

PIEDMONT HIGH SCHOOL

PLANNING GUIDE

2012 – 2013

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FROM THE PRINCIPAL

Dear Student,

This Planning Guide is designed to help you develop your academic program at Piedmont High School. I encourage you to select your classes carefully as part of a four-year plan designed to meet your post-secondary goals.

Taking extra time and effort to make appropriate selections each year will be beneficial in preparing for college, internships, travel, or any other post-secondary choices. Please be sure to discuss your program and courses with your parents, teachers, and counselor. Give special attention to the course descriptions, course levels, prerequisites, and the amount of credit given per course.

The Planning Guide lays out a wide range of courses, and essential information on graduation requirements and educational opportunities. It is our intent to encourage a dynamic and challenging level of academic rigor and provide a compelling educational experience for each student.

Please do not limit your course selection process to this publication. Information from your teachers and guidance counselor is critical in making appropriate choices. Your interest, ability, past performance, and goals for the future are all important factors that should be considered, so that you are ensured an educational program which best meets your needs.

Again, please take care as you plan your studies. Your high school years are a special time in your life - a time of academic challenge and profound personal growth, and a time to make important decisions about your present and your future plans. We invite you to participate in our school community and to enjoy the excitement of learning.

Piedmont High School has an excellent educational program taught by a talented and dedicated faculty. This high school is committed to providing each student with an education in which essential information and skills are learned, knowledge is explored, and ideas are critically analyzed and evaluated. Your ability to “achieve the honorable” cannot be fully met unless you choose the courses that are right for you and strive to learn as much as you can in them.

I’m looking forward to a challenging and productive year.

Rich Kitchens, Principal

How To Use This Guide

This Planning Guide includes course descriptions as well as other very important information to help you choose your classes for next year. You should base your selections on graduation and college entrance requirements, plus your own personal interests and needs. Remember:

1. Read carefully the requirements for graduation and for college entrance.
2. Examine all the courses being offered. Each course description provides the course content, grade level restrictions, duration of the course, and any necessary prerequisites. Any exceptions to prerequisites or normal sequencing are reviewed on an individual basis by the counseling department and the administration.
3. Locate the list of "Honors" and Advanced Placement courses and decide whether you should include them in your schedule.
4. Ask your parents for advice on courses that they feel would be beneficial for you.
5. Use the **Tentative Course Selection Form** provided by the counselors. Write your courses for next year and their course numbers in the space provided. Be sure to list three alternates in order of preference. Make sure your Tentative Selection Course Form for next year is completely filled out (including parent signature).

Registration Reminder

Every effort will be made to ensure that students are enrolled in the classes they request. However, last minute schedule changes sometimes become necessary, due to reasons such as:

- Piedmont High School/District/State budgets may not be finalized until summer months;
- Staffing needs, mandated lay-off procedures, credentialing and other factors may not be resolved until a later date;
- Student requests (or lack of requests) for courses may create changes in offerings.

Add/Drop Policy

Students have ten school days at the beginning of the semester in which to ADD or DROP a class. They have the ability to ADD and DROP a class within that time period without penalty. The ADD/DROP policy states that:

- Students who drop within the first ten days of the semester do so without any mark on your report card or transcript.
- Students who drop after the first ten days of the semester up to through end of the quarter do so with a "W" appearing on their transcript. "W" stands for "withdrawal."
- Students who drop the course at the quarter are to receive the quarter grade they earned up to that point.
- Students who drop after the five school day grace period at the beginning of the 2nd or 4th quarter receive a "F."

Exceptions may be made for:

- 1) For extended illness or injury
- 2) For appropriate placement of new enrollees
- 3) For transfer from one level to the next in the same subject matter
- 4) Upon recommendations of the Special Education Committee

PHS Graduation Requirements

1. **CREDIT REQUIREMENTS:** 225 credits
- 1- year course 10 credits
 - 1- semester course 5 credits

2. **SUBJECT REQUIREMENTS**

- English** 8 semesters (40 credits) including *English 1-4, English 5-6 or English 5-6 Honors, and English 7-8 or AP English Literature*
- Mathematics** 4 semesters (20 credits)
- Science** 4 semesters (20 credits) including a physical science and a life science course
- Social Science** 6 semesters (30 credits) including *Modern World History, Modern United States History or AP U.S. History, one semester of Civics and one semester of Economics*
- Physical Education** 4 semesters (20 credits), must be 10 credits freshman year, 5 credits sophomore year, and 5 credits junior year
- Computer Studies** 1 semester (5 credits)
- Social Psychology** 1 semester (5 credits)
- Other Course Requirements** ... 4 semesters (20 credits)
- a) 10 credits of foreign language and 10 credits of creative arts
- OR
- b) 20 credits can be earned from two different courses in the creative arts (not different levels of the same course, e.g. Acting I, II...)

These subject requirements are the MINIMUM prescribed by our Board of Education for a high school diploma. Most students choose to exceed these minimum standards during their 4 years at Piedmont High School.

3. **HIGH SCHOOL EXIT EXAM**

Graduates must pass California's High School Exit Exam that covers the statewide academic content standards in reading, writing and mathematics. Students first take the test in 10th grade and have repeated opportunities to pass the test before graduation.

Sample Schedule

(These are only suggestions; schedules vary from one student to another)

9 TH GRADE	10 TH GRADE
<ol style="list-style-type: none"> 1. English 1-2 2. Co-Ed Physical Education 3. Physical Science or Biology* 4. Math: _____ 5. Elective (Most students will take 6. Elective Foreign Language, Art 7. Elective and/or World Cultures) 	<ol style="list-style-type: none"> 1. English 3-4 2. Modern World History 3. Social Psychology/Elective 4. Science: _____ 5. Math: _____ 6. Co-Ed. P.E. (or P.E. Athletics) / Elective 7. Elective
11 TH GRADE	12 TH GRADE
<ol style="list-style-type: none"> 1. English 5-6 or English 5-6 Honors 2. U.S. History or AP U.S. History 3. Science: _____ 4. Math: _____ 5. Co-Ed P.E. (or P.E. Athletics) / Elective 6. Elective 7. Elective 	<ol style="list-style-type: none"> 1. English 7-8 or AP English Literature 2. Civics/Economics 3. Science: _____ 4. Math: _____ 5. Elective 6. Elective 7. Elective

* Biology is an option with signed form from current Science teacher.

Note: Again, please review ALL graduation requirements as above schedules need to include credit and subject requirements.

