



Upper School
Curriculum Guide
2009-10

VIEWPOINT SCHOOL

UPPER SCHOOL CURRICULUM GUIDE

2009-10

Contents

Introduction	2
Requirements for Graduation	2
Global Studies Requirements	2
Learning Expectations of Viewpoint School	2
Program Models	3
Honors Courses	4
Advanced Placement	4
Permission to Enroll	4
Academic Advising	4
Elective Courses	4
Summer Coursework	4
Online Coursework	5
Dropping and Adding Courses	5
Changing Levels of a Course	5
Changing Sections of a Course	5
Community Service	5
Admission to the University of California	6
Weighted Courses	6
Academic Course Offerings	7
Art	7
Computer Science	9
English	10
Film and Video	17
Mathematics	19
Music	21
Physical Education/Athletics	23
Science	25
Social Studies	28
Theater Arts	30
World Languages	32
Cocurricular Programs	37
Independent Senior Project	38
Senior Career Day	38
Appendix	
Math Course Sequence	39
Science Course Sequence	40

UPPER SCHOOL CURRICULUM GUIDE

2009-10

Introduction

Viewpoint School believes that students benefit most from having a comprehensive, liberal arts education. The School expects students to complete course work that will provide them with the necessary breadth and depth in their studies to prepare them for the academic challenges of college.

Every student in the Upper School must complete the minimum requirements for graduation listed below.

Requirements for Graduation

Students must complete the following course work and additional requirements in order to receive a diploma. Freshmen and sophomores must enroll in a minimum of five academic classes while juniors and seniors may take a minimum of four academic classes and an elective.

English	4 years
Mathematics	3 years taken in the Upper School
Social Studies	3 1/2 years, including one semester designated Global Core
World Languages	3 years of the same language taken in the Upper School
Science	3 years, including 2 years of laboratory science
The Arts	2 sequential semesters in the same discipline
Physical Education	8 trimesters (two seasons per year)
Computer Science	Successful completion of Ninth Grade Technology or Computer Science 9
Community Service	The Upper School requires a minimum of 45 hours of volunteer work prior to graduation
Residency	4 of the last 5 units must be completed on the Viewpoint Campus with the exception of any senior participating in School Year Abroad

Global Studies Requirements

Global Studies is an interdisciplinary and growing educational program woven from Kindergarten through Grade Twelve that prepares students with the knowledge, skills, and perspectives essential to thrive in the interconnected world which is their future. The mission of Global Studies is:

- to provide students with a foundational knowledge of world history, geography, ecology, religions, cultures, and language.
- to teach students how to understand political, ecological, technological, and economic systems from multiple perspectives.
- to equip students with analytical thinking and creative problem solving skills so that they can research, discuss, and begin to understand the world's pressing problems in order to collaborate with others toward solutions to those problems.

In order to prepare students to live in our interconnected world, the School believes that students should select at least one semester of Social Studies from the Global Core list. Such a selection will become a requirement for the graduating class of 2010. The School also encourages students to participate in Model United Nations, to take part in student travel and international hosting opportunities, and to exceed the graduation requirements in Foreign Language study.

Learning Expectations of Viewpoint School

The faculty believes:

- that Viewpoint's graduates should be literate in the humanities, mathematics, science, technology, the arts, and a second language;
- that Viewpoint's graduates should demonstrate useful physical skills, cooperative and competitive team skills, sportsmanship, and a life-long interest in fitness and health;
- that Viewpoint's graduates should demonstrate creative, critical, and generative thinking;
- that Viewpoint's graduates should embody integrity, compassion, tolerance, responsibility, discernment, and optimism; that excellent intellectual and oral communication skills will enable Viewpoint's graduates to be life-long learners and productive, active citizens.

