**Contemporary World History: Latin America and the Caribbean**

*2 semesters, 1 credit*

This course takes an interdisciplinary approach to understanding patterns of cultural and economic development in the Spanish, French and Portuguese speaking countries that are loosely grouped together as modern-day Latin America. Beginning in 1888 with the abolishment of slavery in Brazil, students will compare how newly independent countries across the region forged different visions of postcolonial identity and attempted to invent singular national narratives despite the geographic, economic, racial and linguistic diversity within their individual borders. The first semester of CWH will focus on foreign relations between Latin American countries and conclude with the civil armed conflicts and mass human rights abuses during the U.S. and Soviet proxy wars in the region during the 1970s and 1980s. In the second semester, we will focus on culture and the arts in post-Cold War Latin America as well as the Latin American immigration experience through film, music and television. What does it mean to be the first Indigenous president of Bolivia? How does a country as poor as Cuba manage a literacy rate higher than the United States? What constitutes responsible tourism in the Caribbean in the pandemic era? Students will have a central textbook for the course as well as the opportunity for country-specific and theme-specific research projects and presentations.

**AP European History**

*2 semesters, 1 credit*

*Prerequisite: Global History (or WCCP), U.S. History, AP U.S. History, or American Studies, and permission of the department. Grades 11 and 12.*

This course introduces students to the broad scope of the European past, prepares them for the collegiate study of European history, and prepares them for the AP exam in European history. It has a special emphasis on document interpretation, analytical writing and thematic
thinking. Topics include Europe in a global context, social, economic and political change, the rise of nationalism and the state, identity and changes wrought by new ideas.

**AP World History**

2 semesters, 1 credit  
Prerequisite: Global (or WCCP), U.S. History, AP U.S. History, or American Studies, and permission of the department. Grades 11 and 12.

This course builds on what students learned in WCCP to expand their understanding of world history across time and space. It focuses on the period from 1200CE to the present, offering students an intensive experience of historical interpretation including document analysis, persuasive writing, argument construction and claims evaluation. A wide range of readings support examinations of change over time in the social, political, economic and cultural world across the centuries.

**AP Psychology**

2 semesters, 1 credit  
Prerequisite: Department recommendation or instructor approval.  
This is a senior course, juniors may enroll, space permitting, with permission of US Dean.  
**AP Psychology does not** satisfy a history graduation requirement.

This college-level course explores topics of psychology: research methods, neuropsychology, learning, memory, perception, cognition, states of consciousness, diagnosis and treatment of mental illness, developmental psychology and social psychology. Students learn about careers in psychology and practice applying psychological concepts to everyday life. Students are well prepared for the Advanced Placement examination.

**AP U.S. Government**

2 semesters, 1 credit  
Prerequisite: Department recommendation

This course is designed to give students a critical perspective of government and politics in the United States. Students are involved in both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The class also examines the various institutions, groups, beliefs and ideas that make up the U.S. political reality. Special attention is paid to Supreme Court cases in the areas of civil liberties and civil rights.

**MATHEMATICS**

**Math I**

2 semesters, 1 credit  
Prerequisite: Math B or Math 8
Math I is the first of a three-year sequence of courses. Students solidify and extend their understanding of functions, solving equations, geometric relationships and data analysis. Students continue to establish their understanding of linear and exponential sequences and functions. They expand their algebraic skills with a focus on solving equations and inequalities, including systems of linear equations and inequalities. Students develop explanations of geometric relationships of similarity and congruence through transformations and formal constructions. Students formulate and present mathematical arguments. Students extend their work from eighth grade working with linear models and linear regression equations. Additionally, students employ histograms, dot plots and box plots to describe and compare the shape, center and spread of univariate data. Students will have the opportunity to earn an honors designation through criteria shared in the first weeks of the course.

**Math I (Honors)**

2 semesters, 1 credit  
*Prerequisite: Department recommendation by current math teacher*

In this course, the curriculum of Math I is regularly extended through enrichment topics in each unit. Additionally, students in this course will focus on topics related to matrices. Students are introduced to matrix addition, subtraction and multiplication. Students use matrices to solve systems of linear equations with elementary row operations and the multiplicative inverse. Matrices are also used to represent vector transformations.

**Math II**

2 semesters, 1 credit  
*Prerequisite: Math I with a minimum grade of C-

Math II is the second of a three-year sequence of courses. Students expand their knowledge of functions to include in-depth work with quadratics. Students build proficiency in moving between different forms of quadratic equations and identifying characteristics of the function from its equation. Students develop strategies to solve quadratic equations using a variety of methods and are introduced to complex numbers as solutions. They learn to distinguish between linear, exponential, absolute value and quadratic functions and apply transformations to the graphs of each. Students extend their work with transformations to include dilations. They write formal proofs for similarity and congruence. Additional topics in geometry include angle-arc relationships, development of formulas related to regular polygons, volume, radian measure and parabolas as conic sections. Students broaden their understanding of probability through a study of conditional probability using tree diagrams, Venn diagrams and two-way tables.

**Algebra II with Trigonometry (Honors)**

2 semesters, 1 credit
Prerequisite: Geometry Honors with a minimum grade of B and department recommendation by current math teacher

In this course, students will expand their foundational knowledge from Algebra I to explore complex numbers, quadratics and higher degree polynomial functions, logarithmic functions, exponential functions, and rational functions. Using the aforementioned functions, students will solve equations, graph functions and explore their applications. Students will learn about sequences and series, conic sections and trigonometric functions. Additionally, students will explore probability and statistics, learn the binomial theorem and verify trigonometric identities.

Precalculus
2 semesters, 1 credit
Prerequisite: Algebra II with a minimum grade of B- and department recommendation by current math teacher

This course is designed to provide students with a foundation that will enable them to enroll in the calculus elective. Students will devote a large portion of the year to the study of trigonometric functions, analytic trigonometry and applications of trigonometry. Students will study counting principles, vectors, probability and simple matrix theory. The course also elaborates on topics covered in Algebra II, with an emphasis on exponential functions, logarithmic functions and sequences and series.

Precalculus AB
2 semesters, 1 credit
Prerequisite: Algebra II with Trigonometry with a minimum grade of B and department recommendation by current math teacher

This course is designed to prepare students for AP Calculus AB or a calculus course in college. Students enrolling in this course should have a solid background in algebra and geometry. Students review, expand upon and apply their knowledge of polynomial, rational, exponential and logarithmic functions and sequences and series. This course extends the study of trigonometric relationships introduced in Algebra II with Trigonometry by emphasizing graphing functions, solving equations and verifying identities. New topics students are introduced to include vectors, probability, matrix operations and limits.

Precalculus BC (Honors)
2 semesters, 1 credit
Prerequisite: Algebra II Honors with a minimum grade of B and department recommendation by current math teacher

This course is designed to prepare students for AP Calculus BC. It will build upon the students’ understanding and facility working with polynomial, rational, logarithmic and exponential
functions by exploring those topics at a deeper level. Integration of ideas from previous mathematics courses is stressed, and students are given the chance to expand their abstract reasoning and spatial visualization skills while working in two- and three-dimensions. Topics of study include trigonometry, analytic geometry, vectors, polar and parametric equations, limit theory, differentiation rules, sequences, series and probability.

