



FRANCIS
PARKER
SCHOOL

Upper School
2024-25 Curriculum Guide

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General Information

Academic Advising

Grade Level Deans in grades 9 – 12 help serve as academic advisors. In the junior year, each student is assigned alphabetically to one of the College Counselors, who will then work in conjunction with the Grade Level Dean as an academic advisor. The Grade Level Deans, Assistant Head of Upper School, College Counselors and members of the Student Support Team address academic issues when they arise and monitor graduation requirements. The student, College Counselor, and Grade Level Dean together examine the student’s educational and personal goals in relation to special interests, strengths, and weaknesses. They choose an academic program to fulfill those goals. Students and families ultimately assume responsibility for their course selections and their academic performance with academic advisors guiding and supporting them through the process. Please note that moving from a higher-level section of a course to a lower-level section is possible during the school year (following the information provided in the Handbook). Students may not move from a lower-level section of a course to a higher-level section during the school year (with the exception of the first three weeks of school for a new-to-Parker student who was not properly placed).

Four-Year Plan

Course Loads

Students are encouraged to take a balanced program. A student’s transcript for college admission should reflect both depth and breadth. Each student in Francis Parker’s Upper School is expected to take and attend five core courses each trimester. It is strongly recommended that a student take a course in each of the core academic areas — English, math, social studies, science, and world language — every year in the Upper School. It is also typical for students to take one or two electives and physical education/athletics. The usual four-year plan college prep program is the following; however, students may choose to take more than one course in a subject area: English, science, social studies, or world languages (and math in senior year).

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11 #	English 12 #
Global History I	Global History 2 #	United States History #	Social Studies #
Math #	Math #	Math #	Math #
Biology	Chemistry #	Physics #	Science #
World Language #	World Language #	World Language #	World Language #
Art* / Elective # / PE	Art* / Elective # / PE	Art* / Elective # / PE	Art* / Elective # / PE
Life Skills	PE or free	PE or free	PE or free

* One course selected from the Music, Visual Arts, or Performing Arts Departments

Honors and/or AP course offered

Coursework

Credit / Non-Credit

Life Skills and Special Project courses are graded on a Credit / Non-Credit basis. These courses may not be used to satisfy a graduation requirement. The grades for these courses will not be included in the GPA calculation. Note: A grade of Non-Credit (NC) excludes a student from Honors or Honors with Distinction status for all courses.

Honors / Advanced Placement (AP)

Advanced Placement is a program of college level courses. Students earning grades of C- or better in Honors and AP courses receive weighted credit (see Student Handbook for details). AP and Honors courses receive the same weighted points. Colleges may grant credit for scores of 3 or higher on the Advanced Placement exam; however, colleges and universities should be contacted for their individual policies regarding the awarding of Advanced Placement credit. Enrollment in an Advanced Placement course requires commitment to the rigors associated with the coursework. The demands and workload that often accompany an AP course are not appropriate for all high school students. The School Policy is that all students enrolled in AP courses are required to take the AP exam. If a student does not take the AP exam the course's AP designation will be removed from the student's transcript, the GPA will be recalculated without weighted points, and if the student is a senior, the college will be notified of the change.

Summer School

Summer school at Francis Parker is designed to meet the needs of the Upper School student by offering courses for both enrichment and / or credit. Students typically take summer school courses at Parker for the following reasons:

- Focus on one subject.
- Acceleration in a specific subject area. (See below).
- Make-up of a low grade earned during the year.
- Enjoyment; personal growth.

Only year-long Summer School courses and trimester(s) of a course being repeated for credit recovery are eligible to receive academic credit. Please note that a grade earned in an AP or Honors course being repeated for credit recovery will not be weighted.

Courses receiving academic credit in summer school are work intensive. One year of class work is completed in six weeks. Students are eligible to enroll in summer courses if they meet the Course Placement Requirements for that course.

Students may not take a course required for graduation or advancement in the program at another institution, but they may take a course for enrichment.

Graduation Requirements

Although students typically take four years each of English, world language, mathematics, science and social studies, the minimum requirements for graduation from Parker are 132 credits (1 year = 6 credits; 1 trimester = 2 credits) taken in grades 9–12, including satisfactory completion of the following:

	Entered US in 9 th	Entered US in 10 th	Entered US in 11 th	Entered US in 12 th
English	4 years (24 credits) at Francis Parker; English 9, English 10, English 11 / AP English Language	4 years (24 credits) in grades 9–12; English 10, English 11 / AP English Language	4 years (24 credits) in grades 9–12; English 11 / AP English Language	4 years (24 credits) in grades 9–12
World Language	3 successive years (18 credits) of the same language in grades 9-12 at Francis Parker	3 successive years (18 credits) of the same language in grades 9–12	3 successive years (18 credits) of the same language in grades 9–12 or 2 years (12 credits) of the same language at Francis Parker	3 successive years (18 credits) of the same language in grades 9–12 or 1 year (6 credits) of the same language at Francis Parker
Mathematics	3 years (18 credits) in grades 9-12 at Francis Parker including Algebra 2 and Geometry	3 years (18 credits) in grades 9–12 at Francis Parker, including Algebra 2 and Geometry	3 years (18 credits) in grades 9–12 during the regular school year, including Algebra 2 and Geometry	3 years (18 credits) in grades 9–12 during the regular school year, including Algebra 2 and Geometry
Science	3 years (18 credits) at Francis Parker, including one course in Biology, one course in Chemistry, and one course in Physics	3 years (18 credits) in grades 9–12, including one course in Biology, one course in Chemistry, and one course in Physics	3 years (18 credits) in grades 9–12, including one course in Biology, one course in Chemistry, and one course in Physics	3 years (18 credits) in grades 9–12, including one course in Biology, one course in Chemistry, and one course in Physics
Social Studies	3 years (18 credits) at Francis Parker, including a US History class	3 years (18 credits) at Francis Parker, including a US History class	3 years (18 credits) in grades 9-12, including a US History class	3 years (18 credits) in grades 9-12, including a US History class
Arts	2 years (12 credits) at Francis Parker grades 9-12	2 years (12 credits) in grades 9–12	2 years (12 credits) in grades 9–12	2 years (12 credits) in grades 9–12
Life Skills	1 year (6 credits) at Francis Parker	No Requirement	No Requirement	No Requirement
Physical Education	6 trimesters* (12 credits) in grades 9–12	6 trimesters* (12 credits) in grades 9–12	6 trimesters* (12 credits) in grades 9–12 or 4 trimesters* (8 credits) in grades 11–12	6 trimesters* (12 credits) in grades 9–12 or 2 trimesters* (4 credits) in grade 12
CPR	Life Skills	Certification	Certification	Certification
Community Engagement	Grades 9-12: Project	Grades 10-12: Project	Grades 11 - 12: Project	Grade 12: Project
Interim	Completion each year	Completion each year	Completion each year	Completion each year
Advisory	Completion each year	Completion each year	Completion each year	Completion each year
Diversity, Equity, Inclusion, and Belonging	Attendance at Day of Understanding	Attendance at Day of Understanding	Attendance at Day of Understanding	Attendance at Day of Understanding
Citizenship	Good standing	Good standing	Good standing	Good standing

Note: Parker students may not take any courses required for graduation from Francis Parker School at other institutions.

*Students may only earn one set of PE credits at a time

Complete Course List

English	Credits	Notes
English 9	6	
English 10	6	
English 11	6	
AP English Language and Composition	6	W
English 12	6	
English 12 Honors (see Course Descriptions for individual course)	6	W
AP English Literature and Composition	6	W
Creative Writing 1, 2, 3, 4	6	a
Journalism (Scribe) 1, 2, 3, 4 <small>*Does not count as a core academic course until grade 12, with approval</small>	6	a

World Language	Credits	Notes
French 1	6	
French 2	6	
French 3	6	
French 3 Honors	6	w
French 4	6	
French 4 Honors	6	W
French 5	6	
AP French Language and Culture	6	W
French Literature and Culture Honors	6	W
Mandarin 1	6	
Mandarin 2	6	
Mandarin 3	6	
Mandarin 3 Honors	6	W
Mandarin 4	6	
Mandarin 4 Honors	6	W
Mandarin 5	6	
AP Chinese Language and Culture	6	W
Chinese Literature and Culture Honors	6	w*
Spanish 1	6	
Spanish 2	6	
Spanish 3	6	
Spanish 3 Honors	6	w
Spanish 4	6	
Spanish 4 Honors	6	W
Spanish 5	6	
AP Spanish Language and Culture	6	W
Spanish Literature and Culture I	6	
Spanish Literature and Culture I Honors	6	W
Spanish Literature and Culture 2 Honors	6	W

Computer Science	Credits	Notes
AP Computer Science A	6	W
Advanced Programming 1, 2	6	w
Advanced Robotics Programming 1, 2	6	w

Mathematics	Credits	Notes
Algebra I	6	
Algebra IB	6	
Geometry	6	
Geometry Honors	6	w
Algebra 2	6	
Algebra 2 Honors	6	w
Pre-Calculus	6	
Pre-Calculus Honors	6	W
Statistics	6	
Calculus	6	
AP Calculus AB	6	W
AP Calculus BC	6	W
AP Statistics	6	W
Multivariate Calculus Honors	6	w*

Social Studies	Credits	Notes
Global History 1	6	
Global History 2	6	
Global History 2 Honors	6	w
United States History	6	
United States History Honors	6	W
Ethnic Studies Honors	6	w*
AP United States History	6	W
AP African American Studies	6	W
AP Art History	6	A,W
AP Economics	6	W
AP Government and Politics	6	W
AP Psychology	6	W
Social Justice	6	
Class, Race, and Gender in the United States	2	tri

Science	Credits	Notes
Biology	6	
Chemistry	6	
Physics	6	
AP Physics 1	6	W
AP Physics 2	6	W
AP Physics C: Mechanics	6	W
AP Physics C: Mechanics and Elec. & Magnet.	6	W
AP Biology	6	W
AP Chemistry	6	W
AP Environmental Science	6	W
Marine Science	6	
Physiology Honors	6	w*
Organic Chemistry Honors	6	w*
Engineering Honors 1, 2, 3	6	w

Perf. Arts: Theatre & Dance	Credits	Notes
Theater 1, 2, 3, 4	6	A
Theater 2, 3, 4 Honors	6	A, w*
Dance 1, 2, 3, 4	6	A
Dance 1, 2, 3, 4 Honors	6	A, w*

Perf. Arts: Music	Credits	Notes
Classical Guitar Ensemble 1, 2, 3, 4	6	A
Classical Guitar Ensemble Honors 2, 3, 4	6	a*, w*
Contemporary Guitar Ensemble 1, 2, 3, 4	6	A
Pep Band 1, 2, 3, 4	6	a
Instrumental Ensemble 1, 2, 3, 4	6	A
Instrumental Ensemble Honors 1, 2, 3, 4	6	A, W
Percussion Ensemble 1, 2, 3, 4	6	A
String Ensemble 1, 2, 3, 4	6	A
Lancer Orchestra Honors 1, 2, 3, 4	6	A, W
Vocal Ensemble 1, 2, 3, 4	6	a*
Piano 1, 2, 3, 4	6	a*
AP Music Theory	6	A,W

Visual Arts	Credits	Notes
2-D Art and Design 1, 2	6	A
2-D Digital Art and Design 1, 2, 3, 4	6	A
3-D Art and Design 1, 2, 3, 4	6	A
Motion Media 1, 2, 3, 4	6	A
Photography 1, 2	6	A
AP Studio Art – 2-D: Photography*	6	A, W
AP Studio Art – Drawing and 2-D Design*	6	A, W
Special Projects in Visual Arts	6	
AP Art History	6	A,W
Journalism (Scribe) 1, 2, 3, 4	6	a
Creative Writing 1, 2, 3, 4	6	a
Yearbook 1, 2, 3, 4	6	a

Physical Education	Credits	Notes
Dance	2	
Independent P.E.	2	
Next Level Lancer Performance Training	2	
Strength and Conditioning: Physical Education	2	
Student Athletic Training	2	
Yoga	2	

Other	Credits	Notes
Grade 9 Academic Skills (TEAM)	2	tri
Life Skills	6	
Student Government 1, 2, 3, 4	6	

Athletics: Fall	Credits
Boys' Beach Volleyball*	2
Boys' Water Polo*	2
Cheerleading*	2
Cross Country*	2
Dance Team*	2
Football*	2
Girls' Golf	2
Girls' Tennis*	2
Girls' Volleyball*	2
Sailing*	2
Surfing	2

Athletics: Winter	Credits
Boys' Basketball*	2
Boys' Soccer*	2
Cheerleading*	2
Dance Team*	2
Girls' Basketball*	2
Girls' Soccer*	2
Sailing*	2
Surfing*	2
Girls' Water Polo*	2
Boys' Rugby*	2

Athletics: Spring	Credits
Baseball*	2
Boys' Golf*	2
Boys' Lacrosse*	2
Boys' Tennis*	2
Boys' Volleyball*	2
Cheerleading*	2
Dance Team*	2
Girls' Lacrosse*	2
Girls' Beach Volleyball*	2
Sailing*	2
Softball*	2
Track and Field*	2

Legend:

W = weighted for UC, CSU, and Francis Parker GPA

w* = UC Weight Pending

w = weighted for Francis Parker GPA only

A = satisfies UC and Parker arts requirement

a = satisfies Parker arts requirement

a* = UC approval pending

SS only = offered in the summer only

* = course may be repeated for credit

tri = trimester course

English Courses and Prerequisites

Course	Prerequisite
English 9	None
English 10	None
English 11	None
AP English Language and Composition	B+ or higher in English 10
English 12 (seniors only, unless dept. approval)	None
English 12 Honors	A- or higher in English 11 OR B- or higher in AP English Language and Composition
AP English Literature and Composition	A or higher in English 9 OR A or higher in English 10 OR A- or higher in English 11 OR B+ or higher in AP English Language and Composition
Creative Writing 1	None
Creative Writing 2, 3, and 4	Passing Prior Creative Writing Course
Journalism (Scribe) 1	None
Journalism (Scribe) 2, 3, and 4	Passing Prior Journalism Course

English Course Descriptions

English 9

This course serves as an introduction to the study of literature and high school writing. Utilizing a wide variety of representative, age-appropriate texts, from classical works to Shakespearean plays to contemporary fiction and poetry, the English 9 curriculum takes Grade 9 students on a journey toward growth, confidence, maturity, and increased self-knowledge. The core texts, and the additional works chosen by the specific instructor, are used as catalysts for both class discussion and written reflection. As the year progresses, the course targets specific skills in areas that will be valuable to students not only in future English courses but also in a variety of courses across the curriculum: critical reading, informed listening, analytical thinking, oral communication and clear and elegant writing. In a broader sense, the course is designed to encourage and inspire students to take the first steps toward intellectual independence.