Program Models

- Grade 9**
- English I, English I Honors
 - Algebra I, Geometry, Geometry Honors
 - Ancient and Medieval History
 - Chinese, French, Latin, Spanish I or II, or III
 - Biology, Biology Honors
 - Ninth Grade Computer Technology or Computer Science 9 and Human Development and Information Literacy Program
 - Elective
 - Physical Education or Team Sports (two seasons)
- Grade 10**
- English II, English II Honors
 - Algebra II, Algebra II/Trig Honors, Geometry, Geometry Honors
 - Modern European History, AP European History
 - Chinese I or II, French, Latin, Spanish II or III, Spanish III Honors
 - Biology, Biology Honors, Chemistry, Chemistry Honors
 - Electives (two semesters)
 - Physical Education or Team Sports (two seasons)
- Grade 11**
- Literature Seminars or AP English Language/Composition
 - Algebra II, Algebra II/Trig Honors, Math Analysis Honors,
 - Pre-Calculus, Trigonometry/Topics in Mathematics.
 - U.S. History, AP U.S. History
 - Chinese II or III, French, Latin, Spanish III or IV Honors; AP French or Spanish Language
 - Chemistry, Chemistry Honors, Physics, AP Chemistry, Nutrition
 - Electives (two semesters)
 - Physical Education or Team Sports (two seasons)
- Grade 12**
- Literature Seminars or AP English Literature/Composition
 - Pre-Calculus, Calculus, Math Analysis Honors/Introduction to Calculus Honors, AP Calculus AB or BC, Advanced Topics in Calculus Honors, Statistics and Probability or AP Statistics and Probability; Trigonometry/Topics in Mathematics, Linear Algebra
 - Courses in Social Science: Global Core Electives: AP World History, AP Comparative Governments, AP Art History, International Relations, Global Economics, and World Archaeology; Supplementary Electives: AP Psychology, Psychology, United States Government and Politics, Economics, Humanities, Mock Trial
 - Chinese, French, Latin, Spanish IV or Spanish or French Electives; AP Chinese, AP Spanish Literature; AP Latin
 - AP Biology, AP Chemistry, Physics, Physics Honors, AP Physics B, AP Physics C (Mechanics), AP Physics C (Electricity and Magnetism), Nutrition, Oceanography, Environmental Science; or AP Environmental Science, Anatomy and Physiology, and Science Projects
 - Electives (two semesters)
 - Physical Education or Team Sports (two seasons)

Honors Courses

The Upper School offers honors coursework in English, Spanish, mathematics and science for those students who are able and motivated to complete a very rigorous academic program. Typically, these courses consist of more challenging work in greater depth and with additional expectations of research and homework. **Admission is by permission of the instructor, Department Head, and Head of Upper School.** The School offers the following honors courses:

English I Honors
English II Honors
Geometry Honors
Biology Honors
Chemistry Honors

Physics Honors
Artificial Intelligence Honors
Chinese V Honors
Spanish III Honors
Spanish IV Honors

Advanced Topics in Calculus Honors
Algebra II/Trigonometry Honors
Math Analysis/Calculus Honors
French Literature Honors

Advanced Placement

Advanced Placement courses offer students the opportunity to study subjects at a level of rigor and depth equivalent to college-level work. Students most often prosper at the AP level in subjects where they demonstrate considerable interest and talent. **Admission is by permission of the instructor, Department Head, and Head of Upper School.** The School prepares students for the following AP Examinations:

AP English Language
AP English Literature
AP Calculus AB
AP Calculus BC
AP Statistics
AP Chinese Language
AP French Language
AP Latin
AP Spanish Language
AP Spanish Literature

AP Studio Art (General or Drawing)
AP Studio Art - 3D Design
AP Biology
AP Chemistry
AP Physics B
AP Physics C (Mechanics)
AP Physics C (Electricity and Magnetism)
AP Art History
AP Psychology

AP European History
AP Comparative Government
AP U. S. History
AP World History
AP Music Theory
AP Computer Science
AP Environmental Science

Elective Courses

Elective courses in English, Social Studies, Science, Art, and Film will be offered subject to student sign-ups and teacher availability. Please list first and second choices in these areas of study.

Summer Coursework

Students who want to take summer courses to advance within Viewpoint's curriculum, to replace a Viewpoint course, or to remediate a Viewpoint course must consult with the Head of Upper School, and fill out an application for approval before their program begins. Such courses may be taken only if approved by the Head of Upper School. Students may apply to take one required course per academic year in summer school or online provided that these courses are approved on the University of California a-g list of the providing school. Students do not need to consult the Head of Upper School if they plan on taking courses for enrichment purposes. Summer courses intended for advancement, replacement, or remediation of yearlong courses must provide 116-120 hours of class time, and 56-60 hours of class time for semester courses.

