

**High School**

**Overview of Academic Program**

**2023-24 School Year**

## Table of Contents

Overview of Academic Program	6
Advanced Placement Program Guidelines	6
High School Students Graduation Requirements	6
Dropping and Adding Courses	7
Taking Classes at Another School for Credit Recovery or Advancement	7
High School Course List	8
English	9
Mathematics	11
Social Studies	14
Science	15
World Language	17
Engineering and Computer Science	22
Arts	24
Physical Literacy	29

# Overview of Academic Program

Pilgrim offers a wide range of challenging and college-preparatory courses in the high school. Students craft their own pathways and experiences during their time in high school to align with their passions and goals. As students progress through the grades, more course options become available. Beginning in the spring, high school students have an individual conference with Secondary School administrators to plan their courses for the following year. Please contact us if you have any questions!

## Advanced Placement Program Guidelines

Pilgrim School participates in the Advanced Placement (AP) program offered by the College Board. AP courses offer students the opportunity to study subjects at a college level, and prepare students to take national AP examinations provided by the College Board and administered by Pilgrim each spring.

Students are admitted to individual AP courses based on previous coursework in the discipline and teacher recommendation. Students must meet the following unweighted GPA requirements to take one or more AP courses:

- 4 or more AP courses: 3.75 or above
- 3 AP courses: 3.50 or above
- 2 AP courses: 3.25 or above
- 1 AP course: 3.00 or above

Students who do not meet the minimum GPA eligibility may still be placed into courses by appealing to the Director of Secondary School.

AP examinations generally occur during the first two weeks of May. Students who enroll in AP courses are encouraged to take the AP exam and to do so in good faith. Taking an exam in good faith means that the student agrees to study for the exam, attend preparation sessions offered by the AP teacher, and complete the exam to the best of the student's ability.

## High School Students Graduation Requirements

Pilgrim School's graduation requirements are based on what students need for admission into college. There are meetings throughout a student's high school career where Secondary School Administrators track and update students on their progress in fulfilling requirements.

English	Four years required.
Social Studies	Three years required, including U.S. History. <i>Four years recommended.</i>
Mathematics	Three years required, including through Algebra 2. <i>Four years recommended.</i>

Science	Three years required: two laboratory sciences (one biological science and one physical science), and one other science.
World Language	Three years required of the same language. <i>Four years recommended.</i>
Physical Literacy	Four semesters PL, cheer, or dance or four seasons of athletics. Students who participate in a sport off campus may get credit toward this requirement with the approval of the Director of Athletics and Director of Secondary School.
Fine and Performing Arts	One year required.
Engineering and Computer Science	One year required of either

## Dropping and Adding Courses

For Full-Year courses, the formal add/drop period is the second full week of the first semester. For semester-based courses, the formal add/drop period is the second full week of the semester. After that, students are not permitted to drop courses unless under the recommendation of the teacher and Secondary administration. In order to drop a course, a student must have approval of the instructor as well as approval of the Director of Secondary School. If a student wishes to change an elective course in a new semester, the Director of Secondary School must approve the change.

## Taking Classes at Another School for Credit Recovery or Advancement

High School Students who earn a grade lower than C- in any term or the academic year will be recommended or required to repeat the semester for credit recovery. In consultation with the teacher, the Department Teacher Leader and the Director of Achievement, will review student progress and identify a Pilgrim course or an approved course at another institution for the student to complete as needed.

A student may register and take a class at another school and subsequently transfer the course grades and credits to their Pilgrim School transcript. The student is required to secure approval of the course through completing and submitting the form to the Director of Achievement BEFORE registering for and taking the “outside course.”

Any non-approved course may (at the discretion of the Director of Secondary School) be listed on the student’s transcript, but will not be included in the Pilgrim GPA calculation.

## High School Course List

English	Mathematics	Social Studies	Science
---------	-------------	----------------	---------