Statistics
1 semester, 1/2 credit; 2nd semester only
Prerequisite: Algebra II with a minimum grade of C

This application-based elective introduces students to methods of data collection, display and analysis. Students explore regression models and gain the skills to test hypotheses using statistical inference related to means and proportions. Students learn how to use Excel to organize, display and analyze data. Students become critical consumers of data as they apply their knowledge to analyze how data and statistics are portrayed in the media.

Calculus
1 semester, 1/2 credit; 1st semester only
Prerequisite: Precalculus with a minimum grade of C

In this semester elective, students are introduced to limits through graphical analysis. They focus on derivatives, both graphically and algorithmically, with an emphasis on the general power rule and the chain rule, including the derivative of exponential functions. Students develop skills to understand applications of derivatives and their interpretations in context. Students apply derivatives to maximization and minimization problems in a variety of fields, including business and science.

Mathematics of Finance
2 semesters, 1 credit
Prerequisite: Algebra II with a minimum grade of C-

This course is a senior elective, covering a wide variety of mathematical concepts with an emphasis on finance. Over the first quarter, the course will provide a review of algebraic and geometric concepts in preparation for standardized testing while providing a firm foundation for the finance segment. During the remaining three-quarters of the year, students will cover the basics of investment in stocks and bonds, business modeling, loans (especially car loans and mortgages), tax calculations and retirement planning, all with an emphasis on the underlying mathematics. The year concludes with students preparing a budget using an Excel spreadsheet, which incorporates many of the concepts covered in the previous segments of the course.

AP Statistics
2 semesters, 1 credit
Prerequisite: Algebra II with Trigonometry with a minimum grade of A- or Precalculus AB/BC with B- and department recommendation by current math teacher

This course follows the College Board Advanced Placement syllabus and is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. It is an introduction to statistical methods for business, health science and social science statistics. The course introduces students to the major concepts and tools for collecting, summarizing, analyzing and drawing conclusions from data. There are four broad themes in this course: collecting data by sampling and experimentation, summarizing quantitative and categorical data, an introduction to probability and statistical inference. Students use technology, investigations, problem solving and writing as they build conceptual understanding. All students who take AP Statistics will sit for the AP exam given in May.

AP Calculus AB
2 semesters, 1 credit
Prerequisite: Precalculus AB with a minimum grade of B- and department recommendation by current math teacher

This rigorous course follows the College Board Advanced Placement syllabus. It is equivalent to the first semester of a college-level calculus course. It begins with a study of limit theory and quickly moves on to differential calculus. The concept of the derivative is applied to related rates, extrema, optimization and curve-sketching problems. The second half of the year is an in-depth study of integral calculus, which includes calculating the area under the curve, the volume of solids and using differential equations in mathematical modeling problems. All students will sit for the AP Calculus AB exam in May.

AP Calculus BC
2 semesters, 1 credit
Prerequisite: Precalculus BC Honors with a minimum grade of B and department recommendation by current math teacher

This rigorous, fast-paced course follows the College Board Advanced Placement syllabus. It is the equivalent of two semesters of college calculus. In addition to the work covered in the AP Calculus AB course, the following topics are included: additional techniques and applications of integration, differential equations, the calculus of polar coordinates and vector-valued functions, the convergence and divergence of infinite series of constants, and Taylor polynomials. All students will sit for the AP Calculus BC exam in May.

Multivariable Calculus (Honors)
2 semesters, 1 credit, (Not offered in 2022-2023)
Prerequisite: AP Calculus BC with a minimum grade of B and department recommendation by current math teacher or teacher approval
This advanced course begins with an investigation of vectors in XYZ space, their dot and cross products, and the use of vectors in determining equations for lines and planes in space. Students then study vector-valued functions, their derivatives, velocity and acceleration vectors, tangent and normal vectors, and the use of vector-valued functions in calculating arc length and curvature. Students explore multivariable functions, including limits and continuity, partial derivatives, differentiability, total differentials, the generalized chain rule, directional derivatives, tangent, and normal lines, tangent planes, extrema and optimization. Students then turn their attention to multivariable integral calculus with a study of iterated integrals, double integrals and volume, double integrals with polar coordinates, centers of mass and surface area. They investigate triple integrals and the volume bounded by surface curves. They study cylindrical and spherical coordinates and delve into how cylindrical and/or spherical coordinates make the computation of some triple integrals much more manageable. Lastly, students turn their attention to vector analysis, line integrals, vector fields, flow and flux, Green's Theorem, the Divergence Theorem, parameterized surfaces and Stokes' Theorem.

**Linear Algebra (Honors)**

2 semesters, 1 credit, (Offered every other year)

*Prerequisite: AP Calculus BC with a minimum grade of B and department recommendation by current math teacher or teacher approval*

This rigorous, college-level course explores various matrix methods of solving systems of equations in addition to covering matrix algebra, determinants, vector geometry, vector spaces, eigenvalues and linear transformations. Students examine the proofs of theorems and apply the theorems in solving problems and creating their own proofs. Students are also introduced to computer programming in C++.

**SCIENCE**

**Physics**

2 semesters, 1 credit

*Prerequisite: Algebra I*

This course promotes conceptual understanding of major physics principles through interesting and thought-provoking experiments, demonstrations, and unifying projects such as a projectile launcher and a rollback vehicle. Students employ the scientific method to make observations and measurements, graphically analyze data, and describe those relationships both in words and mathematical equations. These skills are used to explore, develop and apply scientific ideas about motion and forces, momentum and energy, and electricity and magnetism.

**Accelerated Physics**

2 semesters, 1 credit

*Prerequisite: Recommendation from science and math teachers*
This course explores major physics principles through experiments and demonstrations with an emphasis on applied concepts quantified by more-advanced mathematics. Therefore, students must have a mastery of algebra. As in the Physics course, students employ the scientific method to make observations and measurements, graphically analyze data, and describe those relationships both in words and mathematical equations. These skills are used to explore, develop and apply scientific ideas about motion and forces, momentum and energy, and electricity and magnetism in greater depth and at a faster pace than in the Physics course.

Chemistry
2 semesters, 1 credit
Prerequisite: Algebra I and Physics

This general chemistry class is a laboratory course intended for all students who have completed Physics. Addressing the properties and behavior of matter, this course employs a combination of discussion and laboratory formats. Students develop skills in applying scientific reasoning to laboratory-generated data and in problem-solving based on the use of mathematical applications. Mastery of the terminology and symbols of chemistry and the use and preparation of data tables and graphs are goals. Specific topic areas include atomic and molecular theory, phases of matter, atomic structure, periodic properties, energy of chemical reactions, chemical kinetics, equilibrium reactions, solubility and ionization, oxidation and reduction, and electrochemical cells.