External (non-Viewpoint) coursework is not reported on a student's official Viewpoint transcript nor is it averaged into a Viewpoint student's grade point average (GPA). It is the responsibility of the individual student to report official transcripts of external summer work directly to the colleges and universities to which they plan to apply.

Students taking Los Angeles Community College courses as remediation for a Viewpoint class, or taking a class for university transfer credit to the University of California System should make certain that the courses are listed as transferable on the ASSIST Web site (www.assist.org).

Students who would like to take summer courses online please read the section below entitled *Online Coursework*.

Online Coursework

Students who want to take yearlong or summer online courses to advance within Viewpoint's curriculum, to replace a Viewpoint course, or to remediate a Viewpoint course must consult with the Head of Upper School, and fill out an application for approval before their program begins. Such courses may be taken only if approved by the Head of Upper School. Students may apply to take one required course per academic year online or in summer school provided that these courses are approved on the University of California a-g list of the providing school. Students do not need to consult the Head of Upper School if they plan on taking online courses for enrichment purposes. Online courses intended for advancement, replacement, or remediation of yearlong courses must provide 116-120 hours of class time, and 56-60 hours of class time for semester courses.

Beginning the fall of 2008, any online course taken by students must be UC approved or it will not receive credit. The University of California is developing a new policy that will "set strict standards for providers of online instruction," and even the providers listed above will be reassessed.

External (non-Viewpoint) coursework is not reported on a student's official Viewpoint transcript nor is it averaged into a Viewpoint student's grade point average (GPA). It is the responsibility of the individual student to report official transcripts of online work directly to the colleges and universities to which they plan to apply.

Dropping and Adding Courses

Once a semester begins, students have until the sixth week of classes to add a new course. After this time, courses may be dropped (students may not drop below the five class minimum), but no courses may be added. No notation is made on a student's transcript of a dropped course during this initial period.

For both semester and yearlong courses, if a student drops a course after the initial six week drop/add period, the notation "W" (withdrew from class) will be listed on the transcript. After the fourteenth week of class, students will not be allowed to drop / withdraw from any course, unless the Head of School grants permission.

Changing Levels of a Course

Changing levels of a course (i.e. Algebra II Honors to Algebra II or AP US History to US History) may be done with permission from the Head of the Department and the Head of Upper School. No adjustment in grades will be made when a student changes class levels. The grades the student has accumulated in the initial class will generally carry over to the second class.

Changing Sections of a Course

The scheduling process at Viewpoint is very complicated and numerous factors are taken into consideration when deciding sections of classes and arranging each student's individual schedule. Every effort is made to keep class sizes balanced; therefore, the School's policy does not allow students to switch sections of a course in order to have a different instructor.

Community Service

Viewpoint School is dedicated to the education of our students' hearts, as well as their minds. We strive to develop both intelligence and conscience. Volunteering on and off campus helps students to explore their particular talents and skills, learn from others with experiences different from their own, and share their good fortune with those in need.

Upper School students are required to participate in a total of 45 hours of community service prior to graduation. Yearly hour increments exist to ensure that seniors will have met their requirement, though the Program encourages students to aspire for many more hours beyond the requirement.

A breakdown of the requirement thresholds follows.

- Freshmen must complete 10 hours of service before the end of their freshman year
- Sophomores must complete 15 additional hours of service for a total of 25 hours before the end of their sophomore year
- Juniors must complete 15 additional hours of service for a total of 40 hours by the end of their junior year
- Seniors must complete 5 additional hours of service for a total of 45 required hours before they graduate

Community outreach will occur through a combination of individually approved service projects as well as Viewpoint School sponsored projects. Students should refer to the Community Service Guide online at www.viewpoint.org for more detailed information about program requirements and credit for projects. While 45 hours of service fulfill the basic requirement, the School encourages students to make a longer commitment to their projects. **Students must have service projects approved by the Director of Community Service.**

Hours may be reported from June of the summer prior to a student's arrival at Upper School at Viewpoint. Those who enter Viewpoint after their freshman year will have hours prorated. These students should see the Director of Community Service for the outline of their individual requirements.