<ul style="list-style-type: none"> <li>● Ancient World Literature</li> <li>● Modern World Literature</li> <li>● American Literature*</li> <li>● English Literature*</li> <li>● AP English Language and Composition*</li> <li>● AP English Literature and Composition*</li> <li>● Creative Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Algebra 1</li> <li>● Geometry</li> <li>● Algebra 2</li> <li>● Pre-Calculus</li> <li>● AP Calculus AB</li> <li>● AP Calculus BC</li> <li>● AP Statistics</li> </ul>	<ul style="list-style-type: none"> <li>● Global Studies</li> <li>● U.S. History</li> <li>● Examining our Identities</li> <li>● Macroeconomics*</li> <li>● AP American Government*</li> <li>● AP Human Geography*</li> <li>● AP Psychology*</li> </ul>	<ul style="list-style-type: none"> <li>● Biology</li> <li>● Chemistry</li> <li>● Physics*</li> <li>● Environmental Sustainability*</li> <li>● Honors Physics*</li> <li>● AP Biology*</li> <li>● AP Chemistry*</li> </ul>
World Language	Engineering and Comp. Science	Arts	Physical Literacy
<u>Spanish Courses</u> <ul style="list-style-type: none"> <li>● Spanish 1-5</li> <li>● Spanish Film and Conversations</li> <li>● AP Spanish Language and Culture</li> <li>● AP Spanish Literature</li> </ul> <u>Chinese Courses</u> <ul style="list-style-type: none"> <li>● Chinese 1-5</li> <li>● AP Chinese Language</li> </ul>	<u>Engineering Courses</u> <ul style="list-style-type: none"> <li>● Introduction to Engineering Design*</li> <li>● Principles of Engineering*</li> <li>● Digital Electronics Engineering*</li> <li>● Aerospace Engineering*</li> <li>● Civil Engineering and Architecture*</li> </ul> <u>Computer Science Courses</u> <ul style="list-style-type: none"> <li>● Introduction to Programming*</li> <li>● Web Design*</li> <li>● Data Structures*</li> <li>● Game Design*</li> </ul>	<u>Studio Art Courses</u> <ul style="list-style-type: none"> <li>● Foundations (2D and 3D)*</li> <li>● Advanced (2D and 3D)*</li> <li>● L.A. Art Experience*</li> <li>● Portfolio Design</li> </ul> <u>Digital Arts Courses</u> <ul style="list-style-type: none"> <li>● Intro to Digital Filmmaking*</li> <li>● Advanced Film*</li> <li>● Digital Photography*</li> <li>● Ship's In Production</li> <li>● Beat Lab*</li> </ul> <u>Music and Performing Arts Courses</u> <ul style="list-style-type: none"> <li>● Band</li> <li>● Guitar*</li> <li>● Theater Arts</li> <li>● AP Music Theory*</li> </ul>	<ul style="list-style-type: none"> <li>● Sports Skills and Games</li> <li>● Strength Training and Fitness</li> <li>● Yoga and Stretching</li> <li>● Dance</li> </ul>

\* Courses marked with an asterisk are not offered every school year. Check with your course plan to determine when they will be offered.

# English

The focus of English Language Arts is to support students in their development of clear and meaningful communication skills and competencies through reading, writing, listening, and speaking. Students learn to think critically by reading and exploring voices and genres that cover a diverse range of global perspectives. This offers students a plethora of opportunities to make connections, develop personal interpretations, foster empathy, and further cultivate an appreciation for reading. Through a variety of personalized writing and speaking activities, our students gain confidence in their ability to express ideas creatively and effectively.

High School Graduation Requirements	University of California Requirements - English ("b")
4 years of English required	Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

## Course Descriptions

### Ancient World Literature

Ancient World Literature is a course designed to expose students to ancient literature from different cultures. Students will learn how to read critically through the lenses of gender, race, class, reader-response, psychology, and spirituality. Key works include *The Odyssey*, *Gilgamesh*, *Sappho*, *The Penelopiad*, and *the Bhagavad Gita* and key areas of research include various ancient African cultures and the origin of writing and storytelling. Students will improve their skills in deep reading, making inferences, narrative and analytical writing, and digital literacy. How does mythology shape culture and our ideas of gender, race, and class? How does ancient literature impact our lives today?

### Modern World Literature

Modern World Language is designed to continue students on the path towards college level language skills. . Students will read and compare a variety of full-length works including novels, poetry, essays, short stories, and nonfiction from a wide variety of perspective. Literature assignments focus on the further development of comprehension and fluency, as well as analysis of literary devices, themes, and critical thinking. Some units will explore the relationship of Literature and historic events. Students will continue to develop their language skills through the study of grammar and syntax, vocabulary development, listening and speaking, and a strong focus on analytical essay writing skills. The course will focus on learning targets in four categories: reading, writing, speaking/listening, and language.

## American Literature

American Literature is a course centered on recurrent themes and genres in United States literature from the pre-colonial period to present and reflects on the diversity of American life. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. Students will explore ideas, issues, and themes from literature and focus on writing coherent and focused texts that convey well-defined perspectives and tightly reasoned arguments. Students will read, write, discuss, and think about the structure, style, content, and purpose of literature and expository texts through different lenses and various perspectives (e.g., post-colonial theory, feminist theory, gender and cultural studies). As a means of developing critical thinking and communication skills, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. In this course, there is a concentrated focus on writing. Students will have the opportunity to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

## English Literature

In English literature, students will refine their writing, reading, research, speaking, and study skills that are needed to prepare them for college. Students will explore a selection of literature by authors such as George Orwell, Elizabeth Acevedo, Trevor Noah, and Lisa See. We will examine each of these stories through a variety of socio-cultural lenses and essential questions. Emphasis will be placed on examining authors' style and purpose as well as making personal connections to the text. Performance, vocabulary development, grammar, and digital and media literacy will all be regular features of class. In all our endeavors, becoming more thoughtful readers and more effective writers will be our ultimate goal.

## AP English Literature and Composition

AP English Literature and Composition is designed to help students to actively engage with various styles, genres and periods of literature through an intensive curriculum of close reading, critical thinking, analysis and writing, as described in the *AP English Course Description*. The reading and writing experiences are similar to those commonly found in entry-level English classes in colleges and universities. The course will focus on learning targets in four categories: reading, writing, speaking/listening, and language.