Chemistry (Honors)
2 semesters, 1 credit
Prerequisite: Algebra I and Physics plus department recommendation

This rigorous chemistry class is highly recommended for students who plan to take AP Biology and/or AP Chemistry. While covering the same topics as in Chemistry, Honors Chemistry emphasizes independent learning and more-extensive laboratory investigations. Students approach problem-solving using rigorous mathematical models and delve deeper into the basic chemical processes at a faster pace than in the Chemistry course. Mastery of algebra and comfort with abstract thinking is a must.

Biology
2 semesters, 1 credit
Prerequisite: Chemistry

This laboratory course provides an introduction to the basic concepts and unifying principles of modern biology. The course introduces topics at the organismal, cellular and molecular levels. Major themes include unity and diversity of species, mechanisms of information flow and species change, cell structure and division, and human body systems (with an emphasis on the immune, neurological, digestive and cardiovascular systems). The importance of understanding
the organism as a whole is stressed, as well as the interaction of organisms with their environment. The course includes some laboratory and significant project components with an emphasis on the use of current technological resources as teaching and learning tools.

**Biology (Honors)**  
*2 semesters, 1 credit*  
**Prerequisite:** *Chemistry and department recommendation*

The intent of this rigorous, in-depth one-year course is to provide students with a holistic approach to the study of living things. A strong emphasis is on practical work through experiments and field studies. Topics of study include cellular biology, molecular biology, genetics, ecology, evolution and human physiology. Students will have opportunities to design and complete their own investigations, collect and process data, analyze results, collaborate with peers, and evaluate and communicate their findings.

**AP Biology**  
*2 semesters, 1 credit*  
**Prerequisite:** *Honors Chemistry and department recommendation*

This class is the equivalent of a college introductory biology course and is divided into seven major units that span all levels of biological organization, from atoms and molecules to cells and organs to interactions among organisms. These units have been developed with the four big ideas of the AP Biology curriculum framework in mind: that the process of evolution drives the diversity and unity of life; that biological systems utilize free energy and molecular building blocks to grow, reproduce and maintain homeostasis; that living systems store, retrieve, transmit and respond to information essential to life processes; that biological systems interact, and that these systems and their interactions possess complex properties. Science is more than a collection of facts; it is a process of observing and understanding the natural world. To that end, scientific literacy is fostered through this class, which allows students an opportunity to practice the process of science through laboratory exploration.

**Sports Science**  
*2 semesters, 1 credit (can also be taken for 1 semester, 1/2 credit)*  
*Grade 12 (Not offered in 2022–2023)*

Sports Science is an inquiry-based course rooted in the following question: what influences athletic performance? Students examine this question from a scientific lens, focusing on the findings from the scientific literature that are practical to athletes. Sports performance is multi-variable so the course takes a broad purview, examining the role of training, environment, nutrition, psychology, sleep, genetics and ergogenic aids in predicting and explaining athletic success. In addition, students will engage with the scientific process as a
participant, not merely a spectator, and complete an independent research project based on their personal athletic endeavors or a professional athletic organization.

**Environmental Systems, Art and Culture: Science**

*2 semesters, 1 credit*

*Prerequisite: Biology (can be taken concurrently), may be taken at an honors or non-honors level*

Environmental Systems, Art and Culture is a course that integrates all subjects mentioned above without separation or hierarchical value. With each topic beginning with a foundation in various environmental science, topics range from biological knowledge to surveys and research. Concurrently, classroom learning will address the implications of global and local communities on various environmental systems, focusing particularly on the ramifications and effects on marginalized communities. Art-making is one of the pillars of the class and students will be offered a wide variety of artistic mediums to engage. Students do not need to have taken a visual arts course, but they are expected to bring their energy and creativity.

Students will engage in the parallel process of discussion, action, and creation that exists in the lives of artists and activists as cultural producers. Using the classroom and wider San Diego as a laboratory, students will develop and explore their personal values and begin to see them in relation to broader society. They will engage in extended community service projects that address the overarching themes of the course. Ultimately, the course will empower students to make thoughtful and educated decisions about their own future, to find joy in human connections, artwork and teamwork, and use their discovered strengths to better our current environment. This is a dual block class; it meets for two blocks and fulfills both the elective and science credit.

**AP Chemistry**

*2 semesters, 1 credit*

*Prerequisite: Honors Chemistry and department recommendation*

The AP Chemistry course prepares students to qualify for transferable college credit through the Advanced Placement examination program. The course is for students with great interest and ability in science. Building on a strong foundation in chemistry, this course teaches the advanced science student originality in observation and experimentation, precision in advanced mathematical calculations, computer-based graphing, data collection and analysis. Conducting rigorous qualitative and quantitative laboratory experiments and writing comprehensive analytical lab reports are emphasized in order to satisfy equivalent demands of college freshman chemistry.

**Organic Chemistry/Organic Chemistry (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Chemistry or Honors Chemistry*
It may be taken at an honor or non-honors level

Organic Chemistry is a second-year chemistry course where organic molecules form the basis of exploration. Each unit will center around an experiment or project and involve understanding the history, usage and impact of organic molecules. Topics include organic molecular structure and nomenclature, properties of organic molecules, organic chemical reactions and biochemistry. This course is ideal for those who enjoyed their first-year chemistry course and are excited to build on that knowledge by taking a deep dive into the fascinating world of organic chemistry.

**AP Physics 2**

*2 semesters, 1 credit*

*Prerequisite: Honors Algebra II and department recommendation; at least Honors Precalculus as a corequisite*

This course is a rigorous, non-calculus-based study of classical and modern physics with the goal of preparing students to take the AP Physics 2 exam. The fast-paced program emulates the lecture portion of survey courses commonly taught at colleges and universities. Emphasis is on reading, understanding and interpreting physical information; developing problem-solving techniques; refining analytical and mathematical skills, and performing experiments and interpreting results. Topic areas include a review of mechanics, including rotational dynamics; fluid mechanics and thermodynamics; electricity and magnetism; waves and optics; and atomic and nuclear physics.

**Biotechnology**

*1 semester, 1/2 credit; 2nd semester only*

*Prerequisite: Biology or AP Biology*

The Biotechnology class is a lab-based class in which students learn molecular biology techniques in both an experimental and health-based context. Appropriate for all students who have completed either prerequisite biology course, this hands-on class builds on the junior experience by allowing students to explore cutting-edge science in an approachable way. Students learn to manipulate DNA and work with recombinant proteins, among other techniques. An emphasis is also placed on understanding how core techniques can be used to address health issues and other societal challenges. Students have the opportunity to design their own experiments and connect with the local biotechnology community through field trips.

**Marine Biology**

*1 semester, 1/2 credit; 1st semester only*

*Prerequisite: Biology, Biology (H) or AP Biology*

This course takes an ecological approach to examining the ocean habitat and the organisms that live in it. Designed for students who have already taken Biology, Honors Biology, or AP
Biology, the course will reinforce key biological principles and address the specific applications of those principles to marine systems. Marine organisms from all three domains of life will be examined in the context of the major ocean habitats, from intertidal zones to the deep seafloor. Particular attention will be paid to the evolutionary and ecological context for the characteristics of organisms and communities. Local resources, such as tide pools and nature centers, will be employed to the fullest extent possible, and modern molecular biology and other techniques will be used frequently to address the current state of ocean research.