Admission to the University of California

One of the finest and most selective public university systems in the nation, the University of California has established strict admission criteria known as the a-g requirements. Viewpoint's graduation requirements exceed the minimum entry requirements of the UC system and of the most selective private colleges, thereby qualifying superior students for admission to the most selective schools in the country, public or private. All arts courses are now approved to meet the Visual and Performing Arts requirement of the University of California. Only The Patriot, Technology or Computer 9/Human Development, Mock Trial, Computer Science, Computer Generated Animation, Programming for Video Games, and the Science Project Class may not be submitted to the UC System for credit. Please visit the University of California Web site at www.ucop.edu/doorways/list for more information about admission requirements.

Weighted Courses

The UC system as well as other colleges and universities may grant additional credit to honors and AP courses taken in the sophomore, junior, and senior years: i.e., A=5, B=4, C=3. The UC policy on this matter varies among campuses in the UC System. Some campuses do not weight honors courses. Viewpoint does not grant additional credit (weight) to honors or AP courses.

Academic Course Offerings

Art

The Art Department's philosophy is based upon the belief that art encourages creative thinking, self-expression, originality, emotional release, questioning, and problem solving, as well as an appreciation of the world, past and present. Students learn the elements and principles of design: line, color, pattern, texture, value, shape, movement, contrast, and repetition through a wide variety of media. Slides, films, videos, books, and prints help students to develop a critical and historical appreciation of art. All courses in the Arts address the five components required by the University of California: Artistic Perception, Creative Expression, Historical and Cultural Content, Aesthetic Valuing, and Connections and Applications. All require some work beyond class time.

Art I: One Semester, Grades 9 through 12

This course offers students an introduction to the elements of art and to the principles of design. Students explore various mediums and techniques while learning about the work of past and present artists from around the world. Cross-curricular projects will also be included.

Art II: One Semester, Grades 9 through 12

This course continues on from Art I. Students learn printmaking, mixed media and Photoshop. They continue to work with the elements and principles of design. Students are encouraged to visit the CSUN high school art show in December to support Viewpoint students and become exposed to what other artists are creating.

Art III: One Semester, Grades 10 through 12

This course gives students a wide range of experiences in drawing, painting, printmaking and mixed media. They focus on applying the principles of design and color theory and are encouraged to deepen the content of their work. They are required to attend the CSUN high school art show and write a one page paper on their experience.

Art IV: One Semester, Grades 10 through 12

This semester provides students the opportunity to produce art projects that demonstrate evidence of intellectual, perceptual, and technical range. The students will continue to use the elements and principles of design as well as theory in their work. They will study drawing methods and 2D Design concepts. They will continue to learn about the historical and cultural aspect of art.

Advanced Studio Art I: Full Year, Grades 11 and 12

This course is for students who want to pursue a higher level of expertise in painting, drawing and 2D Design. It prepares them for the AP Studio Art course in the following year. Students must prepare a portfolio of 12 pieces for the breadth section of the AP portfolio. Students work on technical expertise, originally and develop a personal style of perspective in their art. Students will be required to research an artist they admire, create an art piece inspired by that artist and give a presentation to the class.

Advanced Placement Studio Art: Full Year, Grades 11 and 12

This course is designed for highly motivated students who want to do college-level work. Students create a portfolio of 12 pieces of art that illustrate a particular theme or visual idea. They strive to be independent thinkers and workers, organize their time well, and develop and grow in a particular medium. Slides of the work are sent to the College Entrance Examination Board for evaluation in May.

Ceramics I and II: One Semester Each, Grades 9 through 12

Students learn the basics of pinch, coil, slab, and wheel-throwing construction, as well as a variety of glazing, slipping, and firing techniques. Students will create functional and sculptural works in clay that demonstrate their skill. The teacher encourages experimentation, creativity, and a hands-on approach to learning the vast possibilities of clay.