## AP English Language and Composition

AP Language and Composition is designed to develop students' ability to read, write, speak, and think effectively at a mature college level and beyond. The course will be separated into three major units: Rhetorical Analysis, Research and Synthesis, and Argument. In the Rhetorical Analysis unit students will learn terminology and strategies that will help them to understand and analyze arguments from a wide variety of perspectives. In the Synthesis unit, students will deconstruct text and blend ideas to create new texts. In the Argument Unit, students will study the elements of argument in order to develop persuasive texts of their own. The course will focus on learning targets in four categories: reading, writing, speaking/listening, and language.

## Creative Writing

In this course, students will develop an appreciation of creative writing not only as a distinct and powerful artform in its own right but also as an interdisciplinary one with a deep connection to the visual and performing arts. Throughout the units of the course, students will work independently and collaboratively toward mastery of the foundational skills and knowledge involved in narrative writing and poetry, while also incorporating into their projects some of the skills and techniques of two-dimensional art and performance art, such as drawing, storyboarding, spoken word, and cold readings. Students will build confidence in taking a project through the writing process from an initial concept to a final draft ready for publishing, and, through practice with visual and performing arts techniques, they will be able to enhance and celebrate their work in various modes of presentation. By the end, students will develop a respect for writing as entertainment, celebration of language, expression of personal experience and identity, and exploration of the cultural and political circumstances of our society. With success, when they leave, they will do so with an ability to apply their experience and knowledge to just about any project of creative writing and many other types of artistic projects they may undertake in the future.



# Mathematics

The Mathematics department strives to create critical thinkers who embrace problem solving as a creative process by encouraging students to explore first. Pilgrim mathematicians are able to: activate prior knowledge, appreciate multiple solution pathways, see and make use of structure and patterns, and effectively use technology as an aid to tackle both theoretical and applied rigorous mathematics. Students use their failures and successes to develop their own learning pathway that they find meaningful, interesting, and inspiring. They understand mathematics as a global language and use this to engage in authentic applications across borders and boundaries.

High School Graduation Requirements	University of California Requirements - Mathematics ("c")
3 years of mathematics required, including through Algebra 2.	Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses; also acceptable are courses that address the previously mentioned content areas and include or integrate probability, statistics or trigonometry. Courses intended for 11th and/or 12th grade levels may satisfy the required third year or recommended fourth year of the subject requirement if approved as an advanced math course.

## Course Descriptions

### Algebra 1

The fundamental purpose of Algebra 1 is to formalize and extend the mathematics learned in middle school, specifically focusing on the high school Common Core State Standards in Algebra, Number & Quantity, Geometry, Data Analysis, and Math Modeling. Instruction in this class focuses on the following critical areas: deepening and extending understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

### Geometry

Geometry takes a transformational approach, developing transformations and construction as tools for reasoning and proof that are used in addition to the traditional axiomatic tools of geometry. Congruence and similarity are defined with transformations and students explore symmetry

as a way of classifying quadrilaterals. The study of similarity leads to an understanding of right triangle trigonometry and is extended to finding angles and sides for general triangles. The curriculum provides students many opportunities to use their intuitive understanding about geometry and to experiment with compass, protractor, patty paper, rulers, graph paper, dynamic geometry software, and other physical tools to make and justify conjectures.

## Algebra 2

Students will build on their understanding of right triangle trigonometry from their Geometry course, as well as their knowledge of functions and how to manipulate them from Algebra 1. Throughout the course, students will deepen understanding of both familiar functions and newer, more complex functions, and learn how to manipulate them to create models for real-world data. Students add to their catalog of function types the following: polynomial, rational, logarithmic, and trigonometric functions.

## Pre-Calculus

This course is an extension of the concepts from Algebra 1/2 and Geometry, and provides the foundation needed for success in learning calculus. Emphasis is placed on the concept of a function and how different types of functions are used in mathematical modeling. Topics include the study of number systems, the domain of a function, mathematical modeling, exponential and logarithmic functions, trigonometric ratios and functions, analytic trigonometry, analytical geometry, and linear systems.

## AP Calculus AB

This is a challenging and demanding, college-level mathematics course organized around the themes of functions, limits, derivatives, integrals, and differential equations. Topics include techniques of differentiation and integration, applications of the derivative and integral, and the Fundamental Theorem of Calculus. AP Calculus AB is equivalent to the first semester of college-level calculus.

## AP Calculus BC

This is a challenging and demanding, college-level mathematics course organized around the themes of derivatives, integrals, differential equations, and infinite series. AP Calculus BC includes all of the content of AP Calculus AB, as well as additional techniques of integration and solving differential equations, the convergence of infinite series including Taylor Series, and the calculus of parametric and polar equations. AP Calculus BC is equivalent to the first and second semester of college-level calculus.

## AP Statistics

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in this course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. This course is equivalent to a one-semester, non-calculus based, college level statistics course.