Writing Emphasis: The overarching goal of the writing component for English 9 is preparation for high school writing. As a result, writing tasks are many and varied. Students write both formally and informally: personal narratives or poems, analytical or persuasive essays, short journal entries, casual notes, memos, tweets, and everything in between. In addition to preparing freshmen for future writing challenges, the wide variety of assignments serves to push them away from the security of formulaic writing and toward

written expression that demonstrates independence, creativity, originality, and a true personal voice. The course also covers and reviews the fundamentals of proper citation form, grammar, punctuation, usage, and vocabulary development.

English 10

The course will emphasize works from other cultures in order to help broaden students' perspectives and cultivate an appreciation for the global human experience. The texts of the course—a wide selection of novels, drama, and poetry—will be studied for their internal value as works of art and as windows into the larger historical circumstances in which they were created. Ultimately, the course is designed to help students foster a lifelong love of literature. The discussion-based format of the class will emphasize informed listening and respectful engagement, as students will be strongly encouraged to develop and articulate their own unique points of view.

Writing Emphasis: The writing component of the course is directed principally toward thesis-driven argumentation and academic scholarship. As they engage a wide variety of challenging texts, students are asked to develop, articulate, support and sustain original and analytical interpretations of the text. Special emphasis is placed on structure, organization, and appropriate use of textual support. As they investigate specific works in depth, students are encouraged to explore the world of ideas and search for deeper and more nuanced structures of meaning. In addition to academic writing, students will also engage the rich texts of the course through creative works, imitative assignments, and a variety of reflective essays.

English 11

Students in this survey course will read a wide variety of representative poetry, fiction, drama, and nonfiction of all the main periods of American literature. Special emphasis will be placed on inclusiveness, as a wide variety of voices and perspectives will be encountered, from Native American storytelling to classic novels to contemporary poetry. The breadth of the curriculum will lead students to view literature as a window into the larger ideas and themes that are unique to the American experience. This discussion-based course is designed to build on the independent thinking skills honed in Grades 9 and 10, and help students build on their skills as informed listeners, independent thinkers, and effective writers.

Writing Emphasis: Students will continue to write analytical essays about literature, but they will also be introduced and reintroduced to other modes of written expression: persuasion, synthesis, comparison and reflection. Assignments will vary, but all will push students toward thinking independently, reading the text closely and carefully, and writing with passion and purpose. Additionally, reflective works and practice college essays will push students toward finding and embracing their own voices as writers.

AP English Language and Composition (11) - Weighted

This survey course examines representative poetry, fiction, drama, and nonfiction of all the main periods of American literature, from the Colonial period to the present day. Students will consider the broadest themes of the American experience, keeping a close eye on how the chosen texts are reflective of the historical moments in which they are written. Many perspectives will be considered, from the traditional voices of American letters (such as Emerson, Whitman, Dickinson, Hawthorne, Fitzgerald) to less well-known voices speaking for entirely different perspectives (such as Zora Neale Hurston, Kate Chopin, Flannery O'Connor). The course will utilize a rich variety of texts to prepare students for the AP Language and Composition exam. *Writing Emphasis:* The writing component of this course builds on the strong analytical base of English 10. Students will continue to write analytical essays about literature, but they will also be introduced and reintroduced to modes of written expression that are specific to the exam: persuasion, synthesis, and stylistic analysis. One of the most important goals of the class is to help students increase their stylistic range as writers. The writing tasks of the course will send them in a number of directions, from analyzing the great works of American Literature to breaking down the dynamics of a particular prose style to imitating the style of a chosen author. Additionally, reflective works and practice college essays will push students toward finding and embracing their own voices as writers.

Writing Emphasis: The writing component of this course builds on the strong analytical base of English 10. Students will continue to write analytical essays about literature, but they will also be introduced and reintroduced to modes of written expression that are specific to the exam: persuasion, synthesis, and stylistic analysis. One of the most important goals of the class is to help students increase their stylistic range as writers. The writing tasks of the course will send them in a number of directions, from analyzing the great works of American Literature to breaking down the dynamics of a particular prose style to imitating the style of a chosen

author. Additionally, reflective works and practice college essays will push students toward finding and embracing their own voices as writers.

English 12

This course, united under the larger theme of “systems and individuals,” will explore seemingly opposite systems (Soviet Russia and Latin America under globalization) and the ways in which tensions between those systems and the individuals within them emerge. How are individuals shaped by systems? How do individuals shape systems? How do individuals conform to and/or resist systems? Students will be challenged not only as sense-makers and literary critics, but as activists and change-makers (writing/creating personal narratives, op-eds, letters to government officials, activist poetry, etc). This is a 20th/21st century fiction and nonfiction course, and the texts are diverse in genre, style, and voice; we will analyze and discuss everything from memoirs to poetry.

Writing Emphasis: This course is intended to prepare students for post-secondary essay-writing and argumentation. Students will read individual texts with short analytical essays in response to those texts, while building towards longer synthesis essays on multiple texts within a single unit. Students will also engage in regular informal writing in response to prompts emerging from reading done either as homework or in class. Informal writing will include journals, short in-class responses, and online discussion boards. Students will have opportunities to revise previous essays to improve the essays themselves as well as the writing process.

English 12 Honors - Weighted

N.B. Juniors may take these as a second English class with Departmental Approval

English 12 Honors: Nature and Place: This course will examine the intricate connections between nature and humanity through literature and writing. We will explore concepts including anthropocentrism and nature/naturalism. Through novels, memoirs, non-fiction, and poetry, we will study how artists and writers explore climate change, ecosystems, the human/nature connection, and environmental degradation. We will investigate the role race, class, gender, and geography play in their connections to the natural world. While reading these stories, we will grapple with such questions as: What is the relationship between the environment and human society? What are the ethical and moral implications of our relationship with the environment, and how do these shape our actions and decisions? What happens when our natural environment as we know it no longer exists? To address these questions, we will situate the stories we read in their broader historical, political, and cultural contexts and trace connections between them. Through close reading, critical thinking, argumentative and analytical writing, we will evaluate the extent to which literary forms shape the ways in which people understand themselves in relation to others and to the natural world.

English 12 Honors: Sports and Literature: This course primarily focuses on nonfiction literature and nonfiction writing. Literary experiences may include reading autobiographies, memoirs, essays, poems, and speeches. We will examine and discuss documentary story structure, visual literacy through the evaluation of photojournalism and videography storytelling, and the various forms of sports reporting. Students will write a research paper on relevant and current sports-related issues like the history of influence sports have had on our culture. Additional experiences may include interviews with guest speakers such as collegiate and professional athletes, coaches, owners, trainers, and journalists.

English 12 Honors: Philosophy and Literature: In the preface to the second edition of *Birth of Tragedy*, Friedrich Nietzsche writes about the question mark placed upon the value of existence. In the face of suffering and the human condition, how do human beings respond in ways that are meaningful? His book is an attempt to answer that question in a particular way, but the true answers linger on the pages of great literature. This course will explore some of the classics of Western philosophy: writings from Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, and Kierkegaard. We will explore how many of the fundamental questions of philosophy (reality, knowledge, meaningful living, beauty, and love) emerge in the works of literature as well as in contemporary film. Major texts will include Shakespeare’s *King Lear*, Fyodor Dostoevsky’s *Notes from Underground* and *Crime and Punishment*. We will read numerous shorter works by Albert Camus, Jean-Paul Sartre, and Ursula LeGuin, among others. We will explore the philosophical currents of 19th century Russia, engaging with early Russian feminism, justice, and efforts at social reform. We will engage with the texts of existentialism, 20th century feminist philosophy, and other contemporary thinkers looking to connect philosophy with the relevant issues of our time. In addition to the readings, students will engage in creative and philosophical writing of their own from personal philosophical investigations to original short stories. Lastly, we will explore how many of these philosophical questions emerge in modern cinema, both documentary and feature films.

Writing Emphasis: While there are vast differences between the courses in terms of content, the major writing assignments are the same. Students in all courses will write two major analytical papers (8-12 pages). The purpose of this type of extended essay is to allow students to investigate a particular work or series of works with the kind of depth and thoroughness expected in college English courses. In addition to analytical writing, students will complete a wide variety of writing tasks specific to the themes of the course, from creative works to reflective essays to imitative exercises.

AP English Literature and Composition (10-12) - Weighted

This course offers a deeper look into the various genres and themes of literature and criticism, while preparing students for the AP exam, which emphasizes literary analysis over the rhetorical analysis demanded by the Language and Composition test. To this end, attention is focused on the close reading of poetry from across multiple centuries, cultures, and artistic movements, and on the application of various critical approaches (e.g., psychological, sociological, historical, postmodern, etc.) to novels and plays. Short fiction and nonfiction are also read for balance and pleasure, despite their lack of presence on the AP exam. Authors include: Shakespeare, Austen, Dickens, Morrison, Tennessee Williams, Marquez, and many others from around the world and through the centuries.

Creative Writing 1, 2, 3, and 4 (9-12)

Does not fulfill English graduation requirement

In this full-year workshop students will write a good deal of fiction, poetry, and drama, and critique that of their peers. Reading in each of the genres will provide a guide for student work, but will be far less extensive than in a traditional English course. The emphasis will remain always on the students' own work and revision, culminating in public readings and submission to various literary magazines and contests. Please note that this course does not yet satisfy the UC Fine Arts requirement.

Journalism (Scribe) 1, 2, 3, and 4 (9-12)

Does not fulfill English graduation requirement, but can count as a core course in grade 12, with approval

In this year-long course, students will learn what it takes to be a beginning-advanced journalist. They will become proficient in interviewing, photography (optional), writing and designing for print publication. Students will complete at least four articles and various assignments for The Scribe. Please note that this course does not yet satisfy the UC Fine Arts requirement.

World Language Courses and Prerequisites

French

Course	Prerequisite
French I	None
French 2	C- or higher in French I
French 3	C- or higher in French 2
French 3 Honors	A or higher in French 2
French 4	C- or higher in French 3 or French 3 Honors
French 4 Honors	A or higher in French 3 OR B+ or higher in French 3 Honors
French 5	C- or higher in French 4 or French 4 Honors
AP French Language and Culture	A or higher in French 5 OR B+ or higher French 4 Honors
French Literature and Culture Honors	B+ or higher in AP French Language and Culture

Mandarin

Course	Prerequisite
Mandarin I	None
Mandarin 2	C- or higher in Mandarin I
Mandarin 3	C- or higher in Mandarin 2
Mandarin 3 Honors	A or higher in Mandarin 2
Mandarin 4	C- or higher in Mandarin 3 or Mandarin 3 Honors
Mandarin 4 Honors	A or higher in Mandarin 3 OR B+ or higher in Mandarin 3 Honors
Mandarin 5	C- or higher in Mandarin 4 or Mandarin 4 Honors
AP Chinese Language and Culture	A or higher in Mandarin 5 OR B+ or higher Mandarin 4 Honors
Chinese Literature and Culture Honors	B+ or higher in AP Chinese Language and Culture

Spanish

Course	Prerequisite
Spanish 1	None
Spanish 2	C- or higher in Spanish 1
Spanish 3	C- or higher in Spanish 2
Spanish 3 Honors	A or higher in Spanish 2
Spanish 4	C- or higher in Spanish 3 or Spanish 3 Honors
Spanish 4 Honors	A or higher in Spanish 3 OR B+ or higher in Spanish 3 Honors
Spanish 5	C- or higher in Spanish 4 or Spanish 4 Honors
AP Spanish Language and Culture	A or higher in Spanish 5 OR B+ or higher Spanish 4 Honors
Spanish Literature and Culture I	C- or higher in Spanish 5 or AP Spanish Language and Culture
Spanish Literature and Culture I Honors	B+ or higher in AP Spanish Language and Culture
Spanish Literature and Culture 2 Honors	A or higher in Spanish Literature and Culture I OR B+ or higher in Spanish Literature and Culture I Honors

French Course Descriptions

French I

This is a novice low through intermediate mid level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course is designed to build a strong foundation in reading, writing, listening and speaking within the context of the emerging vocabulary and grammar knowledge. They will learn major verb groups, basic greetings and theme-based vocabulary, so that students can handle most basic daily communicative necessities. To this end, around 700 words will be learned as well as the present tense of regular and irregular verbs, and introduction to the passé composé so that students can begin to communicate about the past. Students will also be introduced to French and some Francophone geography, history, and culture. Through thematic units, grammar lessons, writing assignments, speaking and listening exercises, along with project-based learning, students will develop both cultural awareness and communicative skills.

French 2

This is an intermediate mid through advanced French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. French II reinforces the basics learned in French I and introduces proper uses of past tenses and the near future as well as more complex grammatical structures. Oral and written expression is emphasized along with various cultural readings. Students will exercise all language skills through a variety of communicative modes that will include authentic sources such as films, fiction and non-fiction readings, and authentic resources. The target language is the primary mode in the classroom and all students are expected to communicate their ideas without reverting to English as much as possible; therefore, student participation is essential to the language-learning process.

French 3

French 3 is an advanced low through advanced mid-level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. French III continues the work begun in French 2. All four skills (listening, speaking, reading and writing) as well as cultural appreciation are emphasized. Oral and written expression is emphasized along with cultural readings. Students will exercise all language skills through different activities that will include authentic sources.

French 3 Honors - weighted

French 3H is an advanced low through advanced mid-level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. French III continues the work begun in French 2. All four skills (listening, speaking, reading and writing) as well as cultural appreciation are emphasized. Oral and written expression is emphasized along with cultural readings. Students will exercise all language skills through different activities that will include authentic sources.