**Neuroscience (Honors)**

*2 semesters, 1 credit*

*Prerequisite: AP Biology and department recommendation or teacher recommendation*

Although the brain weighs only three pounds and is small enough to hold in your hands, it is the body’s most vital organ. The Neuroscience class explores the biology of the brain and the mind. Using the foundation established in AP Biology, students study the unique cells and chemicals that make up the brain and the central nervous system. Topics to be investigated include basic anatomy, the function of cells, and integration of function—specifically sensation, perception, movement and memory. Additional areas of study include addiction and drugs, mental health, brain disorders, diseases, and nervous system injuries and treatments. The class emphasizes reading of primary sources and maximizes the study of the most current ideas in neuroscience today.

**VISUAL AND PERFORMING ARTS**

**Independent Filmmaking**

*2 semesters, 1 credit*

*Prerequisite: none*

Independent Filmmaking focuses on two essential themes: “How will you effectively share narratives from your perspective?” and “What does collaboration mean within the craft of filmmaking?” This hands-on filmmaking course lays the foundation for students to become well-rounded filmmakers who show the true independent spirit of creating narratives that are outside the box and inspirational. Creative storytelling is the catalyst for experimentation, and young directors need time and space to build skills in screenwriting, cinematography and leadership. Students work with lighting, integrate sound and dialogue, and incorporate innovative post-production techniques.

**Independent Filmmaking (Honors)**

*2 Semesters, 1 credit*

*Prerequisite: Independent Filmmaking or by instructor’s film-reel approval*
This is an advanced-level course that delves into a commitment to developing a final reel. Students embark on an independent journey to transform personal content into public-facing shorts. Throughout the year, students will refer to a broad spectrum of 20th- and 21st-century domestic and international films. Mentorship is expected. Advanced-level students are a part of class screenings and add perspective to first-year students. Student-mentors are encouraged to submit to national competitions to support a risk-taking and innovative mindset.

**Studio Acting**

*2 semesters, 1 credit*

*Prerequisites: none*

This project-based class focuses on the collaborative process of making theater while building each student’s performance skills. Students will expand their acting abilities, script-analysis know-how, character-building tools, and physical and vocal techniques to tell big, bold stories onstage. Students will also explore playwriting, directing and design strategies. Projects include character studies, monologue work, scene studies, full-ensemble plays and plays created entirely by students from the ground up. Our showings will be primarily in-class for invited audiences.

**Play Production**

*2 semesters, 1 credit*

*Prerequisites: Studio Acting or by audition, open to Grades 10–12*

This course is centered around producing a full-length play, the Upper School drama production. All students will be assigned roles in the play at the beginning of the year. Students will build on their acting and performance skills, develop their characters, collaborate on smaller performance projects, forge a close ensemble, conduct dramaturgical research and rehearse, rehearse, rehearse. In late January, the class will uncover its hard work in a final production for the school community. Some after-school and Saturday rehearsals will be required. During the spring, the class will perform smaller outdoor plays.

**Advanced Play Production (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Play Production, open to Grades 10–12*

This course is centered around producing a full-length play, the Upper School drama production. All students will be assigned roles in the play at the beginning of the year. Students will build on their acting and performance skills, develop their characters, collaborate on smaller performance projects, forge a close ensemble, conduct dramaturgical research and rehearse, rehearse, rehearse. In late January, the class will uncover its hard work in a final production for the school community. Some after-school and Saturday rehearsals will be required. During the spring, the class will perform smaller outdoor plays.
Technical Theater

2 semesters, 1 credit

Prerequisites: none

This class is an integral part of the theatrical program, providing students an opportunity to participate in the areas of lighting, sound, props, costume design, and scenic design and construction. These five basic design areas of theater allow students to develop their skills in planning, communication, technical execution, and problem-solving. Students have an opportunity to develop these skills on a measured basis throughout the semester so that they can participate in drama performances and musicals with a solid foundation in design. The course covers all five areas of design, but students have an opportunity to pick one main area of interest for further study.

Production Design and Management (Honors)

2 semesters, 1 credit (UC approval pending)

Prerequisite: Technical Theater and Technical Theater teacher recommendation (Grades 10–12)

Production Design and Management focuses on the design and leadership skills necessary for an advanced technical theater student, particularly one who is looking at continuing their training at the college level. Production responsibilities are offered to students based on their resumes, portfolios and interviews with theater department staff. The positions offered in this class are production stage manager, assistant technical director, lighting designer, sound designer and video designer. Students are taught time management, crew leadership, how to maintain their department, how to improve their department (networking, grant writing, negotiating), how to shop quotes and design within their area of focus. Additionally, they learn about the different opportunities available within the technical theater umbrella and are required to work both Upper School main-stage productions which allow them to experience jobs more advanced than what is offered in the entry Technical Theater course. Additionally, students are required to prepare for and run the Performing Arts Department’s production meetings/design meetings to ensure that their requirements for the show needs and timeline expectations are being met to the expectation level of the director and artistic director.

Concert Choir

2 semesters, 1 credit

Prerequisites: none

This course provides opportunities for students to develop their musical potential and aesthetic understanding by singing in a choral ensemble. The study includes appropriate vocal technique, aesthetic awareness, basic theory and responsible rehearsal habits. Students strengthen listening skills and their ability to analyze and evaluate music and performances. Attention is also given to relating musical experiences to personal development and other academic areas. All Concert Choir members have the option of participating in an annual performance tour or choral adjudication festival.
Madrigals (Honors)
2 semesters, 1 credit
Prerequisite: By audition with 2 semesters of Concert Choir (Grades 11–12)

This class is an advanced choral ensemble that builds upon the vocal and ensemble techniques introduced in Concert Choir. Students selected for this ensemble must complete all prerequisites, audition and attain director recommendation. The course emphasizes sight-singing, tone production, breath control and other aspects of vocal technique. Performance repertoire will be selected from a variety of genres and time periods and will reflect state and national standards. The Madrigals ensemble performs regularly both on campus and in the community and participates in a choir tour/choral festival each year. In addition, students in this ensemble must participate in at least one extracurricular ensemble, which may include a local or regional honor choir, a cappella choir, community choir, or school/community musical theater production.

Chamber Orchestra
2 semesters, 1 credit
Prerequisite: Teacher approval

The Upper School Chamber Orchestra provides an environment that encourages understanding and appreciation of music via an orchestral instrument. Students learn basic theory and improve their instrumental techniques. The focus is on performance and the study of music terminology, sight-reading and rhythmic training as it pertains to orchestral and ensemble playing. Students are encouraged to take private lessons outside of school. Participation in chamber orchestra develops teamwork, confidence, stage presence, discipline, leadership and citizenship skills. Students are exposed to a wide variety of literature from the Baroque, classical, romantic and contemporary music periods as well as themes from famous musicals, jazz, Celtic and pop/rock tunes. The orchestra performs at many school concerts and community-service events such as Open House, Classical Music Assembly, Poway Orchestra Festival, CAIS Honors Orchestra, LJCDS Ensemble Festival and LJCDS graduation ceremonies. Students have opportunities to travel to festivals and adjudications in a variety of cities each year.