## Social Studies

The Social Studies Department at Pilgrim School facilitates students' development toward becoming engaged community members at all levels. Through inquiry-based curriculum, research projects, and analysis of primary sources, students form their own responses to thematic questions in social sciences. Students will be presented with multiple perspectives, including traditional narratives alongside historically excluded stories and voices. Students will build an understanding of the relationship between past and present to shape a better future.

High School Graduation Requirements	University of California Requirements - History ("a")
3 years of social studies required, including U.S. History.	Two years of history, including: <ul style="list-style-type: none"><li>• one year of world history, cultures or historical geography (may be a single yearlong course or two one-semester courses), and</li><li>• one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government</li></ul>

## Course Descriptions

### Global Studies

This course will cover modern world history using different modules and units focused on the development of specific regions. Students will develop their social science skills including contextualization, analyzing primary and secondary sources, distinguishing between long and short term causes and effects and crafting a persuasive argument using primary and secondary sources. Students will have multiple opportunities to practice these skills, culminating in an independent research project at the end of the semester.

### U.S. History

US History will be a study of the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

### Examining our Identities

This course is designed for students to be politically, socially and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, sexuality, and culture, students will cultivate respect and empathy for individuals

and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups' ability to navigate and mitigate internal and external structures that influence their human experience. Student's will create a better understanding of themselves in context of the history of the United States and our contemporary society.

### AP American Government

This course is designed to provide students with a basic knowledge of the purpose, structure, and operation of the national and state governmental systems. The Government course is a thought-provoking exploration of American Government and Politics. We will cover such topics as the Constitution, civil rights, interest groups, politics, voting, Congress, the Presidency, the Judiciary, laws, public policies, state & local government, and current events. The topics covered in this high school U.S. government course are designed to prepare students to be competent citizens who understand and are capable of participating in the political processes of the nation.

### AP Human Geography

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio- economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

### AP Psychology

AP Psychology 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 in order to provide students with a learning experience equivalent to that of most college introductory psychology courses. The course also investigates the ethics and methods psychologists use in their science and practice. The course will focus on learning targets in three categories: writing, skills, and content.

### Macroeconomics

The purpose of the Macroeconomics course is to provide students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. This course will introduce students to fundamental economic concepts such as scarcity and opportunity costs. Provide an overview of how the economy works, starting with a model of the circular flow of income and products that contains the four sectors: households, businesses, government, and international. This course will place an importance on identifying and examining the key measures of economic performance: gross domestic product, unemployment, and inflation.



# Science

The Pilgrim School Science Department prepares students to be curious, creative scientists who are knowledgeable in scientific processes, precise in their measurements, thoughtful in their conclusions, and skeptical of scientific claims. Students engage in authentic, self-directed inquiry to develop a global, ethical, and robust understanding of scientific principles and problem solving strategies. Through independent and collaborative work, students find meaning and connection with the world around them.

High School Graduation Requirements	University of California Requirements - Science ("d")
3 years of science required, including two laboratory sciences (one biological science and one physical science), and one other science.	Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area D as an additional science (i.e., third year and beyond).

## Course Descriptions

### Biology

High School biology is a one semester intensive course anchored in phenomena and aligned to the Next Generation Science Standards. The phenomena that students work together to explain in biology are antibiotic resistance and a bird population that evolved to become bold (Evolution), Duchenne Muscular dystrophy and gene editing (Genetics), how trees can mitigate climate change and population changes among large animals on the Serengeti (Ecosystems).

### Chemistry

This course provides students with a good foundation in chemistry. To start, students will learn about scientific measurement and the basic properties of matter. Following these topics, they will examine atomic structure and how it relates to the Periodic Table. Application of the Periodic Table will continue as they learn about both the different bonds that atoms can form with one another and naming and writing chemical formulas. They will continue to use their previously acquired knowledge in order to examine the mole, chemical reactions, and stoichiometry as well as gasses, solutions, acids and bases, thermochemistry, equilibrium, reaction rates, nuclear chemistry, and organic chemistry. Laboratory work is an essential element of chemistry; the students will be involved in weekly laboratories and demonstrations in order to expand their learning. At the conclusion of this course, students will be fully prepared to succeed in a first-year college or AP chemistry course.

*Prerequisites: Completion of Algebra 1*

## Physics

This physics course could be called “Describing and Understanding Change”, because it addresses changes in position, speed, structure, temperature of matter, and the role energy plays in such changes. This course covers concepts related to how things move and why they move, which reinforce the algebraic and graphical skills students have just learned or are learning at the same time as they take this course. Additionally, this course also develops students’ writing, reasoning, and problem-solving skills.

*Prerequisites: Completion of Algebra 1*

## Environmental Sustainability

The Environmental Sustainability Course challenges students to understand and develop solutions for preserving, maintaining, and improving our delicate planet. The course will give students the opportunity to complete hands-on activities, and learn about how real Engineers solve problems in industry and science. The course will discuss Clean Water, Food Availability, and Renewable Fuel Sources among other topics. PLTW designs classes to encourage students to study STEM topics in a student-driven environment and gives students insight into how professional scientists solve problems.