French 4

This is an intermediate level French course which corresponds to ACTFL (American Council on the Teaching of Foreign Language). This course is designed for students who wish to deepen their study of the French language through the development of the four language skills: reading, writing, listening, and speaking. This course will continue to develop the skills that the students have acquired in French I, 2, and 3. Listening, intermediate to advanced reading and writing skills, and oral communication will be used as tools to achieve these objectives.

French 4 Honors - Weighted

This is an intermediate level French course which corresponds to ACTFL (American Council on the Teaching of Foreign Language). This course is designed for students who wish to deepen their study of the French language through the development of the four language skills: reading, writing, listening, and speaking. This course will continue to develop the skills that the students have acquired in French I, 2, and 3. Listening, intermediate reading and writing skills, and oral communication will be used as tools to achieve these objectives.

French 5

This is an intermediate level French course which corresponds to ACTFL (American Council on the Teaching of Foreign Language). This course is designed for students who wish to deepen their study of the French language through the development of the four language skills: reading, writing, listening, and speaking. This course will continue to develop the skills that the students have acquired in French I, 2, 3 and 4. Listening, intermediate to advanced reading and writing skills, and oral communication will be used as tools to achieve these objectives.

AP French Language and Culture - Weighted

This is an Advanced low/mid-level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course is designed to review, refine and expand oral proficiency, reading, writing and listening comprehension and to further explore the civilization, culture, history, and literature of the French-speaking world. This is achieved through group, partner and individual practice. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals, requiring a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources, and authentic materials. This class is structured to prepare students for the AP Exam in May.

French Literature and Culture Honors - Weighted

This is an advanced level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages). This course is designed for students who wish to deepen their study of the French language through the development of the four language skills: reading, writing, listening, and speaking. This course will continue to develop the skills that the students have acquired in French I, 2, 3, 4, and 5 or AP French. Listening, intermediate- high to advanced reading and writing skills, and oral communication will be used as tools to achieve these objectives.

Mandarin Course Descriptions

Mandarin 1

This course is a beginning Mandarin Chinese language course designed for students with no or minimal Chinese language background. Students will learn the fundamentals of listening, speaking, reading and writing the Chinese language, using the Pinyin system and simplified characters. Students will be able to read, write, speak and understand numbers, names, titles, time, personal descriptions, nationalities, sports, food, drinks and basic social interaction expressions. Students will also acquire an appreciation for the cultures of Chinese-speaking countries in class lessons and activities, and understand the relationship between language and culture.

Mandarin 2

Mandarin 2 course continues to develop the fundamentals of listening, speaking, reading and writing the Chinese language, emphasizing the development of fluid and novel usage of the language. Students will review basic grammar, including sentence structures, measure words, past and future tense. Students will be able to engage in communicative tasks in the three communicative modes (Interpersonal, Presentational and Interpretive). Students will be able to comprehend short, simple conversation and narratives on topics covered, initiate and carry on conversations to exchange information and express opinions on a variety of topics. Students will also begin to write in clear paragraphs with properly used connecting words and write messages to respond to email in Chinese characters regarding familiar contexts. This course will increase students' awareness and understanding of Chinese-speaking cultures.

Mandarin 3

This is a novice high through intermediate low level Mandarin Chinese course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. The course is a continuation of Mandarin 2/Mandarin Language & Culture. This course has four main goals. Students will build on the knowledge of Mandarin 2/Mandarin Language & Culture to make significant progress in listening, speaking, writing and reading with new topics. Students will comprehend more complicated sentence structures. Students will further develop their knowledge of Chinese culture. Furthermore, students will have exposure to Chinese literature and develop a basic understanding and appreciation of a variety of Chinese literature and the customs and life in modern China. Upon taking the AAPPL test in this course, a student may be eligible for the Global Seal of Bilingualism.

Mandarin 3 Honors - Weighted

This honors course is a continuation of Mandarin 2 or Mandarin Language and Culture. Following the guidelines of the National Foreign Language Standards, this course has four main goals. Students will build on the knowledge of Mandarin 2 or Mandarin Language & Culture to make significant progress in listening, speaking, writing and reading with new or similar topics. Students will comprehend more complicated sentence structure. Students will further develop and deepen their knowledge of Chinese culture. The overall objectives are for students to develop more intermediate-mid and high level listening, speaking, reading, and writing skills, and develop more understanding and appreciation of a variety of Chinese literature and Chinese culture.

Mandarin 4

This course is a continuation of Mandarin 3. Following the guidelines of the National Foreign Language Standards, this course has three main goals. Students will build on the knowledge of Mandarin 3 to make significant progress in listening, speaking, writing and reading with new or similar topics. Students will comprehend more complicated sentence structures. Students will further develop their knowledge of Chinese culture. The overall objectives are for students to develop more intermediate level listening, speaking, reading, and writing skills, and develop more understanding and appreciation of Chinese culture.

Mandarin 4 Honors - Weighted

This honors course is a continuation of Mandarin 3 Honors. Following the guidelines of the National Foreign Language Standards, students will build on the knowledge of Mandarin 3 Honors to make significant progress in listening, speaking, writing and reading with new or similar topics. Students who complete this advanced Chinese course will develop listening, speaking, reading, and writing skills by incorporating topics that are of interest to them: school life, the geographic features of China, Chinese traditional arts,

Chinese food culture, etc.,. Students will read different texts in Chinese. Students will be able to understand Chinese grammar further by highlighting similar or easily confused structures and be able to understand and present aspects of Chinese culture.

Mandarin 5

This course is a continuation of Mandarin 4. Following the guidelines of the National Foreign Language Standards, students will build on the knowledge of Mandarin 4 to make significant progress in listening, speaking, writing and reading with new or similar topics. Students who complete this Chinese course will develop listening, speaking, reading, and writing skills by incorporating topics that are of interest to them: travel in China, Chinese food culture, global challenges, etc.,. Students will be able to understand and present aspects of Chinese culture.

AP Chinese Language and Culture - Weighted

AP Chinese Language & Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese, and provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills to be ready for the AP Chinese exam held every May. Students cultivate their understanding of Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to personal and public identities, families and communities, beauty and aesthetics, science and technology, contemporary life, and global challenges. This course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives. The AP Chinese course also provides students with opportunities to demonstrate their proficiency at the Intermediate-High to Advanced-Low range based on the ACTFL proficiency guideline. Upon taking the AP test in this course, a student may be eligible for the Global Seal of Biliteracy.

Chinese Literature and Culture Honors - weighted

This course will present Chinese literature in conjunction with different cultural topics encompassing all Chinese speaking locations. Through discussion, assigned readings, and film, students will examine the history and contemporary culture of China. In this course, reading, writing, speaking, and listening skills will be exercised in depth. The classroom experience will provide an appreciation and development of cultural awareness through different media resources and authentic materials.

Spanish Course Descriptions

Spanish 1

This is a novice level Spanish course which corresponds to ACTFL (American Council on the Teaching of Foreign Languages). Introduces students to the four basic language skills: listening comprehension, speaking, reading, and writing, within a cultural context. Students will use memorization and highly practiced conversations that will mimic real life situations. It is a highly intensive vocabulary learning course with some basic grammar structures. The goal is for students to achieve a Novice-Mid to Novice-High level of proficiency for each mode of communication by the end of the course.

Spanish 2

This is an intermediate mid-level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. Students are able to function in a classroom where Spanish is the main language, with a goal of the continual increase in the use of the target language. There is considerable emphasis on new grammatical forms and structures which allow students to communicate effectively beyond the present tense. In this course, students will begin to read more complex texts. Lastly, students will continue to gain an understanding of the Hispanic culture, customs and traditions of Spanish-speaking countries through a variety of authentic sources.

Spanish 3

This is an intermediate high-level Spanish course that corresponds to ACTFL (American Council of the Teaching of Foreign Languages) World Readiness Standards. This course focuses on intermediate grammar structures and vocabulary to increase the student's ability to communicate in the target language in authentic situations. Students will continue to develop reading, writing,

listening and speaking communication skills. A strong emphasis is placed on the use of the Spanish language during class meetings. Lastly, students will continue to gain an understanding of the culture, customs, and traditions of Spanish-speaking countries through a variety of sources. Upon taking the AAPPL test in this course, a student may be eligible for the Global Seal of Biliteracy. The prerequisite is Spanish 2.

Spanish 3 Honors - weighted

This is an intermediate high-level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course focuses on advanced grammar structures and vocabulary to further increase students' ability to communicate in the target language in authentic situations. Students will continue to develop both oral and written communication skills, as well as read more complex texts. A strong emphasis is placed on the use of the Spanish language during class meetings. Lastly, students will continue to gain an understanding of the Hispanic culture, customs, and traditions of Spanish-speaking countries through a variety of authentic sources.

Spanish 4

This is an intermediate mid/high-level Spanish course which corresponds to ACTFL (American Council on the Teaching of Foreign Languages) standards. This course focuses on highly advanced grammar structures and vocabulary to further increase students' ability to communicate in the target language in authentic situations. Students will continue to develop both oral and written communication skills, as well as read increasingly complex and authentic texts. A strong emphasis is placed on the use of Spanish during class meetings, and students are expected to express themselves and communicate their thoughts and opinions in Spanish. Lastly, students will continue to gain an understanding of culture, customs, and traditions of the Spanish-speaking world through a variety of authentic sources. Students will continue to gain an understanding of, and communicate about the culture, customs, and traditions of Spanish-speaking countries. Students will continue to be exposed to culture through authentic sources.

Spanish 4 Honors - Weighted

This is an Intermediate mid/high-level honors Spanish course which corresponds to ACTFL (American Council on the Teaching of Foreign Languages) standards. This course focuses on highly advanced grammar structures and vocabulary to further increase students' ability to communicate in the target language in authentic situations. Students will continue to develop both oral and written communication skills, as well as read increasingly complex and authentic texts. Spanish is the main language used during class meetings and students are expected to express themselves and communicate their thoughts and opinions in Spanish. Students will continue to gain an understanding of, and communicate about the culture, customs, and traditions of Spanish-speaking countries. Students will continue to be exposed to culture through authentic sources.

Spanish 5

This is a thematic standard-based course that aims to engage intermediate high-level learners with authentic materials that align with the AP global themes. Integration of language and culture in real-world context will be applied. Students will have the opportunity to communicate in all modes - independently, in pair work and group work in an improvised manner. This course offers a deeper understanding of the interconnection of the cultural products, practices, and perspectives that form the world view of Hispanic cultures. Grammar is not the focus of the course.. Grammar will be used as a tool for communication and ensuring that all practice requires attention to meaning and correct structure.

AP Spanish Language and Culture - Weighted

This is an Advanced low/mid-level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course is designed to review, refine and expand oral proficiency, reading, writing and listening comprehension and to further explore the civilization, culture, history, and literature of the Spanish-speaking world. This is achieved through group, partner and individual practice. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals, requiring a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources, and authentic materials. This class is structured to prepare students for the AP Exam in May.

Spanish Literature and Culture I

This course will present Spanish literature in conjunction with different cultural topics encompassing all Spanish-speaking countries. Through discussion, assigned readings, music and film, students will examine the history and culture of Latin America and Spain. In this course, reading, writing, speaking and listening skills will be exercised in depth. The classroom experience will provide an appreciation and development of cultural awareness through different media resources and authentic materials. In order to develop oral proficiency, this course will be conducted entirely in Spanish.

Spanish Literature and Culture I Honors - Weighted

This course will present Spanish literature in conjunction with different cultural topics encompassing all Spanish-speaking countries. Through discussion, assigned readings, music and film, students will examine the history and culture of Latin America and Spain. In this course, reading, writing, speaking and listening skills will be exercised in depth. The classroom experience will provide an appreciation and development of cultural awareness through different media resources and authentic materials. In order to develop oral proficiency, this course will be conducted entirely in Spanish.

Spanish Literature and Culture 2

This is an advanced level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course is designed to introduce a variety of genres and literary movements in Spanish literature starting in the medieval age to the present day. Emphasis is focused on analyzing literature and discussing this analysis in both written and spoken Spanish. Students have the option to take the AP Test in Spanish Literature.