Orchestra (Honors)
2 semesters, 1 credit
Prerequisite: Chamber Orchestra
Enrollment must include an audition

This course is an advanced string ensemble class for serious musicians who are interested in a more extensive study of various styles of string repertoire. Students learn advanced theory concepts and how to arrange or compose their own pieces. One of the highlights of the class is the opportunity to experience conducting. Students are instructed in a master class led by a
professional guest symphony orchestra conductor. Students must be proficient in their instruments and should be continuing private lessons outside of school. Expectations and performance opportunities are the same as for the Chamber Orchestra with additional performance opportunities on campus and in the community, as this is an honors class. This class also travels to festivals and adjudications each year in a variety of cities.

Band
2 semesters, 1 credit
Prerequisite: Students should have at least one year of instrumental experience and be able to read music. Basic knowledge of scales and chords is also recommended.

This class is offered to all students with previous experience on a traditional band instrument, piano, or guitar. Continued emphasis is given to the development of musicianship and basic skills through a large repertoire of level-appropriate band literature. Class activities emphasize the development of instrument technique, tone production, tuning, fundamentals of music theory, music reading and listening skills. Music theory competency is also reinforced using the online platform Breezin’ Thru Music Theory. Students will participate in several marching band activities in the fall, performing for several home football games as well as the La Jolla Holiday parade. Students learn and perform various techniques and styles of jazz, world and pop music. A wide variety of percussion instruments, piano and guitar are incorporated, in addition to traditional wind instruments. Involvement in this course will acquaint students with many of the life skills necessary to be successful in life and the workplace, including personal relationship skills, problem-solving and teamwork.

Band (Honors)
2 semesters, 1 credit, LJCDS honors credit (UC approval pending)
Prerequisite: Band and/or teacher approval with audition

This class is an upper-level performance opportunity for accomplished wind, percussion and rhythm-section players. While offering the same ensemble and style experience as concert/jazz/marching band, the emphasis is on the advancement of instrument techniques and the further development of ensemble performance skills. Participation in solo and ensemble festivals, state honor groups, private lessons, and/or community and youth ensembles are encouraged. Grades 10–12 students in this ensemble are eligible for LJCDS honors credit.

Students are expected to participate in all concert/jazz/marching band honors activities during or outside the normal school day, including participation in the marching band, jazz band, and Rhythm in Blue performances. Students work toward mastering the concepts and skills in rich tone quality and group and individual intonation, expressing appropriate style for various time periods, advanced articulations and fluid technique. Precision in music reading and sight-reading is expected. Advanced music theory competency is also reinforced using the online platform Breezin’ Thru Music Theory. Involvement in this course acquaints students with
many of the life skills necessary to be successful in life and the workplace, including personal relationship skills, problem-solving and teamwork. This class offers students a wide variety of challenges in musical performance, including experiences in chamber music, analysis, theory and history.

**Percussion and World Drumming**

*2 semesters, 1 credit: UC Approved band credit*

*Prerequisite: Past percussion/drumming experience and/or audition*

This class is a very comprehensive hands-on course that all percussion and drumming students are encouraged to take. This class focuses on the percussion techniques that directly relate to rudimental concepts and world percussion ensembles. Music theory competency is reinforced using the online platform Breezin' Thru Music Theory. Students will explore playing a vast array of percussion instruments from around the world. Participation and performances include percussion ensemble, indoor drumline, concert band/orchestra and marching band in the first semester. World drumming instruments and styles include West African, Brazilian, Afro-Cuban, Caribbean Steel Drumming and Japanese Taiko Drumming.

**Percussion and World Drumming (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Past percussion/drumming experience and an audition*

This class is an honors-level course that builds upon and advances the skills, techniques and stylistic interpretations learned in the non-honors course. In this class, students also learn to mix the rhythmic styles of various cultural traditions with high-level improvisation, allowing them to perform, arrange and compose music that draws from many styles of world music.

**AP Music Theory**

*2 semesters, 1 credit (Not offered in 2022–2023)*

*Prerequisites: Instructor approval*

This course is designed to help students understand how music is constructed and provide opportunities for creative development. In particular, students become familiar with the six basic elements of music, common practice voice leading and musical analysis. This course also encourages the development of advanced aural, vocal and keyboard skills. Course objectives include a review of music fundamentals (melody, harmony, texture, timbre, form and rhythm), daily ear-training and sight-singing, and intensive study of common practice part writing (figured bass, Arabic numbers, Roman numeral analysis, pop chord symbols).

**Digital Photography**

*2 semesters, 1 credit*

*Prerequisite: none*
Photography is the study of light and life. In this year-long introductory course in the study of photography, students will begin to develop visual literacy by both reading and creating images. An introduction to the technical and creative skills of photography includes operating a Digital SLR camera, getting the correct exposure, framing and composing images, applying the elements of art and principles of design, and editing photos in Photoshop. Students will have opportunities to interpret creative challenges, develop a personal vision, exhibit work and participate in peer critiques. The course will touch on the history of photography, current work in the field and connections to culture.

**Advanced Photography (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Digital Photography or portfolio approval by the instructor*

Advanced Photography (Honors) moves beyond the foundations of photography and examines photography as an artistic medium. Over the course of the year, students will produce a body of work based on different themes and concepts through a variety of assignments. Students will have opportunities to refine their creative voice and vision, move beyond the digital image into mixed media and physical art-making, exhibit work, and participate in collaborative projects. This course is for students who have a fundamental understanding of photographic composition and the workings of a DSLR camera and are prepared to take their work to the next level. This course is required for students interested in AP Studio Art: 2-D Design with a focus on photography.

**Graphic Design**

*2 semesters, 1 credit*

*Prerequisite: none*

Graphic Design is a year-long introductory course for students interested in pursuing 2D design in a digital format. Students learn the principles of design associated with creating a dynamic work of art. Students learn how to visually communicate and connect with clients while working to produce posters for school productions and events. No prerequisites or training in Adobe Photoshop are required for the course. This course is also recommended as a prerequisite for any students seeking to create a digital design portfolio for AP Studio Art: 2D Design.

**Studio Art I**

*2 semesters, 1 credit*

*Prerequisite: none*

Studio Art I is an introductory art class and the first in the Studio series. The Studio Art series focuses on developing an Upper School student’s two-dimensional artmaking and creative thinking skills, although students will have the opportunity to explore the basics of three-dimensional artmaking. Studio I will give students the opportunity to work with drawing,
painting, mixed-media, collage and more. There is hands-on work with activities to introduce skills and projects to allow students to apply and grow those skills. As the year progresses, students will be asked to consider the messages their art can share. Finally, the work of artists both contemporary and historical will be introduced to empower students to connect their artmaking to the larger art community outside of LJCDS and beyond.