*Prerequisites: Completion of Biology*

## AP Biology

AP Biology is a course designed for students who have a strong interest in, or desire to pursue a career in, the sciences. The AP Biology course is designed to offer students topics that are covered in a freshman Biology course at the university level, including evolution, biochemistry, genetics, population biology, and ecology. Laboratory activities suggested by the College Board are conducted to give the student a fair representation of a university-level Biology course and students may be required to complete the laboratory activities outside of normal school hours.

*Prerequisites: Completion of Biology*

## AP Chemistry

This course is designed to be equivalent to what is taught in two semesters of college general chemistry. This fast pace class is designed for students who exhibit high levels of commitment, motivation, and academic maturity. During this class, students will expand upon the knowledge they gained in their first year of chemistry. Students will begin by reviewing concepts examined in their previous year: scientific measurement, atomic structure, chemical compounds, the mole, chemical reactions, and stoichiometry. They will then begin an in-depth study of gases, equilibrium, solubility, electrochemistry, nuclear chemistry, organic chemistry, thermodynamics, kinetics, quantum mechanics, periodic trends, bonding, and phase change. Laboratory work and class demonstrations will be integrated into the class on a regular basis; students will work individually and focus on proposing their own original ideas. At the completion of this class, students will be prepared to take the AP chemistry exam.

*Prerequisites: Completion of Chemistry*

## World Language

The focus of the World Language Department at Pilgrim is for students to enjoy learning a new language. During class time, clubs, and special events, students are immersed in the target language and culture they study. They see learning languages and studying cultures different from their own as opportunities to expand their knowledge while gaining respect, understanding, and appreciation for people of the world. Students use the language to confidently communicate with others and take pride in their ability to do so. The World Language student is empowered to apply their language skills as leaders in our global society.

High School Graduation Requirements	University of California Requirements - Science ("d")
3 years of required of the same language	Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable, as are Native American languages. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.

### Course Descriptions - Spanish

#### Spanish 1

Spanish 1 is a beginning course that facilitates learning of basic vocabulary (introductions, greetings and leave-takings, numbers, Spanish alphabet, classroom directives, telling time, some body parts, classroom objects, weather, the calendar, seasons, personality traits and physical characteristics, school schedules, prepositions, meals, basic foods for healthy/not healthy US diet, locations in the community and leisure activities, interrogative words, extending, accepting, declining invitations, family, celebrations and parties, and telling age). Emphasis is on the student's "autobiography": personality and physical characteristics, personal experience in the classroom, participation in favorite activities, determining healthy lifestyle, and family relations and celebrations.

#### Spanish 2

This course continues to emphasize the student's personal experience in the following contexts: describing bedrooms and electronic equipment; identifying rooms in a house, naming household chores, describing where one lives, talking about clothes shopping and prices; talking about



buying gifts and different kinds of stores; telling what happened in the past; talking about types of transportation, things to do and places to visit on vacation; talking about past trips; discussing volunteer work and ways to help the environment; describing movies and television programs; expressing opinions about media and entertainment; talking about things you have done recently; talking about computers and the internet. Students will “travel” to Central America, Cuba, the Dominican Republic, Puerto Rico and other places in the continental Caribbean, as well as Spain and Argentina.

### Spanish 3

Spanish 3 explores the thematic units introduced in Levels 1 and 2 more in depth. The emphasis is narration in the past and future, and all of the sophisticated grammar that goes along with it. Cultural objectives for the course include: understanding cultural perspectives on ecological issues, folk art, traveling, foods and outdoor food vendors, recipes and food preparation, movies and TV., health, holidays and special events, shopping, neighborhoods, clothing, parties, school rules, and extracurricular activities. New grammar concepts introduced in this course include: imperfect aspect of the past tense; use of preterit and imperfect aspects together to narrate in the past; present perfect aspect; future tense; negative informal commands; affirmative and negative formal commands; use of direct and indirect pronouns together; indicative vs. subjunctive moods; present subjunctive to comment on current and future situations. All challenging aspects of pronunciation are reviewed in this course.

### Spanish 4

In Spanish 4, students will broaden their knowledge of the Spanish-speaking world while reviewing and extensively using the grammar and vocabulary of previous courses. In addition to engaging in discussion and activities based on student interests (music, art, movies, theater, sports, shopping, etc.) connections will be made to Spanish-speakers by reading short stories, poetry, plays, and selections from novels. Internet, television, movies, and song lyrics also provide a basis for review of grammar and vocabulary as well as cultural connections. Students will write extensively and produce well-structured argumentative and comparative pieces in addition to narrating and describing in the present and the past. Sophisticated grammar topics such as mood will be introduced or expanded upon as needed.

### Spanish 5

Spanish 5 students will broaden their knowledge of the Spanish-speaking world while reviewing and extensively using the grammar and vocabulary of previous courses. In addition to engaging in discussion and activities based on student interests (music, art, movies, theater, sports, shopping, etc.) connections will be made to Spanish-speakers by reading short stories, poetry, plays, and selections from novels. Internet, television, movies and song lyrics also provide a basis for review of grammar and vocabulary as well as cultural connections. Students will write extensively and produce well-structured argumentative and comparative pieces in addition to narrating and describing in the present and the past. Sophisticated grammar topics such as mood will be introduced or expanded upon as needed.