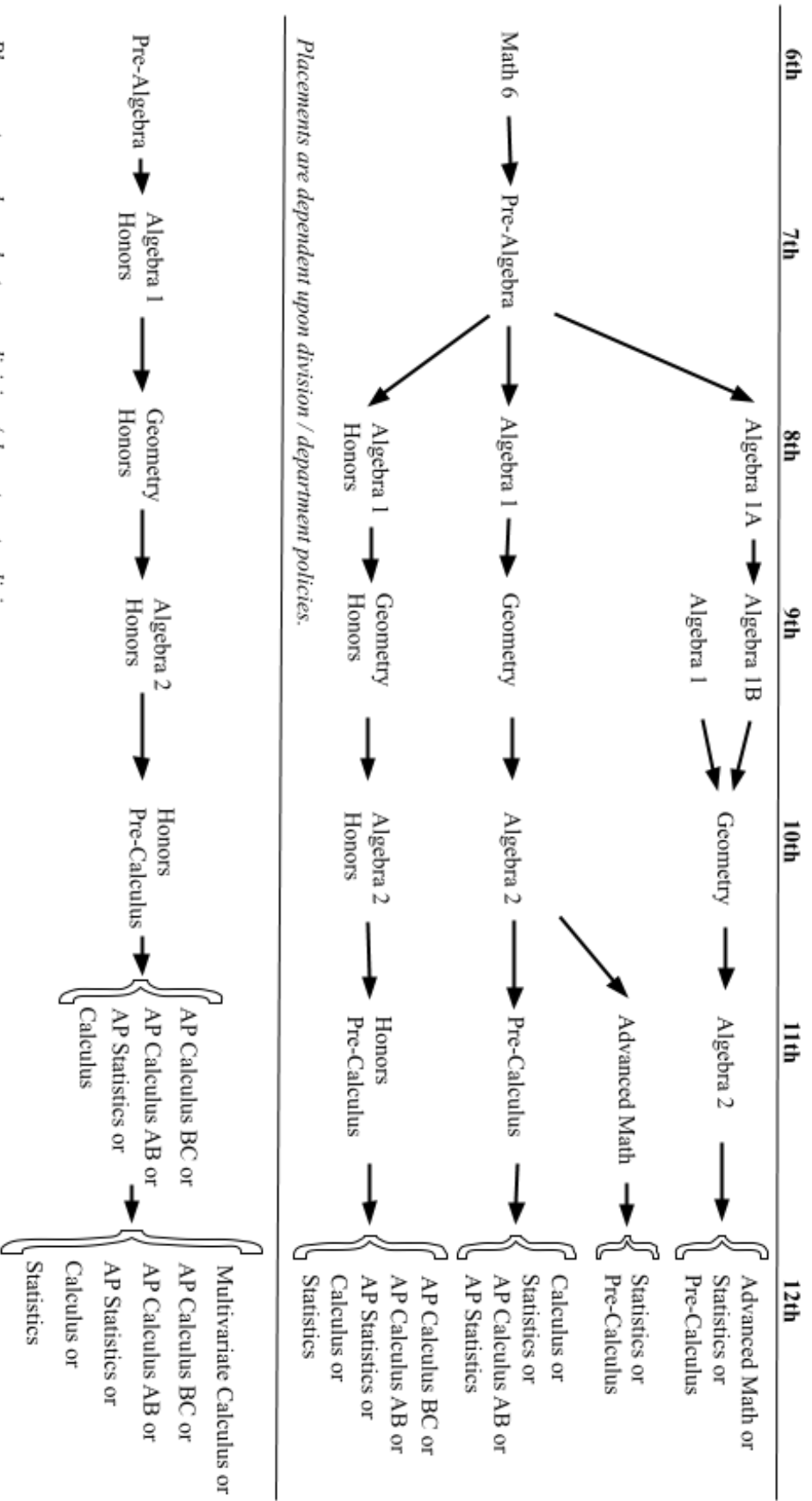
Spanish Literature and Culture 2 Honors - Weighted

This course is designed to introduce students to the formal study of a representative body of texts from Peninsular, Latin American and U.S. Hispanic literature. It will also explore the six themes traditionally included in the AP Spanish Literature and Culture curriculum: las relaciones interpersonales, la construcción del género, las sociedades en contacto, el espacio y el tiempo, la dualidad del ser, y la creación literaria. It is an advanced Spanish class that will teach students to read critically, write analytically, and reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. Emphasis will be placed on approaching the study of literature through a global, historical, and contemporary cultural context. Students will be exposed to a variety of writings, including poems, short stories, essays, plays, and novels. Class activities will include discussion, analysis, interpretation, and writing essays. We will watch selected literary films. Students will be required to use advanced vocabulary and grammatical structures. In order to develop oral proficiency, the course will be conducted entirely in Spanish.

Mathematics Courses and Prerequisites

Course	Prerequisite
Algebra I	None
Algebra IB	Passed Algebra IA
Geometry	Passed Algebra I or Algebra IB
Geometry Honors	A or higher in Algebra I
Algebra 2	Passed Geometry
Algebra 2 Honors	A or higher in Geometry OR B or higher in Geometry Honors
Pre-Calculus	Passed Algebra 2 or Algebra 2 Honors
Pre-Calculus Honors	A or higher in Algebra 2 OR B or higher in Algebra 2 Honors
Statistics	Passed Algebra 2 or higher course
Calculus	Passed Pre-Calculus or higher course
AP Calculus AB	B or higher in Pre-Calculus OR C+ or higher in Pre-Calculus Honors
AP Calculus BC	B or higher in Pre-Calculus Honors OR B or higher in AP Calculus AB
AP Statistics	A or higher in Pre-Calculus OR C+ or higher in Pre-Calculus Honors or later course
Multivariate Calculus Honors	B or higher in AP Calculus BC

Francis Parker School Mathematics Course Sequences, Grades 6 - 12



Placements are dependent upon division / department policies.

The sequences shown above do not represent every sequence available, but do represent the primary sequences used to best educate the Parker math student. Placements for each ensuing year are based upon the combination of course grades, standardized tests, teacher recommendations, and divisional and departmental policies. With prior departmental approval before enrollment, and if all criteria are met, summer school may be used for course credit in the Upper School. For a student to move into a different course sequence, and/or for a student to enter or remain in Honors or AP courses, the student must meet all criteria, standards, and policies. Divisional and departmental policies are available online at www.francisparkerschool.org.

Mathematics Course Descriptions

Algebra I

Algebra I is designed to give all students a solid algebraic foundation before moving on to higher-level mathematics courses. The course focuses on formalizing the language of functions and exploring the behavior of functions numerically, graphically, analytically, and verbally. Students in Algebra I write expressions, equations, and inequalities from physical models and gain a stronger understanding of the properties of real numbers. Problem solving and real-world application opportunities throughout the year give students a deeper understanding of algebra concepts and sharpen their critical thinking skills. Cross-curricular units and projects further enrich the Algebra I course. Placement into Algebra I is determined by diagnostic testing, previous coursework, and teacher recommendation.

Algebra IB

Algebra IB, as the second course in a 2 year series following Algebra IA, is designed to give all students the support needed to establish a solid algebraic foundation before moving on to higher-level mathematics courses. Additionally, the course is specifically designed to reinforce prior concepts to increase retention while progressing at an appropriate pace. The Topics address the conceptual, algorithmic, and graphical understandings of both numbers and variables in algebraic expressions and equations. Learning targets include linear equations and their graphs, inequalities and their graphs, systems of equations and their graphs, polynomial operations, factoring, quadratic equations and their graphs, radicals expressions and equations, and rational expressions and equations. Basic trigonometric functions may also be addressed. Problem solving and real-world application opportunities throughout the year give students a deeper understanding of algebra concepts and sharpen their critical thinking skills. The US Algebra I course uses similar pacing and support for students new to Francis Parker.

Geometry

Geometry is a subject in mathematics that emphasizes critical reasoning skills. Geometry underpins modern logical and rational thought and has applications in nature, science, and art. We will investigate geometric principles that have challenged thinkers across cultures and millennia while strengthening our algebraic problem solving. In the first trimester, we will explore topics of logic and reasoning, develop a toolkit of basic definitions for Geometry, explore properties of parallel and perpendicular lines, and introduce triangles. In the second trimester, we will delve further to understand properties of triangles and utilize these concepts to explore quadrilaterals, and provide insight to proportions and similarity. We will finish the third trimester with trigonometry and circles.

Geometry Honors - weighted

Geometry Honors emphasizes the study of the properties and applications of common geometric figures in two and three dimensions. It is a critical component of a mathematics education because students are required to relate concepts from Algebra to geometric phenomena. Deductive reasoning skills are developed by using theorems to solve problems and create formal proofs. Topics covered in plane geometry include angles, lines, triangles, polygons, circles, congruency, similar figures, area, volume, trigonometric ratios, logic and constructions. The course is supplemented with mini projects and activities designed to re-emphasize a particular approach to problem solving or to introduce another approach to examining geometric or mathematical thinking. Two-column proofs are emphasized and students are expected to attempt the most challenging work available, independently and critically.

Algebra 2

This course provides students an opportunity to broaden and deepen students' understanding of functions and numeracy while developing problem-solving skills using graphs and models. Students will build on concepts introduced in Algebra I and Geometry by extending their repertoire of functions beyond linear equations to include absolute value equations, rational functions, radical functions, exponential functions, logarithmic functions, conic sections, and inequalities. They will also graph functions more frequently and with more detail in order to describe asymptotes, function behavior, inverses, composites, zeros, domain, and range. Students will become more adept at solving equations involving polynomials, quadratics, exponents and logarithms over the set of real and complex numbers in order to prepare for Pre-Calculus. Students will develop their mathematical modeling skills by relating the functions to real life applications and by identifying the appropriate model to represent specific situations. The conversation of real life applications and modeling is carried throughout the course.

Algebra 2 Honors - weighted

Algebra 2 Honors is designed to be a rigorous and challenging course that requires students to draw upon all prior mathematical understandings. This course guides students to master a wide variety of functions including but not limited to; quadratics, polynomials, exponentials, rationals, logarithms, etc. Students will learn how to perform mathematical operations using these new functions as well as graph them and perform transformations. Students will create real world models using these new functions. Students will be expected to expand their problem solving techniques and critical thinking skills to apply the topics covered in this course. This course provides a strong foundation for students who plan to pursue studies in technical fields; a major goal is to build students' fluency and confidence to a level at which they can apply and create with math in new contexts.

Pre-Calculus

This course is designed to prepare students for Calculus. Algebraic topics, such as equation solving, polynomial and rational functions, logarithmic and exponential functions, functions and their inverses, are thoroughly reviewed and depth is added. Unit circle trigonometry and related trigonometric topics are covered in detail. Additional topics introduced are matrices, sequences and series, counting and probability, and conic sections. This course will also delve into an introduction to limits to provide students with a foundation for further mathematical study.

Pre-Calculus Honors - Weighted

This course allows for an in-depth study of advanced topics in algebra such as equation-solving, rational and polynomial functions, logarithmic and exponential functions, and inverse functions and relations. Trigonometry is discussed in detail, with emphasis placed on graphical analysis and the fundamental identities. Additional topics presented include matrices, vectors, DeMoivre's Theorem, conic sections, parametric and polar equations, counting and probability, and 3D coordinates/vectors. Students will be introduced to limits and the beginning fundamentals of Calculus. The extensive practice and insight of this course gives the students a solid foundation for Calculus and preparation for higher level mathematics.

Statistics

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data with the objective to prepare them for success in future college level statistics courses. Students are exposed to the vocabulary, methods and applications of statistics. Topics include study design, types of data, correlation, regression, probability, data distributions and statistical inference. Each topic is enhanced with real world examples to make relevant connections with the student. Course notes are used to supplement in class instruction along with online tools to analyze and graphically represent data. Both individual and collaborative work are incorporated to give each student a positive experience and a firm foundation in statistics.

Calculus

This introductory course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also emphasized. The course includes a review of elementary functions and their inverses, limits, continuity, derivatives of algebraic and transcendental functions, antiderivatives and definite integrals, and applications of both derivatives and integrals.

AP Calculus AB - Weighted

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), AP Calculus AB becomes a cohesive whole, rather than a collection of unrelated topics. AP Calculus AB requires students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. This rigorous, in-depth course develops students' understanding of the concepts of calculus.

AP Calculus BC - Weighted

This course includes infinite series, vector functions, polar coordinates, parametric equations, integration using partial fractions, and improper integrals, in addition to all topics from Calculus AB. This course follows all College Board guidelines and prepares for the AP Calculus BC test in May.

AP Statistics - Weighted

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes. In “Exploring Data”, students observe patterns and departures from patterns. In “Planning a Study” helps students learn what and how to measure. In “Anticipating Patterns”, students produce models using probability theory and simulation. And in “Statistical Inference”, students confirm models. This course follows all College Board guidelines and prepares for the AP test in May.

Multivariate Calculus Honors- weighted

Welcome to Multivariate Calculus. Most preliminary mathematics to this point has been concerned with 2-Dimensional applications. This course will build on the planar, single variable calculus studied previously and extend those results to rates of change in space, motion along surfaces, and volumes of irregular solids. The calculus of vectors has applications in physics, particularly electromagnetism.

Computer Science Courses and Prerequisites

Course	Prerequisite
AP Computer Science A	None
Advanced Programming I	B+ or higher in AP Computer Science A
Advanced Programming 2	B+ or higher in Advanced Programming I
Advanced Robotics Programming I	B+ or higher in AP Computer Science A
Advanced Robotics Programming 2	B+ or higher in Advanced Robotics Programming I

Computer Science Course Descriptions

AP Computer Science A (9-12) – Weighted

AP Computer Science A is an immersive course that introduces students to the essentials of computer science using the Java programming language. The curriculum covers foundational concepts such as data organization with structures, algorithm development, object-oriented programming, and real-world implications of computing. Units explore topics ranging from primitive types, object usage, and control structures, to advanced subjects like data structures (arrays and ArrayLists), inheritance, recursion, and exam preparation. Designed to equip learners with both theoretical knowledge and practical skills, the course culminates in thorough preparation for the AP Exam.

Advanced Programming I and 2 (10-12) - weighted

Advanced Programming introduces students to the exciting world of web design and web programming. Students will learn to develop sites using HTML, CSS, JavaScript, PHP, and SQL. Students will also learn to use WordPress as a Content Management System and how to develop their own server-side applications using the same technologies employed by WordPress. Other topics covered will include designing and programming games/experiences for the web in JavaScript, regular expressions, using command-line tools, and version control systems (Git in particular).

Advanced Robotics Programming I and 2 (10-12) - weighted

Advanced Robotics Programming introduces students to programming topics and technologies that incorporate a “beyond just a computer” experience. Whether it be programming robots (Vex, DJI, or CoderZ Robotics), incorporating the use of novel human interface devices into their software (Leap Motion Controller), or designing and programming their own electronics using a microcontroller (Arduino), students will focus on sensor-based, data-driven projects that incorporate a variety of technologies. The specific physical hardware mentioned will have to change with time so that students can work with new and exciting technologies.

Science Courses and Prerequisites

Course	Prerequisite
Biology	None
Chemistry	Passed Biology
Physics	Concurrent Enrollment in Algebra 2 or higher
AP Physics I	Concurrent Enrollment in Algebra 2 or higher
AP Physics 2	Concurrent Enrollment in PreCalculus or higher
AP Physics C: Mechanics	Concurrent Enrollment in AP Calculus AB or higher
AP Physics C: Mechanics and Elec. & Mag.	Concurrent Enrollment in AP Calculus BC or higher
AP Biology	B+ or higher in Biology AND B+ or higher in Chemistry
AP Chemistry	B+ or higher in Chemistry
AP Environmental Science	B+ or higher in Biology AND B+ or higher in Chemistry
Physiology Honors	B+ or higher in Biology AND B+ or higher in Chemistry
Marine Science	Passed Biology AND Passed Chemistry
Organic Chemistry Honors	B+ or higher in AP Chemistry
Engineering Honors I	Concurrent Enrollment in Algebra 2 or higher
Engineering Honors 2 and 3	B+ or higher in Prior Engineering Honors Course

Science Course Descriptions

Biology (9)

This college preparatory course leads students to develop an understanding of key concepts that help them make sense of life science. Active, hands-on class activities and investigations emphasize scientific habits of mind, critical thinking skills, and problem-solving strategies. Students are expected to use the language of science in reading, writing, and discussion to further develop their understanding of biology. The overall goal of the course is to produce scientifically literate, lifelong learners of science.