**Studio Art II**

2 semesters, 1 credit  
*Recommendation: Studio Art I or instructor’s portfolio approval.*

This is an intermediate art class and the second in the Studio series. The Studio series focuses on developing an Upper School student’s two-dimensional and three-dimensional artmaking and creative thinking skills. Studio II will build on the techniques and ideas covered in Studio I, allowing students to take what they learned to the next level. We will continue to work with mediums like drawing, painting, mixed-media, collage and sculpture more. With Studio II, students will be empowered to grow their creative-thinking skills with projects that allow them to engage in artmaking in more ambitious ways. These ways include: making bigger work, integrating digital skills into analog art skills, trying more advanced techniques, and more. Historical and contemporary artists will continue to be sources of inspiration as students use their developing skills to make artworks that share interesting messages.

**Studio Art III**

2 semesters, 1 credit  
*Prerequisite: Studio Art I and Studio Art II, or by instructor’s portfolio approval.*

This is an advanced art class and the third in the Studio series. The Studio series focuses on developing an Upper School student’s two-dimensional and three-dimensional artmaking and creative thinking skills. Studio III will allow students to focus on specific skills and ideas from the previous two classes that most interest them. There will be more open-ended projects that challenge students to create artworks that explore ideas and issues that are important to them. Other projects will expose students to more advanced ways of working with certain materials and processes. Studio III is a place where developing artists can take what they learned in Studio I and II to the next level, making art that inspires and excites them and connects to their community. This class will have a writing component as well, where students will develop statements about their work and dive deep into the work of other artists.

**Ceramics I**

2 semesters, 1 credit  
*Prerequisite: none*

This is an introductory-level ceramics course designed to investigate the various technical and conceptual issues related to clay as a sculptural medium. Students are encouraged to visualize, investigate and interpret a diverse selection of forms by applying an array of techniques.
pertaining to ceramic construction. Students also look at the relationship between clay and painting by exploring the use of glazes and surface enrichment. Emphasis is placed on creating a body of personal work with aesthetic awareness and reflection. Art history is discussed in terms of how we can place the work in the field of contemporary art and understand relationships to works of the past and of different cultures. This course is required for those interested in taking Intermediate/Advanced Honors Ceramics.

**Ceramics II and Ceramics III (Honors)**

*2 semesters, 1 credit*

*Prerequisite: Ceramics and/or teacher's portfolio approval, open to Grades 10–12*

This course is designed to continue the study of clay as a sculptural medium and build on the skills of Ceramics I. Ceramics II places an emphasis on building a conceptual framework for students' artistic processes while expanding a visual vocabulary relevant to contemporary art. The advanced-level work of Ceramics II centers on experimentation, increased scale and incorporation of other materials. Artistic theories are explored. Students complete specific assignments and plan some of their own projects. Projects are more complex and require more time. Ceramics III Honors is an option for those students who have a proven record of engagement, productivity and self-discipline as well as a clear trajectory of their work. As an honors course, students will be given additional portfolio preparation requirements. Both courses are designed to prepare students interested in taking AP Studio Art with a 3D Design track.

**AP Studio Art: 2D Design, Drawing, or 3D Design**

*2 semesters, 1 credit*

*Prerequisite: Studio Art III, Advanced Photography, Ceramics II or III (H), or instructor’s portfolio approval*

AP Studio Art is an advanced placement art class and the final course in the Studio series. Advanced-level students from the sculpture, photography, or design tracks at LJCDS are also eligible to join. AP Studio is one class that allows students to focus on 2D design, drawing, or 3D design. Students will choose which track they prefer and then will develop a portfolio of several artworks within a year-long sustained investigation. All the works in the portfolio will explore a similar theme, which will be chosen by the student. This course is unique because it allows students of different art mediums to work alongside each other to develop an individualized series of artwork. Additionally, students will have the freedom to choose which mediums (within their track) they would like to use to create their portfolio. Projects and discussions are set up to help students decide on their theme, and critiques are in place to empower students to make their best artwork. All AP Studio students are required to submit an AP portfolio.

**Environmental Systems, Art and Culture: Art**

*2 semesters, 1 credit*
**Prerequisite: Biology (can be taken concurrently), may be taken at an honors or non-honors level**

Environmental Systems, Art and Culture is a course that integrates all subjects mentioned above without separation or hierarchical value. With each topic beginning with a foundation in various environmental science, topics range from biological knowledge to surveys and research. Concurrently, classroom learning will address the implications of global and local communities on various environmental systems, focusing particularly on the ramifications and effects on marginalized communities. Art-making is one of the pillars of the class and students will be offered a wide variety of artistic mediums to engage. Students do not need to have taken a visual arts course, but they are expected to bring their energy and creativity.

Students will engage in the parallel process of discussion, action, and creation that exists in the lives of artists and activists as cultural producers. Using the classroom and wider San Diego as a laboratory, students will develop and explore their personal values and begin to see them in relation to broader society. They will engage in extended community service projects that address the overarching themes of the course. Ultimately, the course will empower students to make thoughtful and educated decisions about their own future, to find joy in human connections, artwork and teamwork, and use their discovered strengths to better our current environment. This is a dual block class; it meets for two blocks and fulfills both the elective and science credit.

**WORLD LANGUAGE**

**French I**
2 semesters, 1 credit
*Prerequisite: None*

In this introductory course, students start developing cross-cultural appreciation by learning about products, practices and perspectives of the French-speaking world. Students also begin to develop linguistic competency in all modes of communication—interpersonal, presentational and interpretive—to be able to express information about themselves and their community. Students learn to convey basic needs related to everyday activities, express their likes and dislikes, and react to those of others. The class is conducted in both English and French to ensure understanding of explanations and structures, and to develop the aural-oral competency of students.

**French II**
2 semesters, 1 credit
*Prerequisite: French I or French IB (Middle School) with a minimum grade of C*
French II builds upon the skills already acquired in level I and further develops students’ cross-cultural appreciation of the French-speaking world. Students learn to identify similarities and differences among familiar, common daily products, practices and perspectives in francophone cultures and their own. Students are able to communicate in contexts relevant to themselves and others and to their immediate community in all modes of communication: interpretive, interpersonal and presentational. The class is conducted entirely in French except when complex structures require clarification in English.

**French III**

*2 semesters, 1 credit*

*Prerequisite: French II with a minimum grade of C*

This course incorporates the skills developed in level II and expands upon them to enable students to communicate in major time frames on most informal and formal matters of general public interest. Students learn to interpret language, make simple presentations, and interact in culturally-appropriate ways on transactional and informal topics. In addition to this, using authentic francophone materials, students identify diverse perspectives and distinctive viewpoints on issues related to themselves and their environment. The class is conducted entirely in French.

**French Intensive (Honors)**

*2 semesters, 1 credit*

*Prerequisite: French II with a minimum grade of B+, French III with a minimum grade of B and/or department recommendation*

This course is designed to build upon the skills already acquired in previous levels to equip students to interact with cultural competence in most informal and formal settings. Students deepen their cultural and linguistic understanding. The French language is used as a vehicle to learn about history, literature, music, current affairs, art, the environment and social issues of the francophone world. Students work at a faster pace than in a non-honors course, and they are expected to interact in all modes of communication—interpersonal, presentational and interpretive—in culturally-authentic, real-world and academic contexts. The class is conducted entirely in French.