Honors Courses

Piedmont High School offers courses designated as HONORS in an effort to encourage our students to take demanding, advanced academic work. These courses meet the University of California honors course guidelines and, if designated AP, prepare students for Advanced Placement examinations. Honors and Advanced Placement classes typically require additional projects, reading, and sometimes summer assignments. Students selecting these courses are expected to spend considerably more time in preparation outside of class. The grading standard for these classes is very rigorous.

Once a student has been placed in an honors or Advanced Placement class, it is generally not possible to change to a regular class in the same subject area.

The following courses are designated HONORS:

AP Art 2-D Portfolio	English 5-6 Honors	AP Music (offered every other year)
AP Art 3-D Portfolio	AP English Literature	AP Spanish
AP Biology	AP Environmental Science	AP United States History
AP Calculus AB	AP European History	Chemistry (Honors)
AP Calculus BC	AP French	Physics (Honors)
AP Computer Science	AP Mandarin	Statistics (Honors)

Students wishing to enroll in any of these courses should read the description carefully to be sure that all prerequisites have been met.

ROP Courses (Regional Occupational Program)

The **Regional Occupational Program** (ROP) is a career training program designed for high school juniors and seniors to prepare them for challenging careers, higher education and lifelong learning. Sophomores may also take ROP courses if there is room available.

To find out more, go to: www.cccoe.k12.ca.us/stsvcs/rop.html or <http://www.cde.ca.gov/ci/ct/rp/basics.asp>

Courses at Other Institutions

Piedmont High School students can extend their educational experiences by enrolling in courses at other institutions, for example the local community colleges. (Due to state budgetary issues, please be aware that only specific courses may be taken through the Community College system. Please consult your counselor.) Students are reminded that completion of these courses will not be reflected on the Piedmont High School transcript or calculated into the Piedmont High School grade point average. Upon completion of such courses and at the time of application to college, students are expected to make arrangements for transcripts from these institutions to be forwarded to the colleges of their choice. An exception to this policy will be granted to students who need to complete a high school graduation requirement to satisfy a deficiency. The counselor will advise the student of procedures to follow.

College Planning

Yearly Checklist

Freshman and Sophomore Years

1. Check admission requirements for 4-year and 2-year colleges.
2. Select a realistic program for future goals with aid of counselor and parents.
3. Sophomores may register for PSAT (third Saturday in October) in the College Center.
4. Make informal visits to campuses, talk with college students and alumni.
5. Discuss college plans with parents.
6. Explore college web sites, college catalogs and reference materials in College Center.
7. Counselors will meet with sophomores and parents in Spring for future college planning.

Junior Year

1. Discuss college plans with parents.
2. Sign up for online College Center bulletin.
3. Attend College Orientation evening and Parent Panel in October at PHS.
4. Register for PSAT (third Saturday in October).
5. Check out college catalogs and videos from the College Center and explore college web sites.
6. Attend college representative meetings at PHS or in the area. Watch for announcements in Weekly Bulletin.
7. Send for college information if not available at PHS.
8. Check college admission requirements.
9. Investigate college costs.
10. Register for College Entrance Exams. (such as SAT Reasoning, ACT, and SAT Subject Tests in the Spring e.g. May SAT Reasoning Test, June SAT Subject Test)
11. Attend Senior Panel (April), Case Studies (April).
12. Attend "East Bay College Connection" (College Fair) in the Spring; other college fairs are advertised.

Senior Year

1. Register for Fall SAT Reasoning, ACT, and/or SAT Subject Tests if needed.
2. Contact private colleges for applications (common applications available) early in the fall and begin online applications for CSU and UC.
3. Consider each individual filing date.
4. Complete senior packet for counselor recommendation, available on PHS website. (<http://www.piedmont.k12.ca.us/phs/counseling/srpacket.html>)
5. Request letters of recommendation for private colleges from teachers. Provide a completed resume to letter writer, and a 3-week notice (minimum).
6. Check financial aid due dates; check for correct forms. FAFSA filing begins January 2.
7. Place deposit on college you choose to attend by May 1st.

Community College

To be eligible for admission to a California community college, a student must be 18 years of age or a high school graduate who can show that he/she can profit from a community college education. There are no specific subject requirements or grade point average required for admission. Application process begins in mid-April of the senior year; all students must complete placement tests before registration when enrolling for more than six units. Test results are used in placing students only and admission to the college does not depend upon the scores achieved.

Students at the community college, who plan to transfer as juniors to a four-year college, will take regular lower division college work which will result in an AA (Associate of Arts) Degree *and* prepare them for entrance as a junior to the college of their choice. The most assured method of transfer as a junior to any U.C. campus is through the community college system.

For students who do not plan on four years of college, the community college offers two-year programs in a variety of vocational fields. Students who successfully complete one of these two-year vocational programs will be qualified for a job in that field.

California State University

The twenty-three campuses of the California State University have an enrollment exceeding 325,000 students, a faculty of 18,700, and more than 1,100 degree programs. Entrance requirements are designed to admit 33% of California high school graduates. To be eligible for consideration for admission to freshman standing, an applicant must meet the subject, scholarship, and examination requirements.

University of California

The University makes every effort to provide a place for all California resident applicants who meet the minimum admission requirements, and who file an application during the appropriate filing period (**November 1-30** for fall of following year).

However, if the number of applicants exceeds the spaces available for a particular campus - as is often the case - the campus uses criteria greater than the minimum requirements to select students. Meeting the minimum requirements, therefore, does not guarantee admission to U.C. campuses and programs.

Starting with the 2011 applicants, UC will use an admission index to determine if the student falls in the top 9% of California high school graduates. If you do, you will be guaranteed admissions to a U.C. campus.

Private Colleges

Admission requirements vary at each private college/university and for many out of state colleges as well. We recommend that you individually research all colleges/universities in which you are interested to ensure that you fulfill the requirements. Use your Naviance account to help search for colleges and build your college list.

Gap Year

A Gap Program can be one of the most rewarding, challenging and exciting experiences in a young person's life. That reward can be found working and gaining skills in a local company, traveling through Africa, volunteering on an environmental project in Costa Rica, or studying a foreign language and experiencing the local culture through a home stay. There are many compelling reasons for high school seniors to consider a Gap Program:

- Time to Think
- Travel
- Earn College Credit
- Gain Confidence and Independence
- Experience
- Improve College Application

UC and CSU “a-g” Requirements

To satisfy the requirement to apply to a University of California or California State University, students must have successfully completed a specific sequence of high school courses accepted by the universities in the subjects listed below, called the “a-g subjects.” The grades earned in the “a-g subjects” taken in 10th and 11th grades will be used by the University to calculate the grade-point average for initial admission. The University will recalculate the grade-point average following senior year and may rescind admission based on senior grades. All grades in “a-g” subjects must be a C or higher.