### Spanish Film and Conversations

Spanish Film and Conversations offers an opportunity to engage with the Spanish language using authentic materials (songs, movies, short stories, poems, novels, and documentaries) to increase fluency in reading, listening, speaking, and writing. Grammar will be reviewed as needed and there will be a strong emphasis on a wide variety of written organized compositions.

## AP Spanish Language and Culture

This course is designed to prepare students to take the Advanced Placement Spanish Language Examination. It is crucial that the students who commit to take the Examination understand that they must devote a considerable amount of time to the practice of Spanish beyond the allotted classroom time. Different techniques will be used in order to ensure students acquire all four language skills (listening, reading, writing, and speaking) required to perform successfully on the Advanced Placement Spanish Language Examination.

## AP Spanish Literature

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

## Course Descriptions - Chinese

### Chinese 1

In Chinese 1, students learn to interact in a variety of familiar age-appropriate daily and informal settings, using a variety of memorized words and phrases.. Our story-based lessons scaffold vocabulary and grammar patterns from prior units to instill confidence in new learning. Students and the teacher work together to foster an environment of exploration, friendship, interaction, collaboration, and mastery. By the end of the course, students will be proficient in introducing themselves and their family in Chinese. They can also discuss time and make plans.

### Chinese 2

In Chinese 2, students learn to handle short social interactions in everyday situations by asking and answering simple questions with cultural competency. Our story-based lessons scaffold vocabulary and grammar patterns from prior units to instill confidence in new learning. Students and the teacher work together to foster an environment of exploration, friendship, interaction, collaboration, and mastery. By the end of the course, students will be proficient in communicating about 1) Time; 2) Food; 3) Daily Lives; and 4) Shopping. Beyond the classroom, we encourage learning through the online platform, as well as immerse in the Chinese speaking community.

### Chinese 3

In Chinese 3, students continue to develop language skills in targeted settings. Students will build on their prior knowledge, and expand their

communicative repertoire. This course includes four units: travel and navigation, academics, fashion, and hobbies and activities.

#### Chinese 4

In Chinese 4, students learn to participate in conversations on familiar topics using sentences and series of sentences in culturally appropriate ways. Our story-based lessons scaffold vocabulary and grammar patterns from prior units to instill confidence in new learning. Students and the teacher work together to foster an environment of exploration, friendship, interaction, collaboration, and mastery. By the end of the course, students will be proficient in communicating about 1) Relationship & People 情; 2) Business商; 3) Chinese Ways 礼, and 4) Technology & Modern China 科技. Beyond the classroom, we encourage learning through the online platform and seeking in service of the Chinese-speaking community.

#### Chinese 5

Chinese 5 builds on the speaking, listening, reading and writing skills learned in the first four years of Chinese. The course engages students in an exploration of both contemporary and historical Chinese culture. Students are expected to read and write on a weekly basis. Oral skills are also emphasized through class discussion, which provides opportunities for students to articulate and debate their understanding of the materials in Chinese.

#### AP Chinese Language

The AP Chinese language and Culture course is intended for qualified students who are interested in completing studies comparable in content and difficulty to a full-year course at the second-year college level. It includes aural/oral skills, reading comprehension, grammar and composition. The AP Chinese language and Culture course is to refine and further develop their proficiencies across the three communicative modes: interpersonal (speaking listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills).

# Engineering and Computer Science

The Pilgrim School Engineering and Computer Science Department prepares students to be ethical and equitable problem solvers who can effectively address the complexity of our modern, globalized world. Our students demonstrate the ability to think critically and creatively by deconstructing problems into multiple representations and applying technical skills within authentic contexts. They understand that multiple iterations and perseverance are necessary in problem solving, and they are active collaborators who effectively communicate ideas and multiple solution pathways.

High School Graduation Requirements	University of California Requirements
1 year of either computer science or engineering is required	Some of our Engineering and Computer Science courses meet the “d” science requirement, and some count as a “g” elective. Consult with the school administration to learn more.

## Course Descriptions - Engineering

### Introduction to Engineering Design

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and they use an engineering notebook to document their work.

### Principles of Engineering

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

*\*\*Prerequisite: completion of Algebra 1*

### Digital Electronics Engineering

Digital electronics is the foundation of all modern electronic devices such as cell phones, computers, TV's, etc... Students will learn the circuit design process to create circuits both in industry standard software and as physical builds. Students will explore the fundamentals of components, concepts, and equipment of circuits and learn an engineering design process that will be used to guide their own creation of circuits based on a set of requirements. Once the fundamentals are understood, students will move into combinational and sequential logic to

create circuits that will perform what they want, when they want it. This will include a rigorous development of Boolean Logic.

### Aerospace Engineering

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

*\*\*Prerequisite: completion of Algebra 2*

### Civil Engineering and Architecture

Students learn important aspects of building and site design and development, and then they apply what they know to design a commercial building.