**French Cinema and Culture I and French Cinema and Culture II**

*2 semesters, 1 credit*

*Prerequisite: French III or beyond with a minimum grade of C and/or department recommendation; alternates themes and movies every other year*

The French Cinema course further develops the students’ ability to communicate in major time frames in the interpersonal, interpretive and presentational modes, while strengthening the overall knowledge of French culture. Students learn to analyze through a critical lens the diverse perspectives and distinctive viewpoints presented in selected feature and short films.
from around the francophone world. In addition, works of literature, film criticism and other advanced-level readings prompt students to discuss, compare and hypothesize about French-speaking products, perspectives and practices and how they change when cultures come into contact. Classes are conducted exclusively in French. This course is designed to be taken in consecutive years, as the films and the rest of the curriculum alternate every other year.

**AP French Language and Culture**

*2 semesters, 1 credit*

*Prerequisite: French Intensive Honors with a minimum grade of B+ and/or department recommendation*

Advanced Placement French Language is equivalent to intermediate-high or advanced low-level university courses. It is designed to equip students to be able to communicate with ease and confidence in the interpersonal, interpretive and presentational modes in a variety of contexts of real-life situations. Students acquire, exchange and present information in the target language on factual topics of public interest and general academic content across disciplines. In addition, students are introduced to the works of selected literary authors and further develop critical thinking and analytical skills in French. Students are expected to take the AP French Language and Culture exam at the end of the year. The course is conducted entirely in French.

**French Literature and Culture (Honors)**

*2 semesters, 1 credit*

*Prerequisite: AP French Language and Culture with a minimum grade of B+ and/or department recommendation*

Students who take this course have a strong knowledge of the language and culture of French-speaking countries and have attained considerable proficiency in three modes: interpretive, interpersonal and presentational. Those who qualify for this course must have the energy and the determination to carry out independent work and research. This course aims to further develop students’ critical reading and analytical writing skills in French as well as their ability to make interdisciplinary connections and explore linguistic and cultural comparisons. French literary texts, in a variety of oral and written formats, are presented and discussed within their different historical, socio-cultural and geopolitical contexts. This class is conducted entirely in French.

**French Heritage (Honors)**

*2 semesters, 1 credit  (Not offered in 2022–2023)*

*Prerequisite: French heritage speakers who either use French at home or who were students in a French-American school*
This course is designed specifically for native or heritage speakers to build on the language base they already possess. The main objective of this class is the development of communicative competence in the three modes—interpretive, interpersonal and presentational—while fostering a strong connection to the student’s respective cultures and identities. Furthermore, students expand their personal horizons by learning about other francophone cultures through history, literature, songs, the arts, and the critical analysis of current events as they are being portrayed in the news media and/or social networks. The class is conducted entirely in French.

**Mandarin I**  
*2 semesters, 1 credit*  
*Prerequisite: None*

In this introductory course, students start developing cross-cultural appreciation by learning about products, practices and perspectives of the Chinese-speaking world. Students also begin to develop linguistic competency in all modes of communication—interpersonal, presentational and interpretive—to be able to express information about themselves and others. Students learn to convey basic needs related to everyday activities, express their likes and dislikes, and react to those of others. Emphasis is placed on mastering the pinyin Romanization system, developing skills for character writing and acquiring basic sentence structures for daily communication. Most of the class is conducted in Mandarin to develop the aural-oral competency of students.

**Mandarin II**  
*2 semesters, 1 credit*  
*Prerequisite: Mandarin I or Mandarin IB (Middle School) with a minimum grade of C*

Mandarin II builds upon the skills already acquired in level I and further develops students’ cross-cultural appreciation of the Chinese-speaking world. Students learn to identify similarities and differences among familiar, common daily products, practices and perspectives in the Chinese culture and their own. Students are able to communicate in contexts relevant to themselves and others and to their immediate community in all modes of communication: interpretive, interpersonal and presentational. The class is conducted in Mandarin except when complex structures require clarification in English.

**Mandarin III**  
*2 semesters, 1 credit*  
*Prerequisite: Mandarin II with a minimum grade of C*

This course is designed to build upon the skills already acquired in previous levels to equip students to deepen their cultural and linguistic understanding. Students learn to interpret language, make simple presentations, and interact in culturally-appropriate ways on transactional and informal topics. In addition to this, students identify diverse perspectives and
distinctive viewpoints on Chinese cultural issues related to themselves and their community. The class is conducted entirely in Mandarin.

**Mandarin III (Honors)**
2 semesters, 1 credit
*Prerequisite: Mandarin II with a minimum grade of B+ and/or department recommendation*

This course is designed to build upon the skills already acquired in previous levels to equip students to deepen their cultural and linguistic understanding. Students learn to interpret language, make simple presentations and interact in culturally-appropriate ways in all three modes on transactional and informal topics. In addition to this, students identify diverse perspectives and distinctive viewpoints on Chinese cultural issues related to themselves and their community. Students work at a faster pace and in more complex contexts than in a non-honors course. The class is conducted entirely in Mandarin.

**Mandarin IV**
2 semesters, 1 credit
*Prerequisite: Mandarin III with a minimum grade of C and/or department recommendation*

This course is designed for students who have successfully completed Mandarin III or beyond and would like to further their knowledge of Chinese and the Chinese-speaking world. The goals of this course are to further develop students’ proficiency across the full range of language skills, advance their critical thinking ability, and enhance their cultural and global awareness. In this course, language proficiency is interwoven with level- and age-appropriate cultural studies. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course. This class is conducted exclusively in Mandarin.

**Mandarin IV (Honors)**
2 semesters, 1 credit
*Prerequisite: Mandarin III Honors with a minimum grade of B+ and/or department recommendation*

This honors course is a continuation of Mandarin III Honors and moves at a faster pace than the Mandarin IV course. In addition to using the textbook, students read more extensively from various resources including newspaper articles, short stories, and other documents and literary selections appropriate to the level of study. Students learn to differentiate between the formal and informal registers in both speaking and writing. The goals of this course are to continue to develop students’ proficiency across the full range of language skills, to advance their critical thinking ability and to strengthen their cultural knowledge and global awareness. In this course, materials and activities are designed to help students master more advanced-language structures, expressive styles and conventions of communication. These concepts are gleaned from topics and resources reflecting multiple aspects of Chinese society and culture and the
use of various authentic multimedia materials in different linguistic registers. This class is conducted exclusively in Mandarin.

**Mandarin V**  
1 semester, 1 credit  
*Prerequisite: Mandarin IV with a minimum grade of C and/or department recommendation*

This course is designed for students who have successfully completed Mandarin IV and would like to further expand their knowledge of Chinese and the Chinese-speaking world. The goals of this course are to continue the development of students’ proficiency across the full range of language skills, to advance their critical thinking ability, and to enhance their cultural and global awareness. Students apply 21st-century skills to research and analyze diverse perspectives on topics of general public interest in Chinese. This class is conducted exclusively in Mandarin.