Elective courses in academic subjects give students an added opportunity to strengthen preparation for undergraduate work.

Subject Area	California State University	University of California
a. History/Social Science	2 years World History U.S. History U.S. Gov (semester credit only; Econ counts as a “g” elective)	2 years World History U.S. History U.S. Gov (semester only; Econ counts as a “g” elective)
b. English	4 year	4 years
c. Mathematics	3 years Algebra II minimum	3 years (4 recommended) Algebra II minimum
d. Laboratory Science	2 years 1 Biological / Life Science and 1 Physical Science	2 years (3 recommended) Biology, Chemistry or Physics
e. Foreign Language	2 years minimum in same language (through level 2)	2 years minimum in same language (3 recommended)
f. Visual and Performing Arts	1 year	1 year
g. College Preparatory Electives	1 year college preparatory elective	1 year college preparatory elective
TOTAL	15 classes minimum	15 classes minimum
Other Requirements	SAT or ACT (no writing test) 2.0 GPA (check CSU website for eligibility table) Pass required classes with “C” or better	SAT or ACT w/writing Subject tests no longer required for UC eligibility but may be recommended to be competitive and are still required for specific majors so students should check with the departments. 3.0 GPA Pass required classes with a “C” or better

PHS Courses Certified as “a-g” by UC and CSU

“a-g” Categories

PHS Courses

a. U.S. History/Social Science (2 years)	Civics European History (AP) Modern U.S. History	Modern World History U.S. History (AP) World Cultures & Geography
b. English (4 years)	English 1-2 English 3-4 English 5-6 English 5-6 Honors	English 7-8 English Literature(AP)
c. Mathematics (3 years)	Algebra I Algebra II Calculus AB (AP) Calculus BC (AP)	Geometry Math Analysis Statistics Statistics (H)
d. Laboratory Science (2 years)	Anatomy & Physiology Biology Biology (AP) ROP Biotechnology Chemistry	Chemistry (H) ROP Environmental Science (AP) Physics Physics (H)
e. Foreign Language (2 years)	French I – IV Mandarin I-IV Spanish I-IV	French (AP) Mandarin (AP) Spanish (AP)
f. Visual & Performing Arts (1 year)	A Cappella Choir Acting I-IV Art 2-D Portfolio (AP) Art 3-D Portfolio (AP) Art I-IV	Dance I-II Music (AP) Orchestra Studio Art/Ceramics 1-8 Symphonic Band
g. College Preparatory Electives (1 year)	Computer Programming I-II Computer Science (AP) Creative Writing Economics ROP Journalism	Law & Society Psychology Public Speaking ROP Sports Medicine

In addition, any course in “a-f” over the basic requirement may be used as a “g” elective, i.e. 3rd year of foreign language, 3rd year of science.

Calculating GPA for UC and CSU

In calculating an applicant’s grade-point average for admission, UC and CSU use the grades earned in the “a-g” courses (described on preceding page) taken in grades 10 and 11. The 12th grade “a-g” classes are taken into consideration when the student is evaluated, but not calculated into GPA:

College Prep Courses: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0

Honors/AP Courses: A = 5 points, B = 4 points and C = 3 points

D and F grades: D and F grades in the “a-g” courses used to meet minimum requirements must be repeated. In mathematics and foreign language only, a grade of C or better in more advanced coursework may validate D and F grades in earlier work. Consult with your counselor to determine how these grades can be improved and how the University will use them in evaluating your scholarship record.

College Tests

1. **PSAT:** Sophomores and Juniors

The Preliminary Scholastic Aptitude Test/National Merit Qualifying Test is a prediction of your achievement on the SAT Reasoning Test, and an estimation of admission to and academic success in college. It is also a qualifying test (taken in the junior year) for National Merit Scholarships, and it provides an opportunity to receive information from colleges. The test is administered on the third Saturday in October at PHS. Students may register for this test in the College Center.

2. **SAT REASONING Test**

This test will include a critical reading section, a writing section, and a math section. The writing section will include an essay and multiple choice questions on grammar and usage. The reading section will include short and long reading passages. The math section will include topics from third-year college prep math.

3. **SAT SUBJECT Tests**

One-hour subject tests measure achievement in more than 18 areas, such as languages, math, science and history. Required by the UC campuses and some private colleges, they are used in the admission process and for course placement. Registration material is available in the College Center. SAT Subject Language with Speaking is only offered in November.

4. **ACT with Writing**

The *American College Test* (ACT) is a subject-based test with four subtest scores: English, Reading, Math, and Science. The ACT is accepted by most colleges in lieu of the SAT Reasoning test. There are colleges and universities that require the ACT. The list is available in the counseling office and college center.

5. **AP Tests**

Advanced Placement Tests may be taken in different subjects for the purpose of gaining college credit and/or for advanced college standing (at the discretion of the academic institution). Tests are given at PHS in May. Students must sign up for these tests in the college Center in March.

College and Career Center

The College and Career Center (C&CC) is open for students and parents as a resource for extensive information about college, scholarships, financial aid, testing and careers. The director and volunteers are available to assist students in locating desired information, such as: presentations by college representatives, computer search programs, scholarship and contests, and information regarding Naviance. The C&CC also has a check out video library, financial aid forms and information, SAT Reasoning, SAT Subject and ACT test registration materials, mock SAT and ACT tests, PSAT & AP testing registration, instruction on developing a college list, exploring and selecting a major, writing personal essays, college catalogs and information and a vast reference library. Part time employment opportunities are posted on a job board. Information on summer school programs, internships, and community service is available, as well as list of professional tutors is available.

In addition, the C&CC publishes a Bulletin each week that announces college visits, application deadlines, college receptions, and community service opportunities. The Bulletin is posted weekly on the College & Career Center web site: www.piedmont.k12.ca.us/phs/collegecenter and can be e-mailed home if families sign up at walkthrough.

Students and parents are welcome to check out college and vocational books, videos and computer programs, and are encouraged to visit or call the C&CC for help.

Course Descriptions

Computer Studies

COURSE TITLE	COURSE CODE	GRADE(S)	"a-g" FULFILLMENT	LENGTH / CREDITS
COMPUTER APPLICATIONS	5143	9-12		SEMESTER / 5

This is a projects based course that introduces students to some of the most popular and useful computer applications being used today. These include office applications, publishing applications, graphics applications, and media applications. Students will do magic with Photoshop, make presentations come to life with PowerPoint, design magazine covers with InDesign, make crossword puzzles with Excel, and do computer art with Illustrator. The course also includes basic computer skills and current computer topics.