Chemistry (10)

Chemistry continues to reinforce the scientific, mathematical, and logical foundations in science. This course will support and promote critical thinking skills, scientific methodologies, and advancement in laboratory techniques. The main focus of chemistry is

to deeply investigate the composition, structure, properties and changes in matter through problem solving and laboratory investigations.

Physics (10-12)

This course is all about measuring, describing, and predicting interactions in the physical world. We begin with mechanics, learning how to describe how objects translate through space, respond to forces, rotate, and collide. Next we'll explore waves and how they are used in communication and in transporting energy from place to place. Finally, we'll investigate the phenomena of electricity and magnetism, with a special focus on electrical circuits, electric power and technologies based on magnetism. Physics principles are taught via several methods, and a major component of the course involves the students demonstrating their understanding by preparing projects related to the curriculum material. Modern data acquisition techniques, such as frame-by-frame video analysis, are built into the course to allow students to practice, and build confidence in, both applied mathematics and classical physics concepts.

AP Biology (10-12) - Weighted

This is a fast-paced, rigorous, college-preparatory course designed to give the student core knowledge of the scientific method and the three major theories of biology: the theory of evolution, cell theory, and gene theory on both the cellular and molecular levels. Life, from the microscopic scale of cells to the global scale of the biosphere, is studied through lecture, lab, projects, and student presentations. Laboratory exercises demonstrate and enhance learning the principles covered. The course is organized by themes so the students can connect the details to the concepts and the world around them.

AP Environmental Science (10-12) – Weighted

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Physiology Honors (10-12) - weighted

Why is the human body the way that it is? In this rigorous introductory course of anatomy and physiology students will explore such topics as function and structure of human organs, their integration into organ systems, homeostasis, growth and development, movement and locomotion, stress, disease and lifestyle choices, as well as reproduction. Embryological development and gestation will be integrated across all units. The course will engage the students in hands-on microscopy and detailed study of prosected mammalian (cat/rabbit) cadavers and dissection, in small group format.

Marine Science (10-12)

Students will explore physical and chemical factors in the development of the marine environment; along with biological factors found in marine communities, such as: algae, plankton, sponges, ctenophores, cnidaria, mollusks, arthropods, echinoderms, fish, birds, reptiles and mammals. The course is designed to train students in using the scientific method and in using proper scientific methodology for collecting, recording, analyzing and presenting data.

AP Chemistry (10-12) - Weighted

AP Chemistry is a course that builds off of knowledge gained from an introductory chemistry course. This course is designed to provide students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, equilibrium, and electrochemistry. Furthermore, students will develop laboratory skills such as performing analytical titrations, spectrophotometry, and gravimetric analysis; building calorimeters and galvanic cells; and processing data with spreadsheets. This course was developed using the AP curriculum framework.

Organic Chemistry Honors (11-12) – weighted

Organic chemistry is the study of carbon-based molecules, which are central to a host of chemical and biological processes. Topics covered include synthesis and characterization of organic molecules; mechanisms of common reactions; and analysis of electronic, steric, and orbital interactions. This course drives students to appreciate the breadth of organic chemistry by facilitating an understanding of the principles, and the practice of applying them, to gain a working knowledge of organic structure and reactivity.

AP Physics I (10-12) - Weighted

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

AP Physics 2 (10-12) - Weighted

This course is a mirror of the second semester of an algebra-based, college-level physics course (i.e., Physics 101) that a student majoring in health sciences or biological sciences would take. Topics include waves, optics, Newtonian mechanics, fluids, electricity, magnetism, thermodynamics, atomic/nuclear physics, and wave-particle duality. After the AP Physics 2 exam in mid-May, the course concludes with discussions of special and general relativity and a project in which students learn to use computational techniques to solve and animate more advanced problems in physics. The logic of attacking multi-step problems is stressed almost continuously in this class. Although the course is algebra-based, students will learn a bit of calculus during the first trimester so that concepts in motion, work by forces, and flux-induced current may be treated properly.

AP Physics C: Mechanics (10-12) - Weighted

This year-long course mirrors calculus-based, college-level courses in Newtonian mechanics that are taken by undergraduates majoring in physical science or engineering. Students will be able to quantify how objects translate and rotate as a result of the forces and torques that act upon them. The fundamental concepts of energy, linear and angular momentum, and inertia are also used to predict how objects will translate, rotate, collide, oscillate, and/or orbit. This course continues to encompass the AP Physics C curriculum; students can expect to be well-prepared for the AP Physics C Mechanics exam upon completion. The logic of attacking multi-step problems is stressed almost continuously in this class. Post AP topics include an introduction to special and general relativity and to methods for using computers to solve problems in physics, chemistry, biology, and economics.

AP Physics C: Mechanics and Electricity & Magnetism (10-12) - Weighted

The first half of this course mirrors calculus-based, college-level courses in Newtonian mechanics that are taken by undergraduates majoring in physical science or engineering. Students will be able to quantify how objects translate and rotate as a result of the forces and torques that act upon them. The fundamental concepts of energy, linear and angular momentum, and inertia are also used to predict how objects will translate, rotate, collide, oscillate, and/or orbit. The second half of the course builds students' understanding of electric and magnetic fields, and how they are created by charge densities and current densities, respectively. Students also learn how electric power can be generated by changing the magnetic flux through a conductor and how to predict how circuits made of resistors, capacitors, and inductors will behave. This course continues to encompass the AP Physics C curriculum; students can expect to be well-prepared for both the AP Physics C Mechanics and AP Physics C: Electricity & Magnetism exams upon completion. The logic of attacking multi-step problems is stressed almost continuously in this class. Post AP topics include an introduction to special and general relativity and to methods for using computers to solve problems in physics, chemistry, biology, and economics.

Engineering Honors 1, 2, and 3 (10-12) - weighted

This course uses engineering processes to produce three major trimester projects, adding additional complexity with each iteration. In the process of creating, students learn the importance of design decisions upon the final product. The course emphasizes applying knowledge and processes to executing a strategic design that effectively impacts the users experience. Along the way, students gain knowledge of mechanical and electrical systems, and practice creativity and innovation. Additionally, students further develop teamwork, critical analysis, and effective communication. The course should leave students feeling empowered to engage in synthesizing products and an appreciation for the science and engineering involved in producing new works.

Social Studies Courses and Prerequisites

Course	Prerequisite
Global History 1	None
Global History 2	None
Global History 2 Honors	A- or higher in Global History 1
United States History	None
United States History Honors	A- or higher in Global History 2 OR B+ or higher in Global History 2 Honors
Ethnic Studies Honors	A- or higher in Global History 2 OR B+ or higher in Global History 2 Honors
AP United States History	A or higher in Global History 2 OR A- or higher in Global History 2 Honors
AP Art History	A or higher in Global History 1 OR A or higher in Global History 2 OR A- or higher in Global History 2 Honors OR A- or higher in United States History OR B+ or higher in United States History Honors OR B or higher in AP United States History
AP Economics	Co-enrollment in Pre-Calculus or higher AND one of: A or higher in Global History 2 OR A- or higher in Global History 2 Honors OR A or higher in United States History OR B+ or higher in United States History Honors OR B or higher in AP United States History
AP Government and Politics	A- or higher in United States History OR B+ or higher in United States History Honors OR B or higher in AP United States History
AP African American Studies	A or higher in Global History 1 OR A or higher in Global History 2 OR A- or higher in Global History 2 Honors OR A- or higher in United States History OR B+ or higher in United States History Honors OR B or higher in AP United States History
AP Psychology	A- or higher in United States History OR B+ or higher in United States History Honors OR B or higher in AP United States History
Social Justice	None

Social Studies Course Descriptions

Global History I (9)

This course explores the history of major civilizations from approximately 500 BCE to 1500 CE in a chronological, thematic approach. We will explore the social, political, economic, cultural, ideological, environmental, and scientific aspects of societies, as well as how societies interact with one another and have changed over time. Students will have opportunities to connect what they are learning to our modern world and will develop important historical thinking skills, such as critical thinking, reading comprehension, research, writing, and evaluation.

Global History 2 (10)

This course offers a combined chronological and topical view of modern world history from approximately 1500 CE to the twenty-first century. Students will examine this history from multiple perspectives, in order to understand the interactions and connections between continents and cultures. Over the course of the year, students will develop their analytical, interpretive, and critical thinking skills. The course includes lectures, discussions, group projects, and oral presentations. Students will also refine their academic writing and research techniques.

Global History 2 Honors (10) - weighted

Students cultivate their understanding of world history from c. 1500 CE as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students will analyze historical sources, learn to make connections between the past and the present, and develop historical thinking skills, such as corroboration, evaluation of sources, critical thinking, research, and writing.

United States History (11-12)

This United States History course is based on the study of historical themes and how they relate to the lives of students. The focus of the course is to take a generational approach to studying history, and to look for common experiences of past events and how they relate to current American society. The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with events that shape present-day America. The arts, literature, and music are also used to enrich the student's understanding of American culture and history. In order for students to personalize and focus more intensely on particular aspects of their studies, each student is required to do individual projects and participate in group studies and presentations. Most importantly, this class works on developing critical reading, critical thinking, and critical writing skills. The students are required to do one research paper each trimester that focuses on historical analysis and research skills. Students will be taking this journey through American History by using a modified thematic approach. The course begins with a focus on the student's lifetime by using examples that they have experienced and then focuses primarily on the twentieth century. Four basic themes (economics, social movements, war and conflict, and technology) guide us through the course. We start by studying the student's lifetime to determine how these themes have shaped their behavior and ideology. The remainder of the course focuses on these themes while broadening the scope of American history through units that vary from the American Dream to war and conflict. Twentieth century content emphasizes the role of nationalism, industrialism, and imperialism on American society.

United States History Honors (11) – Weighted

United States History Honors emphasizes critical reading (via numerous primary reading sources); college level writing (through frequent, polished short essays and written projects); and high-level, democratic dialogue in class from a thematic viewpoint. Students come to understand modern American history (late 19th-present) through a variety of readings, songs, video-clips, and films. They are challenged to hone their historical skills through demanding comprehensive examinations and a disparate array of projects. The course goal is that, by the end of the year, students will be able to understand how we have reached this particular place in our history along a variety of different axes.

Ethnic Studies Honors (11-12) - weighted

Ethnic Studies Honors is a year-long Social Studies course that satisfies the U.S. History requirement. The course examines the narratives, contributions, struggles, and resistance of historically marginalized communities within the framework of United States history. In particular, students will explore how race, ethnicity, nationality, religion, and culture have shaped—and continue to inform—communities and society in both historical and contemporary context. Ethnic Studies Honors uses three primary themes—History and Movement, Systems of Power, and Social Movements and Equity—as a framework for: cultivating students’ recognition of oppression; fostering greater inclusivity; furthering self-understanding and a better understanding of others; recognizing intersectionality; supporting community, and; encouraging student agency and activism in the pursuits of social responsibility, justice, and equity. Ethnic Studies Honors prepares students to participate in concurrent or subsequent Social Studies and English courses with a solid understanding of historical trends and critical thinking. This course develops academic skills in reading comprehension, document analysis, and historical writing. Finally, Ethnic Studies Honors gives students a broad opportunity to engage with and understand the perspectives that shape the richness and complexity of the United States, as well as our own city; the goal is to equip students with the tools to succeed in a society made up of interrelated communities.

AP United States History (11-12) - Weighted

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and weigh the evidence and interpretations presented in the historical scholarship (or historiography). An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP African-American Studies (11-12) - Weighted

AP African-American Studies is a rigorous, ground-breaking course dedicated to a close examination of the African-American experience. With respect to content overview, AP African-American Studies begins in Ancient Africa, moves through the Middle Passage into U.S. bondage, Reconstruction and Jim Crow America, and through the Modern Civil Rights Movements. It also pays substantial attention to Black communities in other parts of the Americas (i.e. Brazil and the Caribbean) as well as Native American / African American interactions. The approach is multi-textured, AP African-American Studies using primary sources, paintings, photographs, music, film, podcasts, graded discussion and more. Finally, the College Board requires that students of the AP African-American course submit a research paper on a relevant topic of their choice at year’s end.

AP Art History (10-12) - Weighted

This course is a chronological survey of world art from the Paleolithic to the postmodern. You will study 250 western and non-western art works in their original context in order to understand their purpose in the society that produced them and their general significance to the human story. The course will also explore the human story through the lens that art provides into issues of diversity, equity, inclusion, and belonging, providing exemplars of anti-biased and anti-racist thinking. Key works and historical documents will allow artists of the past and their patrons to speak to you, providing unique insights into the creative process. Visual analysis is also an integral part of the course; you will learn and practice perceiving – not just seeing – through viewing, researching and discussing the art works. There will also be opportunities to visit local and online museums, view films, read literature on art, and produce art work.

AP Economics (11-12) - Weighted

This introductory college-level course includes the study of macroeconomics and microeconomics. Students will master fundamental ideas of economics through the investigation of the principles of economics, supply and demand, economic systems, fiscal and monetary policies, the financial sector, international trade and finance, firms and market structure, and factor markets. Students will apply economic concepts to real-world situations and will develop skills in economic analysis. Students will also analyze the role of economics in perpetuating or disrupting race, gender, and socio-economic power dynamics. Following the course, students will be prepared to take both the Macroeconomics and Microeconomics AP Exams.

AP Government and Politics (12) - Weighted

AP US Government & Politics is designed to cover the material students might expect in an introductory college course. The course begins by looking at the culture and machinery that have grown up around American politics: our expectations, media, and intuitions

regarding politics. The heart of the course is gaining an understanding into the powers and nature of our institutions--Congress, the Presidency, the Bureaucracy, and the Judiciary. Finally, the course looks at different sorts of policy and American civil liberties and civil rights. Students are expected to take (and be fully prepared to take) the AP US Government & Politics exam in May. Through conversations, current events, film clips, lecture, and articles we attempt to gain fluency with the vocabulary and tensions of governance in the United States.