**Mandarin V (Honors)**  
2 semesters, 1 credit  
*Prerequisite: Mandarin IV Honors with a minimum grade of B+ and/or department recommendation*

This advanced course is designed for students who have reached a high intermediate to advanced level of proficiency in reading, writing and speaking Chinese. With an emphasis on learning thematic units, students will explore Chinese history, culture, literature, art and newspaper articles with a focus on news or stories about society and the humanities. Understanding social linguistic norms and idiomatic expressions will assist students in communicating effectively in real-world encounters. The curriculum also includes reading short stories, novels, ancient and modern poetry, Chinese comic books and songs. Students will present on current events from the perspective of both the U.S. and China using different genres of writing, digital media and visual displays. Through formal and informal oral presentations and discussions, students will reflect on and answer thematic questions using critical thinking. This will enable them to deepen their language ability and understand Chinese culture and social norms. Students will also be able to compare and contrast their own culture with that of Chinese culture by researching global issues while integrating cross-cultural perspectives.

**AP Chinese Language and Culture**  
2 semesters, 1 credit  
*Prerequisite: Mandarin IV Honors with a minimum grade of B+ and/or department recommendation*

Advanced Placement Chinese Language is equivalent to intermediate, high or advanced low-level university courses. It is designed to equip students to be able to communicate with ease and confidence in the interpersonal, interpretive and presentational modes in a variety of contexts of real-life situations. Students acquire, exchange and present information in the
target language on factual topics of public interest and general academic content across disciplines. In addition, students are introduced to the works of selected literary authors and further develop critical thinking and analytical skills in Mandarin. Students are expected to take the AP Chinese Language and Culture exam at the end of the year. The course is conducted entirely in Mandarin.

Spanish I
2 semesters, 1 credit
Prerequisite: None

In this introductory course, students start developing cross-cultural appreciation by learning about products, practices and perspectives of the Spanish-speaking world. Students also begin to develop linguistic competency in all modes of communication—interpersonal, presentational and interpretive—to be able to express information about themselves and their community. Students learn to convey basic needs related to everyday activities, express their likes and dislikes, and react to those of others. Most of the class is conducted in Spanish to develop the aural-oral competency of students.

Spanish II
2 semesters, 1 credit
Prerequisite: Spanish I or Spanish IB (Middle School) with a minimum grade of C

Spanish II builds upon the skills already acquired in level I and further develops students’ cross-cultural appreciation of the Spanish-speaking world. Students learn to identify similarities and differences among familiar, common daily products, practices and perspectives in the target culture and their own. Students are able to communicate in contexts relevant to themselves and others and to their immediate community in all modes of communication: interpretive, interpersonal and presentational. The class is conducted entirely in Spanish except when complex structures require clarification in English.

Spanish III
2 semesters, 1 credit
Prerequisite: Spanish II or Spanish IIB (Middle School) with a minimum grade of C

This course incorporates the skills developed from level II and expands upon them to enable students to communicate in major time frames on most informal and formal matters of general public interest. Students learn to interpret language, make simple presentations and interact in culturally-appropriate ways on transactional and informal topics. In addition to this, students identify diverse perspectives and distinctive viewpoints on issues related to themselves and their environment in the target language from authentic materials from the target cultures. The class is conducted entirely in Spanish.

Spanish Intensive (Honors)
2 semesters, 1 credit
Prerequisite: Spanish II or Spanish IIB (Middle School) with a minimum grade of B+; Spanish III with a minimum grade of B and/or department recommendation

This course is designed to build upon previously acquired skills and equip students to interact with cultural competence in most informal and formal settings. Students deepen their cultural and linguistic understanding, and language is used as a vehicle to learn about history, literature, music, current affairs, art, the environment and social issues of Spain and Latin America. Students work at a faster pace than in a non-honors course, and they are expected to interact in all modes of communication—interpersonal, presentational and interpretive—in culturally-authentic, real-world and academic contexts. Successful completion of this course prepares the student for the AP Spanish Language and Culture Honors course. The class is conducted entirely in Spanish.

Spanish IV
2 semesters, 1 credit
Prerequisite: Spanish III with a minimum grade of C

The emphasis of this course is the continual development of communicative competence in the interpretive, interpersonal and presentational modes in meaningful and culturally appropriate contexts. Language is used as a vehicle to learn about history, literature, music, art and current events in the Spanish-speaking world. Students apply 21st-century skills to research and analyze diverse perspectives on topics of general public interest in Spanish using authentic materials. Students analyze the relationships among products, practices and perspectives as they relate to the Spanish-speaking world and the students’ own cultures. This course is conducted entirely in Spanish.

AP Spanish Language and Culture
2 semesters, 1 credit
Prerequisite: Spanish Intensive Honors with a minimum grade of B+ and/or department recommendation

Advanced Placement Spanish Language and Culture is equivalent to intermediate, high or advanced low-level university courses. It is designed to equip students to be able to communicate with ease and confidence in the interpersonal, interpretive and presentational modes in a variety of contexts of real-life situations. Students acquire, exchange and present information in the target language on factual topics of public interest and general academic content across disciplines. In addition, students are introduced to the works of selected literary authors and further develop critical thinking and analytical skills in Spanish. Students are expected to take the AP Spanish Language and Culture exam at the end of the year. The course is conducted entirely in Spanish.

Spanish Literature and Culture (Honors)
2 semesters, 1 credit  
*Prerequisite: AP Spanish Language and Culture with a minimum grade of B+ and/or department recommendation*

This class is equal to a college-level course in Latin American, Peninsular and U.S. Latino literature and culture. Students who take this class have a strong proficiency level in all linguistic skills and high cultural competency of the Spanish-speaking world. Students also have the energy and determination to carry out significant independent work and research. This course aims to further develop students' critical reading and analytical writing skills in Spanish, as well as their ability to make interdisciplinary connections and explore linguistic and cultural comparisons in creative and meaningful contexts. Spanish literary texts, articles, art and films are analyzed and discussed within their different historical, sociocultural and geopolitical contexts. This class is conducted entirely in Spanish.

**Spanish Cinema I and Spanish Cinema II**  
2 semesters, 1 credit  
*Prerequisite: Spanish IV or beyond with teacher recommendation; curriculum alternates every other year*

The Spanish Cinema course further develops the students’ ability to communicate in major time frames in the interpersonal, interpretive and presentational modes, while strengthening the overall knowledge of Spanish culture. Students learn to analyze through a critical lens the diverse perspectives and distinctive viewpoints presented on selected feature and short films. In addition, works of literature and other advanced-level readings prompt students to discuss, compare and hypothesize about Spanish-speaking products, perspectives, and practices and how they change when cultures come into contact. Classes are conducted exclusively in Spanish. This course is designed to be taken in consecutive years, as the films and the rest of the curriculum alternate every other year.