THE JOY OF COMPUTING	5118	9-12	g	YEAR / 10
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Prerequisite: Algebra I required

This course will introduce students to computer programming using Snap, a new language recently developed by UC Berkeley. Snap is intended to introduce students to the big ideas of computer programming in a fun, friendly, and graphical way. This course will also include a transition to programming with Java, the language currently used in the AP course. The course is about more than just programming though. It includes readings and discussions about relevant and current computer science topics.

AP COMPUTER SCIENCE	5127	10-12	g	YEAR / 10
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Prerequisites: Algebra II completed or taken concurrently and completion of Computer Principles with a B or higher. In lieu of these, instructor approval may be obtained.)

Students will learn to design, write and test complex programs in the Java programming language. The curriculum strictly follows the guidelines established by the AP College Board but also includes graphical applications and fun projects intended to make the class more engaging for all students.

WEB DESIGN	5145	9-12		YEAR / 10
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Prerequisites: Any previous computer class or strong computer skills

Students learn to create, manage, and publish web pages and web sites using some of the best web authoring tools available. The course will also include making animations and videos for the web, preparing and editing graphics for the web, editing HTML, and enhancing web pages with javascript and Java applets. Current software used in the class includes Dreamweaver, Fireworks, Flash, Photoshop, and Illustrator. Students will also work with online web authoring tools such as Wordpress and Google Sites.

Creative Arts

COURSE TITLE	COURSE CODE	GRADE(S)	"a-g" FULFILLMENT	LENGTH / CREDITS
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ART I	5221	9-12	f	YEAR / 10
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Prerequisite: None

A year course designed to instruct beginning art students in drawing, painting, and printmaking. Students will become familiar with the elements of art and principles of design while completing a variety of assigned projects and experimenting with different media and processes. In addition to art production, students will be introduced to art history, art criticism and aesthetics. A voluntary materials donation is requested at walk through registration.

ART II 5222 10-12 f YEAR / 10

Prerequisite: Successful completion of Art I with grade of C or higher

Through assigned as well as self-directed projects, students will continue to explore a variety of media and subject matter intended to further develop their individual skills and creativity. Students will have more sophisticated experiences in art production, art criticism and aesthetics. A voluntary materials donation is requested at walk through registration.

ART III 5223 11-12 f YEAR / 10

Prerequisite: Successful completion of Art II with grade C or higher

Through more individualized instruction, greater independence, and an increased knowledge of media and techniques, students will continue to develop artwork that reflects a personal style and interpretation of concept, and build a portfolio. Further study of art criticism and aesthetics will continue to be part of the curriculum. A voluntary materials donation is requested at walk through registration.

ART IV 5226 12 f YEAR / 10

Prerequisite: Successful completion of Art III with grade C or higher

At this level, students will be expected to develop a portfolio of work that exhibits an understanding of visual relationships, aesthetics, and a variety of media. Students design their own projects with the approval and direction of the instructor culminating in a body of work that reflects personal style and interpretation. A voluntary materials donation is requested at walk through registration.

AP ART 2-D PORTFOLIO 5227 12 f YEAR / 10

Prerequisite: Completion of Art I, II, III with an A average and/or instructor's approval/recommendation

The Advanced Placement Studio Art program is intended for highly motivated students committed to the serious study of art. In this course, the student will produce and submit to the College Board a portfolio of artwork as required by the Advanced Placement Development Committee in Studio Art. This portfolio will consist of 24 pieces of artwork, which demonstrate the student's ability to deal with the fundamental concerns of the visual arts so that he/she may be given credit, advanced placement, or both, at the college level. A voluntary materials donation is requested at walk through registration.

AP ART 3-D PORTFOLIO 5230 12 f YEAR / 10

Prerequisite: Completion of 3 years of Studio Art or Design in Visual Art combination with A or higher, and the instructor's approval/recommendation

The AP Studio Art 3-D Design course is an intensive art course for the motivated art student. A major requirement is the production of a portfolio of artwork under the Advanced Placement guidelines, consisting of 15-20 pieces of work that demonstrate the student's ability to interpret sculptural issues in depth and space. Students will articulate the elements or concepts of mass, volume, form, plane, light and texture through additive, subtractive or fabrication processes. Art pieces may include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work. A voluntary materials donation of \$50 per year is suggested to cover the cost of special supplies.

STUDIO ART/CERAMICS 1-2 5211 9-12 f YEAR / 10

Through the creation of vessels and sculpture, students will learn the pinch, coil, and slab methods for hand constructions. They will also be introduced to wheel throwing. They will learn various means of surface decoration, such as burnishing, carving, sgraffito, underglazing and overglazing with lusters. Assigned projects will expose students to multicultural aspects of ceramics. Throughout the year students will refine their skills to create both functional and sculptural works of art. Students are required to attend museums or galleries to critique and write about a variety of 3-d works of art. A voluntary materials donation of \$45 per year is suggested.

STUDIO ART/CERAMICS 3-4 5212 10-12 f YEAR / 10

Prerequisite: Completion of Studio Art/Ceramics 1-2 with grade C or higher

Through specific projects, students will continue to develop skills in ceramics using the slab, coil and pinch techniques of hand building. Continued work on the potter's wheel and use of studio equipment like slab roller and extruders. Students will explore a variety of surface treatments, experimenting with both textures and glazing. Glazing techniques will include using the spray booth. All students are required to attend museums or galleries to critique and write about a variety of 3-d works of art. A voluntary materials donation of \$45 per year is suggested.

STUDIO ART/CERAMICS 5-6 5213 11-12 f YEAR / 10

Prerequisite: Completion of Studio Art/Ceramics 3-4 with grade C or higher

Students will continue to refine their skills in both hand building and wheel throwing. More complex assignments and individualized instruction will allow students to explore advanced ideas and techniques in clay. Students will be encouraged to explore their own areas of special interest through a body of work. Students will be required show their work in a final exhibit. All students are required to attend museums or galleries to critique and write about a variety of 3-d works of art. A voluntary materials donation of \$45 per year is suggested.