AP Psychology (12) - Weighted

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also explore ethics and methods psychologists use in their science and practice.

Social Justice (11-12)

This survey course explores justice issues throughout the world with the goal of understanding and critically evaluating causes and solutions for suffering. Topics will range from the AIDS pandemic in Africa to homelessness in San Diego. In order to acquire a deeper understanding of complex social issues, students will be required to develop independent projects, read from a variety of novels and journals, research different models for activism, and participate in classroom and community forums. Students will be encouraged to take an active role in promoting change within the school community and beyond.

Class, Race, and Gender in the United States (9-12) [Trimester Course Sequence]

Class, Race, and Gender in the United States is a trimester sequence that explores important facets of identity in today's America. Each trimester has a different emphasis. The first trimester explores the nature of identity, and lays out a foundation for defense of this work. Then it moves on into an exploration of the socio-economic realities faced by Americans. The second trimester explores race and ethnicity in the United States, and particularly what it means and has meant to be African-American, Latinx, Asian-American and (inasmuch as they are often treated like races) Muslim & Jewish. The third trimester explores sex and gender. This course grounds the present in historical circumstances, but it is most concerned with our world, now. We reach understanding through book chapters, television episodes, documentary and fictional film, court cases, articles, discussion and speakers. Each trimester can be taken independently; when all three are taken together they constitute a yearlong Social studies elective.

T1: Socio-Economics in the United States

T2: Race in the United States

T3: Sex and Gender in the United States

Performing Arts Courses and Prerequisites

Music

Course	Prerequisite
Classical Guitar Ensemble I	Basic ability to play guitar
Classical Guitar Ensemble 2, 3, and 4	Passing prior Classical Guitar Ensemble course
Classical Guitar Ensemble Honors I	Departmental approval – audition required
Classical Guitar Ensemble Honors 2, 3, and 4	Passing prior Classical Guitar Ensemble Honors course
Contemporary Guitar Ensemble I	Basic ability to play basic guitar
Contemporary Guitar Ensemble 2, 3, and 4	Passing prior Contemporary Guitar Ensemble course
Pep Band I	Passing Contemporary Guitar Ensemble I OR Departmental Approval

Pep Band 2, 3, and 4	Passing prior Pep Band course
Instrumental Ensemble I	Basic ability to play a woodwind, brass, or percussion instrument
Instrumental Ensemble 2, 3, and 4	Passing prior Instrumental Ensemble course
Instrumental Ensemble Honors I	Departmental approval — audition required
Instrumental Ensemble Honors 2, 3, and 4	Passing prior Instrumental Ensemble Honors course
String Ensemble I	Basic ability to play strings instrument
String Ensemble 2, 3, and 4	Passing prior String Ensemble course
Lancer Orchestra Honors I	Departmental approval — audition required
Lancer Orchestra Honors 2, 3, and 4	Passing prior Lancer Orchestra Honors course
Percussion Ensemble I	Basic ability to play percussion instruments
Percussion Ensemble 2, 3, and 4	Passing prior Percussion Ensemble course
Vocal Ensemble I	Basic ability to sing
Vocal Ensemble 2, 3, and 4	Passing prior Chorus course
Piano I	Basic ability to play piano
Piano 2, 3, and 4	Passing prior Piano course
AP Music Theory	Ability to read and write musical notation and basic voice or instrument performance skills - Departmental Approval Required.

Theatre and Dance

Course	Prerequisite
Theater I	None
Theater 2, 3, and 4	Passing Prior Theater Course
Theater Honors 2, 3, and 4	B+ or higher Prior Theater Course
Dance I	None
Dance 2, 3, and 4	Passing Previous Dance Course
Dance Honors I	Departmental Approval — audition required
Dance Honors 2, 3, and 4	Passing Prior Dance or Dance Honors Course

Music Course Descriptions

Classical Guitar Ensemble 1, 2, 3, and 4 (9-12)

This full year UC Credit course requires experience in the basics of the guitar along with the ability to read standard notation in first position. Areas of instruction will include the study of classical guitar through ensemble literature. These will be offered from Renaissance, Baroque, Classical and Modern eras. Specific areas of instruction will include but not be limited to, apoyando (rest strokes), tirando (free strokes), dynamic markings, complex rhythms and various right and left hand techniques. Students will be provided with the opportunity to develop rehearsal and performance skills in small to large ensemble settings. Guitar Ensemble is a performance course. Class sessions consist of chamber music rehearsals and culminate in various performances throughout the year.

Classical Guitar Ensemble Honors 2, 3, and 4 (9-12) - weighted

This full year UC Credit course requires experience in the basics of the guitar along with the ability to read standard notation in multiple positions on the guitar. Areas of instruction will include the study of classical guitar through ensemble literature. These will be offered from Renaissance, Baroque, Classical and Modern eras. Specific areas of instruction will include but not be limited to, apoyando (rest strokes), tirando (free strokes), dynamic markings, complex rhythms and advanced right and left hand techniques and effects, ornamentation and harmonics. Students will continue to master various note and scale positions on the fretboard. Students will be provided with the opportunity to develop rehearsal and performance skills in small to large ensemble settings. Guitar Ensemble is a performance course. Class sessions consist of chamber music rehearsals and culminate in various performances throughout the year.

Contemporary Guitar Ensemble 1, 2, 3, and 4 (9-12)

This full-year course requires experience in the basics of sight-reading and guitar technique. Specific areas of instruction will include: sight-reading tablature, scales, chord theory, soloing, and basic blues forms. Most of the repertoire consists of arrangements in four and five part harmony (Lead, Soprano, Alto, Tenor, Bass). Each part can have multiple players performing single line melodies. Other times, we learn songs where the entire class plays chords and leads more like the original band's arrangement. The repertoire is wide-ranging: modern and classic rock, jazz, blues, and classical pieces performed in a rock style. Virtual performances will be created throughout the year and shared with the Parker community.

Pep Band 1, 2, 3, and 4 (9-12)

The demands of this full-year ensemble are greater than that of a beginning class and it requires a higher level of musicianship with regards to ensemble playing and improvisation. There are numerous accompanied solo opportunities based on playing ability and the overall performance level of the ensemble. This class is designed to challenge the individual abilities and the overall performance level of the ensemble. This ensemble performs at home football, basketball, volleyball games and various events throughout the year. Please note that this course does not yet satisfy the UC Fine Arts requirement.

Instrumental Ensemble 1, 2, 3, and 4 (9-12)

The goal of the Parker Band program is to inspire independent musicians who are technically skilled, artistically literate, and have a deep understanding of the connection between music and humanity. This full-year course is open to all Upper School students who have some prior training on a woodwind, brass, or percussion instrument. This course builds on the fundamentals of instrumental technique and music literacy that were introduced in the Middle School Band program. Students will progress through a range of advancing technical material as it is introduced in the concert repertoire and in technical method books as needed. Students will continue to build their knowledge of more advanced music theory, notation and rhythm. With a greater degree of independence, students will become confident interacting with and responding to music orally and in writing, and will continue to explore and understand the global, cultural importance of music. Students will be introduced to composers of a wide variety of backgrounds, including those from underrepresented groups. Students will gain experience composing and arranging larger sections of music, and will continue to explore artistic collaboration.

Instrumental Ensemble Honors 1, 2, 3, and 4 (9-12) - Weighted

Instrumental Ensemble Honors is a performing ensemble that studies level 3+ wind ensemble literature. It meets during Instrumental Ensemble but includes a final project at the end of the year for an Honors distinction. The course requires an audition. This full-year course leads the way to advanced musical performance of large instrumental groups of woodwind, brass, and percussion instruments.

The ensemble plays music written for concert band and jazz ensemble. The levels of difficulty of the music are 3, 4, and 5 based on the national standard of 1-6. Each rehearsal begins with long tone exercises to develop and improve each student's sound. Scales, scale patterns, the chromatic scale, chord exercises, and tuning exercises are also part of each rehearsal. Each student tunes individually and with the band. The remainder of the time is spent on rehearsing music written for high school level (Calif. Dept. of Education Music Content Standards Grades 9-12, 2.4). Along with learning their individual parts, students will learn about musical composition, musical expression, creativity, ensemble playing, intonation, and preparing for a performance. At times, small chamber music groups and jazz combos will be formed from the members of the ensemble. The ensemble performs at Parker and at an out of town music festival.

String Ensemble 1, 2, 3, and 4 (9-12)

This course is open to all string students who play the violin, viola, cello or bass. Students should show a strong interest in performance and possess a commitment to daily home practice. Private lessons are not required but strongly recommended. All string ensembles will refine musical and technical skills, explore a variety of musical genres, and deepen understanding of music within culture through the study and performance of selected repertoire.

Lancer Orchestra Honors 1, 2, 3, and 4 (9-12) - Weighted

This full-year course is open to experienced string players who seek to refine musical and technical skills, explore a variety of musical genres, and deepen their understanding of music within culture. The studied repertoire consists of collegiate and professional chamber and string ensemble works. Students should demonstrate a strong interest in performance and possess a commitment to daily home practice.

Percussion Ensemble 1, 2, 3, and 4 (9-12)

In this course students will perform authentic percussion music from a variety of cultures and traditions. Students will develop skills in rhythm, timing, technique, and reading music notation, and leverage those skills to prepare for at least two performances. The rehearsal process will require students to critique, assess, practice, and engage in the three-part feedback model. Students will also research, describe, and summarize the cultural contexts, both historical and contemporary, of various percussion traditions.

Vocal Ensemble 1, 2, 3, and 4 (9-12)

Vocal Ensemble provides students with the experience of singing in a group and performing fun arrangements consisting of 3, 4, and 5 part harmony. There will be some instruction in basic music theory as well as ear training through interval recognition. The repertoire ranges from contemporary and classic pop/rock songs, to occasional excursions into more traditional styles such as: Broadway, jazz, and classical. The repertoire will include instrumental accompaniment and a cappella arrangements. Students that play instruments are encouraged to provide some of the accompaniment. Performances include: US Music Concerts, Lunch-Time Concerts, The Holiday Program, and Spring Arts Night. They also perform off-campus at Senior Centers, Community Service functions, and the Forum Music Festival.

Piano 1, 2, 3, and 4 (9-12)

Students will learn basic note-reading and performance skills. Classes will work towards learning music in C major and A minor at first. Major and Minor keys will evolve through the Circle of Fifths. Students will develop by focusing on technique, rhythm, dexterity, sight reading, and improvisation. We will build a performance repertoire and work on performance goals. We will have two performances per year. Students will perform in small groups varying from duets to quartets. Summative assessments will focus on the understanding of basic music theory, sight reading, and performing assigned music in the classroom. Students with very little to no experience are encouraged to join this class.

AP Music Theory (10-12) - weighted

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn

basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

Theatre and Dance Course Descriptions

Theater 1, 2, 3, and 4 (9-12)

This course is designed to promote the development of each student's imagination, problem-solving ability, empathy, and communication/collaboration skills. Upper school theater students will build on the skills and knowledge learned in past years and will continue to explore multiple methods of creating theater while learning advanced theater terminology and practices. The year is split up into five units of study: scene study, improvisational theater, physical theater, monologue interpretation, and production of a one-act play. Students begin the year by reading, analyzing, and staging scenes from a renowned play. They then go on to learn how to create character objectives and characteristics by delving deeply into how to use the voice and body using traditional and modern methods. Students also learn how to select, prepare, and perform monologues for academic and professional auditions. Finally, students will take on various roles in the production process to rehearse, design, direct and act in short one-act plays, enabling students to understand the process of mounting a production from start to finish.

Theatre Honors 2, 3, and 4 (10-12) - weighted

This is an advanced acting class that will build off of the knowledge learned in Theatre I. Honors students will continue to explore multiple methods of creating theater while delving more deeply into researching and understanding theatrical practices and practitioners. The year-long course is split up into five units of study: scene study, improvisational theater, devised theater, monologue interpretation, and production of a one-act play. Students begin the year by reading, analyzing, and staging scenes from a renowned play. They then go on to learn how to create character objectives and characteristics by delving deeply into how to use the voice and body using traditional and modern methods. Students will then learn how to devise original pieces of theater as an ensemble where all aspects of the creative process bare equal weight. Students also learn how to select, prepare, and perform monologues for academic and professional auditions. Finally, students will take on various roles in the production process to rehearse, design, and act in short one-act plays. Honors students will study directing and make choices about scripts, script analysis, casting, focus of scenes, and the mood, rhythm, pace and main ideas of a production.

Dance 1, 2, 3, 4 (9-12)

This full-year course is designed for students who have minimal to intermediate dance experience and are striving to reach an advanced level. Students will spend class time working on techniques from various dance styles, along with learning about choreographic and compositional concepts. They will perform group dances created by the instructor as well as work with their peers on creating original works. They will also learn the basics of video editing by creating a continuity dance film. There are two annual performances on campus, as well as the opportunity to apply to attend two dance festivals off-campus. Students may take this class for Arts (UC approved) or PE credit.

Dance Honors 1, 2, 3, 4 (9-12) - weighted

This full-year course is designed for students who have intermediate to advanced dance experience and are striving to reach a collegiate level. Students will spend class time working on techniques from various dance styles, along with learning about choreographic concepts. They will perform group dances created by the instructor as well as work with their peers on creating original works. They will also design and teach a movement class for their peers, using best pedagogical practices. There are two annual performances on campus, as well as the opportunity to apply to attend two dance festivals off-campus. Students may take this class for Arts or PE credit.

Visual Arts Courses and Prerequisites

Course	Prerequisite
2-D Art and Design I	None
2-D Art and Design 2, 3, and 4	Passing Prior 2-D Art and Design Course
2-D Digital Art and Design I	None
2-D Digital Art and Design 2, 3, and 4	Passing Prior 2-D Digital Art and Design Course
AP Studio Art: Drawing and 2-D Design	Portfolio and Departmental Approval
3-D Art and Design I - Ceramics, Sculpture or Wood	None
3-D Art and Design 2, 3, and 4 - Ceramics, Sculpture or Wood	Passing Prior 3-D Art and Design Course
Photography I	None

Photography 2	Passing Photography I
AP Studio Art: Photography	Portfolio and Departmental Approval
Motion Media I	None
Motion Media 2, 3, and 4	Passing Prior Motion Media Course
Yearbook I	None
Yearbook 2, 3, and 4	Passing Prior Yearbook Course
Journalism (Scribe) I	None
Journalism (Scribe) 2, 3, and 4	Passing Prior Journalism (Scribe) Course
Creative Writing I	None
Creative Writing 2, 3, and 4	Passing Prior Creative Writing Course

Visual Arts Course Descriptions

To maximize the experience for our artists, we are placing our younger students who are continuing in the program from middle school into courses before we are placing a senior who has not yet taken a particular course.