## Course Descriptions - Computer Science

### Introduction to Programming with Javascript

In Introduction to Programming, students will dive head first into the world of code and begin to explore what happens behind all the flashy interfaces we interact with on a daily basis. It is a problem solving course where students explore Javascript and the basics of variables, loops, conditionals, and functions. They will create fully executable programs that are efficient, accurate, and formatted correctly.

### Web Design

The Web Design course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi-page websites.

### Data Structures

The Data Structures course in C++ teaches students about advanced data structures in computer science such as maps, queues, and sets, while applying them in larger, real-world assignments and projects. Students apply their previous programming knowledge to look at data in new ways, and to analyze the pros and cons of different methods of data storage and data sorting.

*\*\* Prerequisite(s): completion of Algebra 2 and Intro to Programming*

## Game Design

Game Design with Unity teaches students the fundamentals of game design by using Unity's game engine. By the end of this course, students will understand the design planning process, be knowledgeable of industry related careers, and be able to navigate the Unity environment in order to create their own 3D games.

*\*\*Prerequisite: completion of Intro to Programming*

# Arts

The arts program at Pilgrim nurtures individuality and encourages the student to find their creative voice while integrating cultural traditions, history, core skills, and innovative technology. We believe exposure to and participation in the visual and performing arts can create not only artists, but art lovers, art supporters, and members of a community that values the creative spirit. We aim to provide a safe artistic platform from which the students can leap into the world as inquisitive thinkers and fearless doers.

High School Graduation Requirements	University of California Requirements - Visual and Performing Arts ("f")
1 year of arts required	One yearlong course of visual and performing arts chosen from the following disciplines: dance, music, theater, visual arts or interdisciplinary arts — or two one-semester courses from the same discipline is also acceptable.

## Course Descriptions - Studio Art

### 2D Art Foundations

This year-long two-dimensional art class encompasses drawing to painting to a variety of 2- dimensional media determined by visiting artists, local field trips and student interest. The beginning unit will focus on drawing techniques that will focus students on style, proportion and perspective. Students will learn figure-drawing techniques with live models and live animals. Introduction to beginning art concepts will happen simultaneously with a variety of technical skills in many different mediums and assessed through writing, reading and group critique.

### 3D Art Foundations

Sculptural techniques will be explored in this introduction class to three-dimensional art. Students will be working with ceramics, plaster, wood and various other materials. Visiting artists, a local field trip will determine other mediums that we will explore. Introduction to beginning art concepts will happen simultaneously with a variety of technical skills in many different mediums and assessed through writing, reading and group critique.

### Advanced 2D Studio Art

Students will reinvestigate a variety of elements in the making of 2D Art according to their personal interests in developing their aesthetic voice.. Research, writing and the process of refining ideas will be expected. Students will draw, paint and compose on a variety of two dimensional media including watercolor paper, canvas and handmade paper from around the world.

*Prerequisites: Completion of 2D Art Foundations*

### Advanced 3D Studio Art

Further exploration of sculptural techniques will be developed in this class along with a deeper look into conceptual writings on the art world. An expectation of comfort with certain materials along with conceptual strength will convey a deeper meaning of their pieces. Advanced students will have to do some writing, self-reflection and artist research. Advanced students will be expected to develop a series of sculptural work for their portfolios.

*Prerequisites: Completion of 3D Art Foundations*

### Studio Art Portfolio Design

This advanced art course will largely be an independent study course where students develop their portfolio. Students will work individually with the instructor to set weekly goals that the student will be required to meet. Students must show initiative and the ability to work independently. Field trips to both National Portfolio days will be included in this course.

### L.A. Art Experience

Los Angeles is a world class destination to see, experience and understand contemporary art. This class will be focused on researching the art scene here and visiting those places and the iconic art they hold. We will be going on a field trip once every two weeks. We will visit Hauser and Wirth, Jeffery Deitch, The Hammer Museum, MOCA, The Broad, The ICA, The Institute for Political Graphics, the Eames House and artist studios. Research, writing and making artwork around our visits will be expected.

## Course Descriptions - Digital Arts

### Introduction to Digital Filmmaking

In this introductory course, participants use their personal cameras (either iPhones, iPads, or DSLR's) to create strong, visually driven short films and exercises with an emphasis on the foundations of narrative storytelling. Students will learn a wide range of introductory film production techniques and build a technical and aesthetic foundation structured around film grammar, story development, script writing, sound, and editing.

### Digital Photography

In an era where everyone has become a photographer obsessed with documenting most aspects of life, we swim in a sea of images, whether posted on Instagram, Facebook, Snapchat, Pinterest, or another digital medium. Yet what does taking a powerful and persuasive photo with a 35mm digital single lens reflex (DSLR) camera require? Digital Photography explores this question in a variety of ways, beginning with the technical aspects of using and taking advantage of a powerful camera then moving to a host of creative questions and opportunities. Technical topics such as aperture, shutter, white balance, and resolution get ample coverage in the first half of the course, yet each is pursued with the



goal of enabling students to leverage the possibilities that come with manual image capture. Once confident about technical basics, students apply their skills when pursuing creative questions such as how to understand and use light, how to consider composition, and how to take compelling portraits. Throughout the course, students tackle projects that enable sharing their local and diverse settings, ideally creating global perspectives through doing so. Additionally, students interact with each other often through critique sessions and collaborative exploration of the work of many noteworthy professional photographers, whose images serve to inspire and suggest the diverse ways that photography tells visual stories.