STUDIO ART/CERAMICS 7-8 5214 12 f YEAR / 10

Prerequisite: Completion of Studio Art/Ceramics 5-6 with a grade of C or higher

Students will continue to refine their skills in various areas of ceramic construction and glazing techniques while developing his/her own style. A body of work defining critical thinking and problem solving will be produced. This will be documented with a written statement and a photographed portfolio. A final written self evaluation and exhibit will be presented at the conclusion of the year. All students are required to attend museums or galleries to critique and write about a variety of 3-d works of art. A voluntary materials donation of \$45 per year is suggested.

SYMPHONIC BAND 5260 9-12 f YEAR / 10

Prerequisite: Advanced 7th/8th Grade Band or recommendation of instructor.

A concert band experience for wind and percussion musicians, including several required performances. Pep Band is also a component of this course and all students enrolled in the Symphonic Band also are members of the Pep Band. Students will perform in concerts, tour, and festival settings and have the opportunity to participate in chamber music ensembles. Students will be encouraged to develop their performing and listening skills by playing a variety of musical styles ranging from popular to classical.

JAZZ / ROCK ENSEMBLE 5261 9-12 SEMESTER/5

Prerequisite: 3 years of experience on your instrument and audition with instructor.

This course provides students with an opportunity to explore multiple musical styles including swing, Latin, rock, and funk in a performance based setting. Students will learn and practice jazz theory and improvisation and perform together in several concerts and festivals. This course also provides learning opportunities in the areas of jazz and rock history, recording arts, and composing/arranging. All instruments are encouraged to join including guitar, bass, keyboard and drumset. Please contact Ms. Mullan for further information and recommendations regarding this course.

STRING ORCHESTRA 5265 9-12 f YEAR / 10

Prerequisite: Recommendation of instructor

A diverse instrumental experience for advanced string musicians. A variety of musical styles will be studied, culminating in several required performances throughout the year. Collaboration with the Band and A Cappella Choirs for one or more concerts is part of the curriculum.

A CAPELLA CHOIR (Advanced) 5270 10-12 f YEAR / 10

Prerequisite: Vocal ability, prior choral experience and/or permission of teacher

An advanced choir experience open to all students desiring to sing with an award-winning nationally recognized choir. Students participate in choral concerts, fully staged Broadway musicals, tours and competitions while exploring all types of music, ranging from classical to a popular repertoire. The Highlander Men's and Women's Choir, as well as the Troubadours, are auditioned and selected from the A Cappella Choir. In general, students will be grouped within A Cappella Choir according to experience, grade level and voice type based on teacher recommendation.

A CAPELLA CHOIR (Girls) 5272 9-12 f YEAR / 10

A CAPELLA CHOIR (Boys) 5273 9-12 f YEAR / 10

(cont'd next page)

English

COURSE SEQUENCE OPTIONS

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 1-2	English 3-4	English 5-6 <i>or</i> English 5-6 Honors	English 7-8 <i>or</i> AP English Literature

COURSE TITLE	COURSE CODE	GRADE(S)	“a-g” FULFILLMENT	LENGTH / CREDITS
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ENGLISH 1-2	5300	9	b	YEAR / 10
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The freshman English curriculum will focus on genre study of short story, drama, poetry, and novel. These four categories will be explored for their form through various world authors from a variety of time periods. As freshmen begin to shape their place in a new school environment, they examine the themes of identity, alienation, community, maturation, and exploration, both in their own lives and in literature. Descriptive and autobiographical writing encourages students to write vividly about themselves and the world around them, but it also emphasizes an attention to detail that serves them well in their analysis and evaluation of literature. As students become fluent in the use of figurative language and symbolism in their own writing, they analyze the use of these techniques in class texts. Many of these texts also encourage students to look beyond their own world and explore identity in other settings, as they do in the 9th grade World Cultures and Geography class.

ENGLISH 3-4	5310	10	b	YEAR / 10
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Prerequisite: Completion of English 1-2

The sophomore English curriculum extends the ninth grade study of literary terms such as symbol and theme to focus on the analysis and appreciation of tone, voice, and point of view. Students explore perspective not only as a way of understanding the speaker/audience relationship in a text, but also as a way to hone this skill in their own persuasive writing. Literature focuses on multiple points of view drawing attention to issues of gender, race, class, and community. The context of these themes often dovetails with the 10th grade World History curriculum and the analysis of these themes extends to students' own reflective writing.

ENGLISH 5-6	5325	11	b	YEAR / 10
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Prerequisite: Completion of English 3-4

Junior English curriculum focuses on American Literature, dovetailing with the concurrent U. S. History course. In this context, the students examine the issues of justice, democracy, idealism, and power. As they explore the complexities of what it means to be an American, they examine the effects of race, gender, and class. Analysis of such themes is far more complex than at the previous grade levels, as students delve into style, structure, and diction in their close reading. Through reflective writing they will strive toward a higher level of analysis; as they explore the characters' relationships to society, they will develop a deeper understanding of the own connections to their world.

College credit may be obtained only by scoring 3 or above on an Advanced Placement Test in English Language and Composition administered in the spring

ENGLISH 5-6 HONORS	5330	11		YEAR / 10
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Prerequisite: Completion of English 3-4

This is an advanced class for juniors and satisfies the junior year of English requirement. This advanced course would push students who wish to dive deeper into their language arts abilities to become skilled readers of American prose written in a variety of rhetorical contexts, and become skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions between a writer's purpose, audience expectations, and subjects, as well as the way conventions and the resources of language contribute to effectiveness in writing. Summer reading is assigned and required in advance of the course.

This course will not be awarded an extra grade point for the 2011-12 school year by UC/CSU. College credit may be obtained only by scoring 3 or above on an Advanced Placement Test in English Language and Composition administered in the spring.

Mathematics

COURSE SEQUENCE OPTIONS

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Algebra I	Geometry	Algebra II	Math Analysis <i>and/or</i> Statistics <i>and/or</i> Honors Statistics
Geometry	Algebra II	Math Analysis <i>and/or</i> Statistics <i>and/or</i> Honors Statistics	AP Calculus AB <i>and/or</i> Statistics <i>and/or</i> Honors Statistics
Algebra II	Math Analysis	AP Calculus AB <i>and/or</i> Statistics <i>and/or</i> Honors Statistics	AP Calculus BC <i>and/or</i> Statistics <i>and/or</i> Honors Statistics

COURSE TITLE	COURSE CODE	GRADE(S)	“a-g” FULFILLMENT	LENGTH / CREDITS
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ALGEBRA I	5621	9	c	YEAR / 10
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This college preparatory course is moderately paced to insure a complete understanding of the topics of the first year of algebra. This course is for students who have Introduction to Algebra experience or no introductory Algebra course. The first year of algebra provides a formal development of the algebra skills and concepts necessary for students planning to take additional math courses. Students will solve linear and quadratic equations in the Real number system. Graphing techniques and problem-solving skills will be applied to real world situations. There will be an introduction to geometry topics.