2-D Art and Design 1, 2, 3, and 4 (9-12)

This 2-D Art course is designed to introduce students to drawing, painting, and design through the exploration of art materials, creation of artwork, and the presentation critique process. Students will learn the proper, safe, and productive way to function in the 2D art studio. The instruction will guide students through a series of projects that provide an intro level understanding of the following 2D art materials: graphite, charcoal, pen & marker, ink, watercolor, acrylic, oil, collage, and mixed-media. Students will learn to use the Elements of Design (line, shape, color, texture, value) to compose artwork that carefully considers the Principles of Design (Contrast, Emphasis, Unity & Variety, Balance (Symmetry vs Asymmetry), Repetition & Pattern, Direction, Movement, Figure vs Ground, Proportion and Scale. The course identifies three major styles in art making: representation, abstraction, and non-objective imagery. Students will focus on four major components that contribute to a successful work of art: Composition, Creativity, Concept, and Craftsmanship/Skill. Students are encouraged to investigate art from various cultural and historical contexts. The students will work toward developing their own unique visual language, a language they feel confident expressing their ideas with. The course demands artwork that is a reflection of the individual, as well as who we are as a people. The pursuit of ideas and creative thinking will be continually challenged, in conjunction with the expansion of sound technical skills.

2-D Digital Art and Design 1, 2, 3, and 4 (9-12)

This foundational level 2-D Art course is an introduction to digital illustration and image manipulation. Students will learn how to use the computer as a medium to create artwork and communicate design objectives using industry-appropriate Adobe software (Photoshop and Illustrator). The course will guide students through a series of projects that provide an introductory level understanding of digital photo editing, illustrating with vector graphics, digital painting, and preparing digital files for print. Students will have the opportunity to fuse traditional drawing skills with digital technology, encouraging them to experiment with mixed media. Students will work toward developing a digital portfolio, in their own unique style, that focuses on Creativity, Concept, and Craftsmanship/Skill.

3-D Art and Design 1, 2, 3, and 4 - Ceramics (9-12)

This course explores technical and conceptual three-dimensional art skills through manipulation of clay, the ceramic process, and mixed media as appropriate. The course guides students through research, planning, production and critique. Although technical skills of students might be limited, the range of work they can choose to explore is intentionally as broad as possible, student driven, and process based. Three-dimensional art issues, both historical and contemporary, are investigated with the support of visual and

written research. Students will investigate art from various cultural, social and historical backgrounds and be introduced to the contemporary world of 3-D art. They will also expand their individual, technical and artistic abilities and interests. As the course progresses, students continue to explore the medium and choose content and form that best fits their vision and requirements. The elements of art, principles of design, issues of intention, representation, bas relief, installation, and conceptual art are explored specific to each student and project.

3-D Art and Design 1, 2, 3, and 4 - Sculpture (9-12)

3D Design Sculpture I is an analog hands-on studio course exploring three-dimensional design problems, intended for the beginning sculpture student who aspires to investigate formal issues of mass, volume, and shape in metal, paper, wood, wax and bronze. This is a year-long class designed to develop a knowledgeable understanding of three-dimensional sculptural processes, materials and concepts, such as carving, welding, modeling, mold-making and casting. The class endeavors to facilitate within every student proficiency in the thoughtful application and creative potential of the language and processes of three-dimensional design and sculpture as a means of organizing space and defining a point of view. Through observation and discussion, example and process, research and writing, students will advance their humanities-based approach to making three dimensional forms. The first trimester will focus on the foundations of three-dimensional design. The second trimester will emphasize metal sculpting, using MIG welders and oxygen-acetylene torches. The final trimester will concentrate on bronze foundry, from mold-making to the lost wax process, and finally pouring molten bronze to make a cast sculpture.

3-D Art and Design 1, 2, 3, and 4 – Wood (9-12)

The goal of this course is to provide students with the skills and knowledge needed to correctly perform woodworking operations using hand and power woodworking equipment. Instructional emphasis is placed on the safe and proper operation of equipment found in this industrial area. Students will be introduced to the care of woodworking equipment, selection of materials, understanding woodworking processes, and the importance of design. Simple introductory projects will lead to more challenging endeavors which might include simple furniture construction. The curriculum is student centered, and is designed to meet the individual needs of each student in relation to the complexity of the projects they choose to construct.

Motion Media 1, 2, 3, and 4 (9-12)

Motion Media is an exploration of filmmaking that focuses on the art in the largest sense encompassing all sorts of visual storytelling through the moving image including, but not limited to, narrative drama. This is a year-long course that will be organized by trimesters. The first trimester will focus on fun and meaningful activities that will get everyone in the class up to speed on the essentials of visual storytelling, including how to get the most of digital devices at hand, how to edit in Adobe Premiere and how to share your final clips. During this first semester each student will also undertake a study of a chosen film director, culminating in a presentation on your distinct auteur. The second trimester will focus on lighting and camera set ups in studio and location within the scope of genre study. In this second trimester you will expand not only your technical expertise but also your understanding of film genre and conventions including what distinguishes dark comedy from parody from satire, a space opera from cyberpunk and so forth along through examining examples and replicating the look of various films in guided exercises. The third trimester will be devoted to creating short films in teams. Students will take on real world roles such as writer, director, producer, production, designer and editor as they complete their assignments this final semester.

Photography I (9-12)

This course provides a thorough introduction to the technical and aesthetic aspects of photography. Black and white photography is the primer for visual communication including cinema, television, graphic design and digital photography. By emphasizing the black and white silver gelatin film medium, the basics of graphic visual communication are brought to the fore, including shape, line, tonal values, shadow and light. Students learn to fill the frame with the elements that best communicate. Fundamentals such as exposure and lighting as well as lenses and perspective are covered. Additionally, photographic history and the basics of visual culture are introduced. Some work is done digitally. Students need a 35mm film single-lens reflex camera. The emphasis is on the technical aspects of photography, including camera operation, lighting, darkroom and studio.

Photography 2 (9-12)

Photography II focuses on the use of the photographic medium as a means of personal expression and communication. Students will further develop proficiency in the lexicon, equipment and techniques involved in the art of Photography. This will require the use of a

35mm single-lens reflex camera, an introduction to a 35mm digital single-lens reflex camera, and later a medium format camera that can be operated manually. Students will expand their understanding of the camera (analog and digital) and how it can be used as a creative tool. Students will have extensive opportunity to work with basic darkroom and studio lighting processes and techniques, as well as gaining competence in digital imaging manipulations and other alternative photography-based methods. Through observation and discussion, example and process, research and writing, students will advance their humanities-based approach to “seeing” and making photographs. Students will continue learning to recognize and craft reflective composition and understand how time, light and framing are essential to creating dynamic and thought-provoking photographs.

AP Studio Art - 2-D (11-12) - Weighted

This is a year-long advanced level course that enables committed art students to create a portfolio of 2D artwork that explores Drawing or 2D Design. During the course students develop a theoretical and practical understanding of the Visual Arts through studio practice and research. A focused approach to content and the use of appropriate media and techniques will compliment each student’s individual artwork. Students are encouraged to investigate Art from various cultural, social and historical backgrounds, and to be aware of the Arts in the contemporary world. The pursuit of ideas and creative thinking will be continually enhanced, in conjunction with the expansion of sound technical skills. Students select media and subject matter that best communicate their ideas and strengths. A portfolio that focuses on either Drawing or 2D Design, consisting of three sections (Quality, Concentration and Breadth), is prepared and submitted for evaluation by the AP College Board at the end of the academic year.

AP Studio Art - Photography (11-12) - Weighted

In this year-long advanced course, students with demonstrated basic technical and aesthetic skills in camera work, darkroom, and digital photography, move to a higher aesthetic and analytic level within the structure of the AP Studio Art framework. Students will develop a formal presentation of their work for professional evaluation in the form of an online portfolio and attendant written support. Demonstrated skills will include the darkroom/camera system, studio lighting, digital cameras electronic image editing, and theoretical analysis. The AP 2-D portfolio contains three sections: Quality, Concentration, and Breadth. All students are required to complete a portfolio and submit it to the AP by the deadline in May.

Special Projects in Visual Arts (11-12)

Does not fulfill Arts graduation requirement

This course is for students who would like to work on an advanced project. It is graded on a Credit / Non-Credit basis. Options include 2D Art, 3D Art, Motion Media, and Photography. Please note that this course does not yet satisfy the UC Fine Arts requirement.

AP Art History (10-12) - Weighted

This course is a chronological survey of world art from the Paleolithic to the postmodern. You will study 250 western and non-western art works in their original context in order to understand their purpose in the society that produced them and their general significance to the human story. The course will also explore the human story through the lens that art provides into issues of diversity, equity, inclusion, and belonging, providing exemplars of anti-biased and anti-racist thinking. Key works and historical documents will allow artists of the past and their patrons to speak to you, providing unique insights into the creative process. Visual analysis is also an integral part of the course; you will learn and practice perceiving – not just seeing – through viewing, researching and discussing the art works. There will also be opportunities to visit local and online museums, view films, read literature on art, and produce art work.

Journalism (Scribe) 1, 2, 3, and 4 (9-12)

In this year-long course, students will learn what it takes to be a beginning-advanced journalist. They will become proficient in interviewing, photography (optional), writing and designing for print publication. Students will complete at least four articles and various assignments for The Scribe. Please note that this course does not yet satisfy the UC Fine Arts requirement.

Creative Writing 1, 2, 3, and 4 (9-12)

Does not fulfill English graduation requirement

In this full-year workshop students will write a good deal of fiction, poetry, and drama, and critique that of their peers. Reading in each of the genres will provide a guide for student work, but will be far less extensive than in a traditional English course. The

emphasis will remain always on the students' own work and revision, culminating in public readings and submission to various literary magazines and contests. Please note that this course does not yet satisfy the UC Fine Arts requirement.

Yearbook 1, 2, 3, and 4 (9-12)

This class is devoted to making the Francis Parker School Yearbook. It is, impressively, a student-run operation that results in a 300-plus page book, often the recipient of multiple awards. This class is overwhelmingly structured by deadlines to the printing press, rather than any academic calendar. As such, students work on the book outside of class time, in as much as the deadlines call for it. Fall and winter are characterized by bursts of activity and movement, culminating in the final submission in early spring. After that, the class winds down, catches a breath, and starts planning for the next year. Although every student must diligently manage their independent responsibilities, Upper School Yearbook is essentially a collaborative process. Working with others is central to the experience. Students create all content (photography and copy) and have their work edited by their group leaders and senior editors. Students then design this content into each page, meaning, students decide how the type and images are arranged on each layout. The entire book is made in Adobe InDesign, the standard worldwide for professional desktop publishing. This class breeds an active, high energy atmosphere, fueled by students who are engaged with the life of the school, and driven to recreate that in a well-designed book. Please note that this course does not yet satisfy the UC Fine Arts requirement.

Physical Education / Athletics Courses

Courses During the School Day	Courses After School
Dance	Independent PE
Dance Honors	Next Level Lancer Performance Training: Athletics
Yoga	Strength & Conditioning: Physical Education
	Student Athletic Training
	Varsity / JV Athletics / Novice and Parker Club Teams

Physical Education / Athletics Course Descriptions

Dance (9-12)

The commitment for this course is during the school day

Enroll in Dance for PE credit instead of Arts credit. Note that this is a full-year commitment. The commitment for this course is during the school day. Refer to the course descriptions under Dance/Performing Arts.

Independent PE (9-12) - One trimester

The commitment for this course is after the school day

Physical activity, exercise, and wellness are essential to the Francis Parker School experience. Independent Physical Education (IPE) provides students with an opportunity to receive credit outside the Parker Physical Education course offerings. An IPE requires personal accountability and maturity. Students in IPE will be responsible for fulfilling the requirements of the IPE Contract, which includes completion of all workout logs and the submission of all reports. Students enrolled in IPE are expected to complete four hours a week of an independent physical activity for the trimester. IPE will count for two credits per trimester. The goal is for each student to develop an appreciation for an active lifestyle, good character, and a positive self-image. Students may earn Independent PE credit in each trimester of the school year.

Strength and Conditioning: Physical Education (9-12) - One trimester

The commitment for this course is after the school day

This class will provide an opportunity for the development of strength and conditioning for various sports and fitness related activities. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Proper technique, safety precautions and proper application of the principles of training will be emphasized.

Next Level Lancer Performance Training: Athletics (9-12) - One trimester

The commitment for this course is after the school day

This class is for students training for a Parker athletic program. This class will provide an opportunity for the development of strength and conditioning for various sports and fitness related activities. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Proper technique, safety precautions and proper application of the principles of training will be emphasized.

Student Athletic Training (10-12) - One trimester

The commitment for this course is after the school day

The purpose of this course is to provide students with education and information related to Athletic Injuries and Conditions. Students will learn skills necessary to assist the Athletic Trainer daily, after school, with emergency care, taping, anatomy, evaluations, treatment and rehabilitation of athletic injuries for all sports. 1 group project per trimester will be assigned. The schedule for this class is similar if not more time than participating in a sport. Students must be available at least 3 times per week after school for evening practices and games. The expectation is that you are available when sports are in session. This may be right after school but most games are held in the evening. You will need to arrange transportation to accommodate game and practice schedules.

- Fall trimester: Begins July 30 with preseason football and ends with fall playoffs. You will need to be available for preseason physicals on the evening of July 30. If you cannot make this commitment in August, please choose another trimester. Time commitment is from 8-6 daily, with lunch break, in Aug and 2-6:30, daily, after school begins. Friday nights you will need to be available until 9-10 p.m. for football games.
- Winter Trimester: Begins with winter sports (different/earlier than trimester end) and ends with winter playoffs. Time commitment is 3-6:30 or potentially 9 p.m. for game nights.
- Spring Trimester: Begins with Spring sports (different/earlier than trimester end) and ends with Spring playoffs. On game nights, you may be working until 9pm.