Ceramics III and IV: One Semester Each, Grades 10 through 12

Students will continue to build on the experience and knowledge gained in the previous year of Ceramics, learning more advanced methods of clay construction, such as: throwing large and complex vessels; manipulating thrown shapes after throwing; and, throwing hollow spheres, rings and bowls. Students participate in class critiques of their own work and the work of professionals via slides and videos.

Advanced Ceramics: Full Year, Grades 11 and 12

This course is designed for students who are interested in pursuing advanced techniques in clay, emphasizing an individual direction and personal creative expression. Students are encouraged to experiment with the clay medium in order to realize their artistic vision. Both wheel-thrown and hand-built functional and sculptural works in clay will be created by students reflecting assigned projects and independent studies. Students will also learn how to load and fire gas and electric kilns.

Sculpture I and II: One Semester Each, Grades 9 through 12

In these courses students explore a variety of additive and subtractive techniques with plaster, wood, ceramics, metal, mixed-media, and found objects. The instructor emphasizes image, content, and technique through figural and abstract approaches. Students also study the work of past and present sculptors.

Sculpture III and IV: One Semester Each, Grades 10 through 12

Advanced sculpture students learn how the elements and principles of design apply to three-dimensional art and experience a variety of materials and techniques including woodcarving, portraiture, relief, casting, and interior/exterior space relationships. Emphasis will be placed on form, technique, creativity, self-expression, and concept. Students propose materials that would best express their concepts for some projects, and use required media for other projects. Students study the work of established sculptors and prepare a written report analyzing their work.

Advanced Studio Art I - Sculpture: Full Year, Grades 11 and 12

Advanced Studio Art I - Sculpture is a course designed for students who want to pursue sculpture at a high level, either as a precursor to AP 3D Design, or simply to devote time toward their creative endeavors. Using the elements and principles of design, students will complete eight pieces consisting of both curricular projects and projects of their own design. Enrollment is by permission of Department Chairman and Instructor, upon demonstration of proficiency.

Advanced Placement Studio Art 3D Design: Full Year, Grades 11 and 12

In this course students create a portfolio consisting of at least 14 three-dimensional pieces dealing with various problems in three-dimensional design. Portfolios are submitted in slide form only to the College Entrance Examination Board in May, along with a brief essay. Students need to spend significant time outside of class to prepare their work for evaluation, and should pursue this course if they have a high level of motivation, interest, and proficiency in art. Prerequisite: Proficiency in Sculpture I-IV and Advanced Studio I - Sculpture.

Photography I and II: One Semester Each, Grades 9 through 12

Photography students learn through hands-on experience how to visualize and process pictures from the camera to the final print. Students learn how to operate a manual 35mm single reflex camera, develop black and white film, and print with a 35mm medium format enlarger. Students will learn how to “see” through assignments designed towards self-expression, articulation, and problem solving. Seeing also includes students learning to cut mattes, mount their work, install an exhibition, all supported with literature, film, and demonstration. When a project is complete the students hold a critique so they may learn how to evaluate artwork with sensitivity. A 35mm SLR camera is required for this course.

Photography III: One Semester, Grades 10 through 12

Photography III is a semester course for young photographers who want to explore their individual style and begin to identify issues and ideas through individually crafted assignments geared towards enhancing technical proficiency. The course introduces digital SLR format as well as alternative methods of printing and controlled negative development. The aesthetics and history of photography are fundamental aspects of this course. The course culminates with a student exhibition. Prerequisite: Photography II and permission of the instructor.

Photography IV: One Semester, Grades 10 through 12

Photography IV is a semester course for students who wish to continue developing their technical skills and individual style, study the history and aesthetics of photography, and work in large format and digital format. In this course, students identify issues and ideas and translate these into prints so that the finished prints reflect their initial concepts. The course will culminate with a student exhibition. Prerequisite: Photography III and permission of the instructor.