GEOMETRY	5630	9-10	c	YEAR / 10
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Prerequisite: Completion of Algebra with a grade of C or higher

This course develops the elements and theorems of Euclidean geometry. Topics from first-year Algebra are applied and extended in the study of one-, two-, and three-dimensional geometric figures. Students will use inductive and deductive reasoning to discover and prove Geometric concepts. Students will analyze geometric elements and shapes, apply properties of geometric figures, and develop skills with coordinate geometry. The geometric concepts studied in this course will be applied to situations in the physical world.

ALGEBRA II	5622	10-12	c	YEAR / 10
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Prerequisite: Completion of Algebra I and Geometry with a grade of C or higher

Algebra II is a college preparatory course for students planning to take more advanced math and science courses. Students will review and expand on the topics of Algebra I and Geometry. The number system is expanded to the set of complex numbers. A variety of functions and their graphs will be explored, and the concepts of trigonometry will be introduced.

STATISTICS	5666	11-12	c	YEAR / 10
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Prerequisite: Completion of Algebra II with a grade of C or higher.

Statistics acquaints students with major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on assignments involving hands-on gathering and analysis of real-world data. Ideas and computations presented in this course have immediate links and connections with actual events. Students will often use calculators and computers to present and analyze data.

SOPHOMORES, JUNIORS AND SENIORS

(If necessary)

This course emphasizes group sports and activities, social etiquette of sports, basic understanding of the principles of movement, and the importance physical activity has on the quality of our lives. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime.

P.E. ATHLETICS

(see sport for code)

10-11

SEMESTER / 5

Sophomores and Juniors who participate in a PHS sponsored California Interscholastic Federation sport may receive credit for Physical Education on the basis of one sport being the equivalent to one semester of Physical Education. You must sign up for the first sport you would participate in during the year, e.g. if you play football and basketball you would sign up for 746 – Football. You may receive credit for only one semester of Physical Education each year. If you are not sure which sport you plan on participating in during your sophomore and junior year you must sign up for the semester Physical Education course. You will be scheduled into a Physical Education class, which you will be permitted to drop when and if you go out for and are accepted onto a team. If you sign up for a specific sport and fail to make the team, you must see your counselor immediately. If a student is declared ineligible due to attendance or discipline, then it is up to the Principal's discretion (based on amount of time and other similar-type factors) as to whether she or he gets PE credit. A student who is made academically ineligible due to a GPA of less than 2.0 would not receive PE credit.

Fall Semester

Girls' Volleyball	5740
Girls' Golf	5741
Girls' Tennis	5742
Boys' Waterpolo	5743
Girls' Waterpolo	5744
Cross Country	5745
Football	5746
Cheerleading	5747

Spring Semester

Girls' Basketball	5748
Girls' Soccer	5749
Boys' Basketball	5750
Boys' Soccer	5751
Boys' Tennis	5754
Boys' Golf	5753
Boys' Lacrosse	5755
Girls' Lacrosse	5756
Baseball	5757
Softball	5758
Track & Field	5759
Swimming	5760

DANCE I 5283 10-12 f YEAR / 10

DANCE II 5284 10-12 f YEAR / 10

Dance I or Dance II may be used to satisfy 10 credits of breadth requirement (Creative Arts)

Dance II Prerequisite: P.E. Dance, Dance I, or permission from the instructor

Dancers continue to build technical strength and mastery of the following dance genres: jazz, contemporary, ballet, hip-hop, Broadway, historic, ballroom, and world dance. Audition techniques as well as performance preparation and dramatic expression are emphasized. A variety of choreographers including Alvin Ailey, Mark Morris, George Balanchine, Bob Fosse, and Jerome Robbins are studied as students' own choreographic skills develop sophistication and a growing awareness of theme. Dance I and II students are required to participate in the annual dance concert for which they will have the opportunity to choreograph original works on student dancers. They will also perform ensemble, solo and/or principal roles in dance works choreographed by the instructor, other students and/or guest choreographers.

P.E. PRIVATE INSTRUCTION - CREW

5761

10-12

YEAR / 10

Prerequisite: Students must have a year of novice rowing experience and be on the varsity crew team in order to qualify for this exception to the P.E. requirement. It is only available for sophomores, juniors or seniors.

While some of our students participate in the Oakland Strokes program, it is not affiliated with Piedmont High School and is not sponsored or supported by the school district.

Science

COURSE SEQUENCE OPTIONS

9 th Grade	10 th Grade	11 th Grade	12 Grade
Physical Science	Biology	Chemistry <i>and/or</i> Physics <i>and/or</i> Honors Physics	Physics <i>and/or</i> Honors Physics
Biology	Honors Chemistry	AP Environmental Science <i>and/or</i> AP Biology <i>and/or</i> College Prep Physics <i>and/or</i> Honors Physics	AP Environmental Science <i>and/or</i> AP Biology <i>and/or</i> College Prep Physics <i>and/or</i> Honors Physics

COURSE TITLE	COURSE CODE	GRADE(S)	“a-g” FULFILLMENT	LENGTH / CREDITS
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PHYSICAL SCIENCE	5811	9		YEAR / 10
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This is the recommended science course for 9th grade students. It is a rigorous physical science course that provides an essential foundation for success in upper-level sciences. This course is designed to introduce students to high school level scientific applications and methods, as well as principles in chemistry, astronomy, physics and geo-sciences. Topics of study include: energetics; light; electricity & magnetism; basic chemical principles; cosmology; fluid dynamics; changes and interactions between geologic and atmospheric systems; and Newtonian physics. Students will learn numerous laboratory techniques, methods of qualitative and quantitative analysis, and advanced research skills

BIOLOGY	5820	9**-10	d	YEAR / 10
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(Laboratory Science)

Prerequisite: Concurrent enrollment in Geometry is highly recommended.

This required course will provide a rigorous introduction to the major topics in biology. Topics will include: basic organic chemistry, cell biology and cellular energetics, genetics, evolution, anatomy and physiology and ecology. The course will emphasize scientific literacy and hands-on laboratory experiences. Upon successful completion of this course, students will have a strong foundation for taking upper level biology-related classes.