Looking for motivated, self-driven students that are eager to learn about the body, injuries and a new profession. Should be sociable, willing to try new things, and have a positive attitude. There is a 4-student maximum for this class per trimester and students may only participate if they are not participating in a sport that particular trimester. Due to high demand you can only participate in 2 trimesters per academic year unless approved by the Athletic Department.

Yoga (9-12) - One trimester

The commitment for this course is during the school day

Yoga is geared towards the novice to advanced level practitioner interested in developing a deeper understanding and appreciation for their physical body, mental health, and emotional balance. The focus will be on Asana (body postures), Pranayama (breath), and learning simple anatomy to support the students' understanding of alignment, injury prevention, kinesiology, and wellness.

Other Courses

Life Skills (9)

This required course provides students with the skills and knowledge to develop positive behaviors in the 9th grade and beyond. The importance and the appreciation of healthy behaviors will be developed through both classroom activity and physical activity. Enhancement of self-awareness and the development of a healthy skill set will provide the best opportunity for success as an individual, a family member, and a citizen of the community. CPR certification and standard first-aid are part of the course curriculum. Additional topics include: self-esteem, drug and alcohol education, mindfulness meditation, and sex education.

Student Government I (9-12)

Election, Application or Teacher Approval Required

Student Government is the course required of all members of the Associated Student Body (ASB) organization for the current school year. No student may be a member of ASB without being enrolled in the Student Government course. Student Government seeks to teach leadership through service to the Parker community. Members of ASB are ambassadors of the School. ASB seeks to enhance the student experience through events that build community and spirit on campus. ASB also works with Parker Faculty and Staff to forge positive, professional relationships and hone collaboration and leadership skills. Students who choose to join ASB are committing not only to engage in the class, but also in the pep rallies, Athletics events, and other School activities that ASB supports.

Student Government 2 (10-12)

In this course, students build on their foundations from the previous year and take on more independence.

Student Government 3 (11-12)

In this course, students build on their foundations from the previous year and take on more independence.

Student Government 4 (12)

In this course, students build on their foundations from the previous year and take on more independence.

Course Registration Information

Dear Families,

Welcome to registration season! The Grade Level Deans, Administrators, and College Counselors are excited to help their students look ahead to the upcoming school year. There are a few changes in the overall timeline and process. Please take a moment to read the information below.

Sincerely,

Carrie Dilmore

Assistant Head of Upper School

Registration Timeline

- January: The new Curriculum Guide is released
- January-March—Grade-Level Deans and College Counselors register students for courses for the upcoming school year
- April 1—All students registered in the system

Schedule Development

- Initial schedules created in April-May
 - Appeal Committee meets in April to discuss appeals
- JK-12 Schedules released in early July
- Should students want to request a schedule change, they will be able to do so using a Google Form.

Note: All current Francis Parker School Grade 8 students will be placed into all academic courses by their current teachers. The only choice the students will need to make is what to do with the one period open to taking an elective or using the block as a study hall. Students entering Francis Parker School in Grade 9 will meet with the Grade 9 Dean to receive information on course registration.

Course Placement Criteria—Grades 9-11 Only

Each fall, Department Chairs work with their department members to recommend course placement criteria for approval by the Head of Upper School. Families receive the course placement criteria for the upcoming school year in January.

Important information:

- Course eligibility for the upcoming school year will be determined by the average of Trimester 1 and 2 grades. Students who are below the prerequisite of a course for which they wish to register may submit an appeal in mid-April provided that they are within one-third of the required letter grade of the requirement.
- To maintain placement eligibility, it is expected that students maintain their academic performance during Trimester 3. If a student's Trimester 3 grade is 10 percentage points below the prerequisite of the course, placement may be adjusted.
- A student's placement will also be reviewed in the case that their Trimester 3 grade is 10 percentage points above the prerequisite of the course. For courses in which eligibility is an A-, A or A+, the student will need to earn an A+ in Trimester 3 for placement to be reviewed.
- Course eligibility criteria are departmentally, and sometimes course specific. Please see the proper page of this Curriculum Guide for more information.

- The average of the grade percentages will be rounded up for eligibility determination (i.e. 93.5% becomes 94%).

Course Placement Appeals (based on the average of Trimester 1 and 2 grade percentages) Grades 9-11 Only

Students have the opportunity to appeal their course placement for individual courses if the average of their two trimester grade percentages falls within the appeals range.

- If an A+ is required, appeals range is A
- If an A is required, appeals range is an A-
- If an A- is required, appeals range is a B+
- If a B+ is required, appeals range is a B
- If a B is required, appeals range is a B-, and so on.

For example, if a student receives a 94% Trimester 1, 90% Trimester 2, that student has an average grade percentage of 92% (A-). If the course requirement is an A, the student falls into the appeals range.

The Appeals Process—Grades 9-11 Only

Should a student be in the appeals range for an upper-level course and want to take the upper-level course, the following steps should be taken by the student:

- An email will come out from the Appeals Committee in mid-April with the official appeals Google Form. The questions can be found at the bottom of this section.
- Students are encouraged to estimate their average grades early in Trimester 2 so that they can set goals for a strong academic performance. Once Trimester 2 is completed, students can determine if they might be in a position that requires an appeal for a desired course or courses.
- Students who are in the appeals range may complete an application to appeal into a class. Families are welcome to help with the application. **All applications are due on or before April 22. It is important to turn the application in on time.** Appeals turned in after the fact cannot be considered until the next round of schedule changes because the schedule is being finalized immediately following the Appeals Committee meetings.
- If a student is in the appeals range for a course, but does not wish to take the course, the student does not need to fill out the appeals form.
- Families may not appeal the Appeal Committee's decision. It is important to share all pertinent information on the application during the appeals process so that the committee can make decisions based on the full story for each student.

Appeals Application Prompts for Students in Grades 9-11 Only

Francis Parker School—Upper School

Basic Information:

- Student Name
- Graduation Year
- Department of course into which you want to appeal
- Course into which you want to appeal enrollment
- Name of current class in the same discipline

Free Response:

- Please explain why you would like to be in the course into which you are appealing.
- Please explain what might have contributed to your not earning a qualifying average grade percentage in your current course in this subject area.
- What other classes are you choosing for next year? Describe how you will manage the workload of this class in relation to the other classes you intend to take.
- In which additional sports and activities do you participate (both inside and outside of Parker)? Include how this class will fit into your overall student life experience for next year.
- Is there any additional information you would like for us to consider in your appeal?

Please remember that families cannot appeal the Appeal Committee's decision. This application should include all pertinent information for the committee to consider.

Departmental Pathway Charts

English

Current Course	Requirement	Next Course
English 9	Passing	English 10
	A or higher	AP Literature and Composition* <i>*Taken as second English</i>
	No prerequisite	Creative Writing* / Journalism (Scribe)* <i>*Taken as second English and may be taken more than one year - Application Approval required for Journalism (Scribe) /</i>
English 10	Passing	English 11
	B+ or higher	English 11 or AP English Language and Composition
	A or higher and departmental approval	AP Literature and Composition
	No prerequisite	Creative Writing* / Journalism (Scribe)* <i>*Taken as second English and may be taken more than one year - Application Approval required for Journalism (Scribe) /</i>
English 11	Passing	English 12
	A- or higher	English 12 or English 12 Honors
	A- or higher and departmental approval	AP Literature and Composition
	No prerequisite	Creative Writing* / Journalism (Scribe)* <i>*Taken as second English and may be taken more than one year - Application Approval required for Journalism (Scribe) /</i>
AP English Language and Composition	Passing	English 12
	B- or higher	English 12 or English 12 Honors
	B+ or higher and departmental approval	AP Literature and Composition
	No prerequisite	Creative Writing* / Journalism (Scribe)* <i>*Taken as second English and may be taken more than one year - Application Approval required for Journalism (Scribe) /</i>

World Languages - French, Mandarin, and Spanish

Current Course	Requirement	Next Course
[World Language] 1	C- or higher	[World Language] 2
[World Language] 2	C- or higher	[World Language] 3
	A or higher	[World Language] 3 or [World Language] 3 Honors
[World Language] 3	C- or higher	[World Language] 4
	A or higher	[World Language] 4 or [World Language] 4 Honors
[World Language] 3 Honors	C- or higher	[World Language] 4
	B+ or higher	[World Language] 4 or [World Language] 4 Honors
[World Language] 4	C- or higher	[World Language] 5
[World Language] 4 Honors	C- or higher	[World Language] 5
	B+ or higher	[World Language] 5 or AP [World Language] Language and Culture
[World Language] 5	C- or higher	[World Language] Literature and Culture 1*
	A or higher	[World Language] Literature and Culture 1* or AP [World Language] Language and Culture
AP [World Language] Language and Culture	C- or higher	[World Language] Literature and Culture 1*
	B+ or higher	[World Language] Literature and Culture 1* or [World Language] Literature and Culture 1 Honors
[World Language] Literature and Culture 1	C- or higher	[World Language] Literature and Culture 2*
	A or higher	[World Language] Literature and Culture 2* or [World Language] Literature and Culture 2 Honors
[World Language] Literature and Culture 1 Honors	C- or higher	[World Language] Literature and Culture 2*
	B+ or higher	[World Language] Literature and Culture 2* or [World Language] Literature and Culture 2 Honors

**Note: The non-honors Literature and Culture 1 and 2 courses are typically only offered in Spanish.*

Mathematics

Current Course	Requirement	Next Course
Algebra I	Passing	Geometry
	A or higher	Geometry or Geometry Honors
Algebra IB	Passing	Geometry
Geometry	Passing	Algebra 2
	A or higher	Algebra 2 or Algebra 2 Honors
Geometry Honors	Passing	Algebra 2
	B or higher	Algebra 2 or Algebra 2 Honors
Algebra 2	C+ or higher	Pre-Calculus
	A	Pre-Calculus or Pre-Calculus Honors
	Passing	Statistics (Grade 12 only)
Algebra 2 Honors	Passing	Pre-Calculus
	B or higher	Pre-Calculus or Pre-Calculus Honors
Pre-Calculus	Passing	Calculus
	B or higher	Calculus or AP Calculus AB
	A+	Calculus, AP Calculus BC
	Passing	Statistics (Grade 12 only)
	A or higher	Statistics or AP Statistics
Pre-Calculus Honors	Passing	Calculus
	C+ or higher	Calculus or AP Calculus AB
	B or higher	Calculus, AP Calculus AB or AP Calculus BC
	Passing	Statistics (Grade 12 only)
	C+ or higher	AP Statistics
AP Calculus AB	Passing	Statistics (Grade 12 only)
	C+ or higher	AP Statistics
	B or higher	AP Calculus BC
AP Calculus BC	Passing	AP Statistics

B or higher

Multivariate Calculus Honors

Science

Current Course	Requirement	Next Course
Biology	Passing	Chemistry
	Passing and Algebra 2 enrolled or completed	Chemistry, AP Physics 1, Physics, Engineering Honors I
	Passing and Pre-Calculus enrolled or completed	Chemistry, AP Physics 2 or lower, Engineering Honors I
	Passing and AP Calculus AB enrolled or completed	Chemistry, AP Physics C: Mechanics or lower, Engineering Honors I
	Passing and AP Calculus BC enrolled or completed	Chemistry, AP Physics C: Mechanics and Elect. & Magn. or lower, Engineering Honors I
	B+ or higher	Engineering Honors I
Chemistry	Passing	Physics, Marine Science, Engineering Honors I
	Passing and Algebra 2 enrolled or completed	AP Physics 1, Marine Science, Engineering Honors I
	Passing and Pre-Calculus enrolled or completed	AP Physics 2 or lower, Marine Science, Engineering Honors I
	Passing and AP Calculus AB enrolled or completed	AP Physics C: Mechanics or lower, Marine Science, Engineering Honors I
	Passing and AP Calculus BC enrolled or completed	AP Physics C: Mech. and Elect. & Magn. or lower, Marine Science, Engineering Honors I
	B+ or higher	AP Chemistry
	B+ or higher and Biology B+ or higher	AP Biology, AP Environmental Science or Physiology Honors
AP Chemistry	B+ or higher	Organic Chemistry Honors

Computer Science

Current Course	Requirement	Next Course
AP Computer Science A	B+ or higher	Advanced Programming I or Advanced Robotics Programming I
Advanced Programming I	B+ or higher	Advanced Programming 2 or Advanced Robotics Programming I
Advanced Robotics Programming I	B+ or higher	Advanced Robotics Programming 2 or Advanced Programming I

Social Studies

Current Course	Requirement	Next Course
Global History I	Passing	Global History 2
	A- or higher	Global History 2 or Global History 2 Honors
	A or higher	AP Art History / AP African American Studies
	Passing	Class, Race, and Gender in the United States
Global History 2	Passing	United States History
	A- or higher	United States History, United States History Honors, or Ethnic Studies Honors
	A or higher	United States History, United States History Honors, Ethnic Studies Honors, AP United States History
	A or higher	AP Art History / AP African American Studies
	A or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Trimester Courses
Global History 2 Honors	Passing	United States History
	B+ or higher	United States History, United States History Honors, or Ethnic Studies Honors
	A- or higher	United States History, United States History Honors, Ethnic Studies Honors, AP United States History
	A- or higher	AP Art History / AP African American Studies
	A- or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Trimester Courses

Social Studies - Continued

Current Course	Requirement	Next Course
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United States History	A- or higher	AP Art History / AP African American Studies / AP Government and Politics / AP Psychology
	A or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Trimester Course
Ethnic Studies Honors	A- or higher	AP Art History / AP African American Studies / AP Government and Politics / AP Psychology
	A or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Trimester Course
United States History Honors	B+ or higher	AP Art History / AP African American Studies / AP Government and Politics / AP Psychology
	B+ or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Trimester Courses
AP United States History	B or higher	AP Art History / AP African American Studies / AP Government and Politics / AP Psychology
	B or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Trimester Course