### Advanced Film

This course is for students interested in developing their skills as filmmakers and creative problem-solvers. It is also a forum for screening the work of their peers and providing constructive feedback for revisions and future projects, while helping develop critical thinking skills. The course works from a set of specific exercises based on self-directed research and culminates in a series of short experimental films that challenge students on both a technical and creative level. Throughout, we will increasingly focus on helping students express their personal outlooks and develop unique styles as filmmakers. We will review and reference short films online and discuss how students might find inspiration and apply what they find to their own works.

*Prerequisites: Completion of Introduction to Digital Filmmaking*

### Beat Lab

You will learn how to use Ableton Live Software, a software for music creation and performance. It comes with effects, instruments, sounds and all kinds of creative features, basically everything you need to make any kind of music.

### Ship's In Production

This class will provide opportunities for students to take part in creating the Pilgrim School Ship's In news program for the school year. The various jobs in this class include: editing, graphics design, post-production, cinematography, writing, and appearing on camera. This class is invaluable to students and it is an excellent opportunity to express one's creative side while at the same time it also is an excellent class to have on one's transcript when applying to colleges and universities. In addition, this class will provide opportunities to learn skills that may be utilized in future job pursuits.

*Prerequisites: Completion of Introduction to Digital Filmmaking (or equivalent experience in film editing)*

## Course Descriptions - Music and Performing Arts

### Band

Students build upon existing knowledge of fundamentals of music notation and reading, performance, music appreciation, and overall involvement in the arts. The fundamentals of music will be reinforced through the study of appropriate method books and complex band literature.

## AP Music Theory

During this course you will be studying advanced music literacy, focusing on aural and written musical skills. This course covers material taught at a freshman level and it offers an opportunity for in-depth study and preparation. It's to prepare for the AP Music Theory Exam.

## Theater Arts

This course is designed for any level of acting experience. You will begin with the basics, improvisation and character analysis. You will hone your script analysis skills as you work on dramatic scenes written by accomplished playwrights. You will write and perform an original monologue and as your skills improve you will rehearse and perform scenes written by accomplished playwrights. You will explore the world of Shakespeare as you collaborate to create and perform a short Shakespearian play. Field trips to see live theater and guest speakers will introduce you to a variety of theatrical experiences throughout the year. This unique course will help you become confident, creative, problem solving individuals.

## Introduction to Guitar

You will develop basic guitar skills and knowledge. You will learn to play melody and chords in first position, and basic improvisation. You will also learn music theory, scales, finger-picking and strumming with the pick in a variety of styles.

# Physical Literacy

Pilgrim Physical Literacy empowers the vision that everyone is a student-athlete. Through interdisciplinary design and use of strategy/teamwork our Physical Literacy staff looks to facilitate a continuing education in the world of play. Our curriculum is centered around the idea that all skills can be learned at the fundamental level and used to create a positive impression of movement throughout the lives of student-athletes. Through the power of play, student-athletes can not only understand the physical world around them, but the idea that social-emotional connections are just as important as running, throwing or catching. Mindfulness, stretching and the simple idea of taking a walk with a friend, are incorporated daily as a reminder that this is paramount to a healthy life path. The theme “your body, your choice” runs deeply in our organic structures of play. A sound understanding of nutrition, stress management and sleep help our student-athletes become effective and sustainable fitness members.

High School Graduation Requirements	University of California Requirements
Four semesters physical literacy courses or four seasons of sports, or some combination that totals a minimum of two full years. Students who participate in a sport off campus may get credit toward this requirement with the approval of the Director of Athletics and Director of Secondary School.	N/A - There is no requirement for physical literacy/physical education for university admission.

## Course Descriptions

### Sports Skills and Games

In sports skills HS, instructors will be teaching games commonly played on college campuses and intramural sports. These include ultimate disc, lawn games, slow pitch softball and more! Instructors also guide student-athletes through different group fitness choices to promote lifelong movement.

### Strength Training and Fitness

Strength Training and Fitness focuses on the basics of Olympic lifting as well as building a foundation for lifelong movement. Instructors focus on the whole athlete and teach the fundamentals of stretching, hip hinge and how to build your own workout at those big box gyms.

## Yoga and Stretching

Yoga/Stretching focuses more on the holistic idea of the student-athlete. Mental health, stress-relief strategies and breathing exercises blend with traditional yoga practices. Basic poses and flows will be covered with expert yoga instructors.

## Dance

This course is an exploration of dance. Emphasis will be placed on developing a greater awareness of body placement; increasing strength and flexibility; gaining a deeper understanding of music and rhythm in connection to movement; and encouraging an appreciation of dance as an art form through active experience.