**This is a 10th grade level course, however highly advanced 9th grade students may take this course.

ANATOMY AND PHYSIOLOGY	5840	11-12	d	YEAR / 10
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(Laboratory Science)

Prerequisite: Completion of Physical Science & Biology with grade of C or higher, Chemistry or Honors Chemistry strongly recommended and may be taken concurrently with prior approval of instructor.

The objective of the course is to provide a firm background in the fundamentals of the anatomy and physiology of the human body. Emphasis is placed on the major systems of the human body. Hands on labs provide the main thrust of the class consisting of at least 55% of the time devoted to gross (this means large) dissection of the cat and other large animals organs. The biochemistry and histology of each body systems is incorporated into lecture and labs focusing on homeostasis. This course is recommended for students planning on pursuing a college program in nursing, health, therapy, Veterinary, Pharmacology and other related medical fields) **Please note:** There will be a meeting at the end of May and/or near class selection time for students to observe dissections and to ask questions about the class.

AP BIOLOGY 5821 11-12 d YEAR / 10

(Laboratory Science)

Prerequisite: Average of B- or higher in Biology, completion of Honors Chemistry or equivalent with grade of B- or higher or concurrent enrollment with prior approval of instructor

Due to the amount of content covered in AP Biology, there is a summer assignment on Ecology due the first week of school. Students who enroll in the summer will have online access to the summer assignment in order to stay up to date. This is a course for second year Biology students, following the College Board requirements for AP Biology. Lectures, text and supplemental reading materials and laboratories experiments will be at the college level. Students will be encouraged to take the Advanced Placement Biology exam in May to earn college/university credit. This is a course the self motivated students who is fascinating about the life sciences. **Please note:** There will be a meeting in May for incoming students to ask questions and to receive the summer assignment.

ROP AP ENVIRONMENTAL SCIENCE 5830 10-12 d YEAR / 10

(Laboratory Science)

Prerequisites: Average of B- or higher in the Physical Science / Biology courses, and completion of or concurrent enrollment in Honors Chemistry or Chemistry.

This rigorous, interdisciplinary, full-year course is designed to be the equivalent of an introductory college course in environmental science. It will focus on the interdependence of Earth's systems, including such topics as natural resources, environmental quality, global changes, and the ways that humans interact with these systems. Special emphasis will be placed on techniques in field research, an understanding of our local environment, cost-benefit analyses, and the roles that students can play in affecting their world. Students will be prepared to take the Advanced Placement Environmental Science exam in May.

CHEMISTRY 5850 10-12 d YEAR / 10

(Laboratory Science)

Prerequisite: Completion of Biology and Algebra I

This course is specifically directed toward college-bound students who will be non-science majors. It is unique in its strong emphasis of learning chemical principles as they apply to real life. This laboratory course is centered on chemistry-related technological issues now confronting our society and the world. It is intended to help students realize the important role that chemistry will play in their personal and professional lives, to use principles of chemistry to think more intelligently about current issues they will encounter involving science and technology, and to develop a lifelong awareness of the potential and the limitations of science and technology.

HONORS CHEMISTRY 5852 10-12 d YEAR / 10

(Laboratory Science)

Prerequisite: Completion of Biology with an average grade of B or higher, completion of or concurrent enrollment in Algebra II, and a B or higher in the most recent math class

This is a rigorous college preparatory course intended for students who will take chemistry in college or who plan to enter science-related fields; a college level text is used in the course. Students taking this course must be self-directed and have strong study skills. They need to spend at least 5 hours per week preparing for class. Students will develop the basic chemical foundation required for the AP Biology course and build the understandings demanded in the SAT Subject Exam in Chemistry. Lab experiments are a focus of the course and will emphasize the problem-solving approach to the basic ideas of atomic theory, chemical change, energy effects and descriptive chemistry. Students will design and carry out several of their own experiments and will complete at least two research projects. Strong math background and ability are essential to success in this course

Social Studies

COURSE SEQUENCE OPTIONS

9 TH Grade	10 th Grade	11 th Grade	12 Grade
World Cultures	Modern World History	US History	Civics/Economics
	Modern World History	AP US History	Civics/Economics <i>and</i> AP European History

COURSE TITLE	COURSE CODE	GRADE(S)	“a-g” FULFILLMENT	LENGTH / CREDITS
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WORLD CULTURES AND GEOGRAPHY	5503	9	a	YEAR / 10
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In this elective course, students will primarily study the cultures of the non-western world, including the Middle East, Africa, Asia, and Latin America. Each of these regions will be explored through their geography, history, religions, culture, economies and political systems. The course will highlight issues critical for understanding the global economy and state of affairs in the world today.

MODERN WORLD HISTORY	5559	10	a	YEAR / 10
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The focus of this class will be on the struggles and triumphs, conflicts and controversies that have engaged men and women from the Enlightenment to the Cold War. Students will study modern developments in history, culture and geography. The themes of democracy, industrialization, imperialism, totalitarianism, war and nationalism will be examined as they emerge out of Europe and affect people in countries around the world. **This course is required for all sophomores.**

LAW AND SOCIETY	5555	10-12	g	YEAR / 10
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	5556	10-12	g	SEMESTER / 5
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Law and Society introduces students to the various areas of law including: criminal, civil, family, consumer, workplace, housing, and individual rights. Students will learn about the court system in the US and California, the various steps to a trial as well as the legal principles on which the laws are based. Mock trials, lectures, and class discussions will be the dominant modes of instruction.

MODERN UNITED STATES HISTORY	5510	11	a	YEAR / 10
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Modern United States History presents a thematic approach to 20th century history following a short review of events leading up to the Progressive Era. This class examines themes such as the growth of the federal government, social movements, economic concerns, foreign affairs and civil rights throughout U.S. history. Students will explore the contributions of diverse people to the American heritage and identity. This is a challenging course designed to improve students' research abilities, written and verbal communication skills and critical thinking skills. **This course is required for all juniors unless enrolled in AP U.S. History.**

AP EUROPEAN HISTORY	5516	11-12	a	YEAR / 10
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Prerequisites: Upper classmen and students with a minimum of a B+ grade for both semesters in Modern World History and United States History (AP or College Prep) and for both semesters in Sophomore and Junior English will be given priority. Performance on an entrance exam will be a factor. Summer assignment required.

AP European History is the equivalent of a college-level introductory course to the study of European history since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. A rigorous level of reading and writing is required and a high level of class participation is demanded of each student.

ROP JOURNALISM 5886 10-12 g YEAR / 10

This course expands students' English and journalism skills through creating, designing, marketing, and publishing the student newspaper, *TPH*, as well as using technology to enhance the paper through online opportunities. Students are required to write for each issue of the paper, as well as an outside source. Studies will also have additional projects in class involving in-depth reporting projects. All students will be well versed in all types of journalistic writing as well as the basics of design and photography. In addition, students will examine other professional media sources for story possibilities as well as critiquing the design and content. Students will receive an application after they have completed the scheduling request form. This course fulfills an "a-g" requirement for all UC's.

CLAN-O-LOG 5252 9-12 YEAR / 10

Prerequisite: All students must apply to the instructor for permission to take this course.

The *Clan-O-Log* is the school yearbook. Staff members, elected by the advisor and by the editors through an application process, are responsible for planning, writing, and producing the yearbook. Students will become skilled in journalistic writing, photography, desktop publishing, journalistic business practices and the use of Macintosh computers. In addition, *Clan-o-Log* students will have the experience of working frequently with a publisher's representative. This course may be used to satisfy 10 credits of the breadth requirement (Creative Arts).

World Languages

COURSE TITLE	COURSE CODE	GRADE(S)	"a-g" FULFILLMENT	LENGTH / CREDITS
FRENCH I, FRENCH II	5410, 5415	9-12	e	YEAR / 10
MANDARIN CHINESE I, MANDARIN II	5405, 5406	9-12	e	YEAR / 10
SPANISH I, SPANISH II	5440, 5445	9-12	e	YEAR / 10

Prerequisite: There is no prerequisite for Level I world language courses. A grade of B or better in Level I language is highly recommended. A grade of C should be followed up through conversation with your foreign language teacher and counselor.

First- and second-year world language students develop basic skills in speaking, reading, listening and writing in the target language. Through role-playing, dialogues, simulations and other communicative activities, students learn to use the language as well as to appreciate the traditions and culture of the target language countries. Students will develop skills in grammar and vocabulary study in order to understand new concepts and increase their precision in the language.

FRENCH III, IV, AP 10	5420, 5425, 5435	9-12	e	YEAR /
MANDARIN III, IV, AP 10	5408, 5409, 5400	9-12	e	YEAR /
SPANISH III, IV, AP 10	5450, 5455, 5465	9-12	e	YEAR /

Prerequisite: A grade of B or better in preceding year of language is highly recommended. A grade of C should be followed up through conversation with your foreign language teacher and counselor.

As students progress through the succeeding years of foreign language, there is advancement in the study and practice of speaking, reading, listening and writing with increased emphasis on grammar and writing. Authentic materials in the form of newspaper articles, plays, internet resources and poetry that reflect the culture are introduced starting in the third year. AP courses are the most advanced and specifically prepare students for taking the Advanced Placement exams.

Non-Departmental

COURSE TITLE	COURSE CODE	GRADE(S)	“a-g” FULFILLMENT	LENGTH / CREDITS
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ENGLISH LEARNER	5996	9-12		YEAR / 10
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The EL program offers small group instruction to support students who need further development of skills in speaking, understanding, and writing English. Areas covered include spelling, fluency development, grammar review, vocabulary study, reading, writing and speaking skills. Entering students are assessed for placement with the English Language Development test.

SOCIAL PSYCHOLOGY	5535	10		SEMESTER / 5
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Social Psychology is a discovery course that focuses on helping teens arrive at informed decisions about how to take responsibility for their health and behavior. Topics to be explored include: health and wellness, stress, peer pressure, communication skills, eating disorders, interpersonal relationships, human sexuality, sexually transmitted diseases, death and dying, diversity, drug and alcohol use and abuse, sexual harassment and positive psychology. **This course is required for all sophomores. It is graded Pass/Fail.**

LEADERSHIP CLASS/ASB	5985	9-12		YEAR / 10
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The class integrates the principles of leadership through the operation of the PHS student body government and through the planning of activities. The class mandates official meetings in which topics of concern and interest to the PHS students are addressed.

Although one may not sign up for this class now, after the election and appointment process, those needing to be enrolled will have a conference with a counselor in order to add the class into one's schedule.

This class will be offered as a class during the regular school day as well as additional meetings outside normal school hours. Students need to be prepared for the class to be offered at any time (class 1–7) or for meetings to be scheduled before or after school. The actual class time will depend upon Piedmont High School's master scheduling needs.

SPECIAL STUDIES /	5950 #1	9-12		YEAR / 10
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LEARNING CENTER	5955 #2	9-12		YEAR / 10
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	5948 #1	9-12		SEMESTER / 5
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Prerequisite: Must meet state eligibility criteria for special education

The Learning Center program provides individualized instruction based on students' educational needs and their IEP.

TEACHER OR OFFICE ASSISTANT

High School Teacher	5910, 5911	9-12		SEM 5 / YEAR 10
Counseling Office	5925, 5914	9-12		SEM 5 / YEAR 10
Main Office	5927, 5916	9-12		SEM 5 / YEAR 10
Library	6025, 5918	9-12		SEM 5 / YEAR 10
Physical Education	6015, 5919	9-12		SEM 5 / YEAR 10
Offsite*	5930, 5929	9-12		SEM 5 / YEAR 10

A practical experience for students in most areas of the school. Placement is by mutual agreement between teacher and student. Office experiences include meeting the public, answering telephones and taking messages, using office equipment, making out forms, filing and delivering notes and materials to classrooms and other departments. Teacher assistant experiences may include preparation of teaching materials, assisting with course work, helping individual students and other duties as requested. The required characteristics are honesty, promptness, tact, dependability, general knowledge of school and departmental procedures, and ability to keep certain matters confidential. A letter grade or pass-fail credit may be issued at the discretion of the teacher.

* Placement at District Office, PMS, Beach, Havens or Wildwood requires written preapproval by Superintendent or principals (PMS approval by Mr. Bonnin).

* Placement as a **Science Lab TA** at PHS requires written approval of the Science department chair.

MIDDLE SCHOOL SUPPORT TEAM	5979	9-12	SEMESTER / 5
	5989	9-12	YEAR / 10

Core 6 tutoring: working individually with assigned students under the direction of the Core 6 teachers at Piedmont Middle School. Students request this assignment through their high school counselor and are then interviewed by the PMS teachers.

UNSCHEDULED CLASS	7000	11-12	YEAR / 10
	7010	11-12	SEMESTER / 5

An unscheduled class may be used for work, study, and research in the library or preparation for athletic participation. If a student elects to have an unscheduled class this class may fall during class 1, 2, 6, or 7. Upper class students will be given first priority for a free 7th or 6th, but there is no guarantee since there are still considerations due to class size and placement of classes in the master schedule.