Advanced Photography: Full Year, Grades 11 and 12

Advanced Photography is a yearlong course for students who want to continue developing their technical skills and further their development of individual style through independent projects. Students will explore a personal, central interest as intensively as possible. This course emphasizes the development of self-exploration and social investigation. Advanced Photography offers an opportunity for students to create a portfolio consisting of photographs addressing a particular concentration. Students articulate the origin of their ideas, discuss their historical and contemporary influences, and write a paper about their portfolio project using the language of photography. Students also learn through demonstration and lecture, the darkroom, digital techniques, and social references of other photographers' artwork. Students create a slide presentation suitable for inclusion in college portfolios and participate in a final exhibition.

Upper School Computer Science

Today's students need knowledge of the computer, its power, and its limitations, to enter the work force of tomorrow with appropriate skills. Every facet of society has become increasingly dependent upon the use of computer technology. The computer is no longer the domain of the engineer and scientist but an essential tool of our society.

Ninth Grade Technology or Computer Science 9: Full Year (Required elective)

Students may opt to enroll in either the Ninth Grade Technology class or Computer Science 9 class.

Technology Course: The School requires students in Grade 9 to complete intensive computer lab instruction from the Computer Science faculty and information literacy instruction from the School's librarian. The labs, their instructors, and the School's libraries remain available to students through the year as they complete projects relating to topics from their core classes. Topics and projects include creating a web site, working with spreadsheets, desktop publishing, digital image manipulation, using the Modern Language Association's (MLA) guide to create accurate reference pages, and an introduction to creating video using editing software. The class meets three periods of each six-day cycle. Human Development fills out the other two periods of the five-period sequence.

Computer Science 9: This course introduces the fundamentals of programming in the Scheme language: functions, functional composition, conditionals, symbolic processing, structures, and unions of structures, and recursive list processing. This class is a prerequisite to the Intermediate Computer Science and Advanced Placement Computer Science courses. Previous programming experience is **not necessary** for success in this course. Students choosing this option are expected to have mastered the material in the Technology Course prior to the beginning of Grade Nine. They receive information literacy instruction from the School's librarian. The class meets three periods of each six-day cycle. Human Development fills out the other two periods of the five-period sequence.

Computer Science: One Semester, Grades 9 through 12

This course introduces the fundamentals of programming in the Scheme language: functions, functional composition, conditionals, symbolic processing, structures, and unions of structures, and recursive list processing. This class is a prerequisite to the Intermediate Programming and Advanced Placement Computer Science courses. Previous programming experience is **not necessary** for success in this course.

Intermediate Programming: One Semester, Grades 9 through 12

Intermediate Programming is a one-semester course continuation for students that would like to learn more programming but would not like to commit to a one-year college level course. This course builds on the material covered in Computer Science. Topics covered include searching, sorting, tree data structures, lambda, as well as exploring text-speech, network programming, processing web pages and prolog style programming, time permitting. Prerequisite: Computer Science or Computer Science 9

Computer Generated Imagery I: Fall Semester, Grades 9 through 12

Students learn the fundamentals of Computer Generated Imagery (CGI) and animation design. Topics covered in CGI I include but are not limited to the following: 3D navigation, rotation, scaling, file formats for rendering, creating and editing meshes, polygonal modeling, and surfaces of revolution, geometric primitives, extrusion, sweeping deformation, subdivision surfacing, rendering, lighting, camera placement, materials, radiosity, color and particle systems. Texture mapping topics include an introduction to image editing.

Computer Generated Imagery II: Spring Semester, Grades 9 through 12

Pre-requisite: Computer Generated Imagery I

CGI II involves intermediate concepts of Computer Generated Imagery (CGI) and the digital creative process. Topics include key-frames, path animation, rigging, skeletons and kinematics (skins), character and facial animation, camera tracking, and motion graphics. Using digital sound (sonic) exploration techniques, students will create an electronic sound track. Students prepare a digital portfolio combining projects with their soundtracks as their culminating project.

Advanced Placement Computer Science: Full Year, Grades 10 through 12

This course prepares students for the AP examination in Computer Science. The Java language has emerged as a primary programming language for industry. This course covers class hierarchies, containment, union data definitions, abstract classes, and self-referential data including lists and trees, methods for classes, interfaces, and anonymous inner classes. Prerequisite: Introduction to Computer Science or Intermediate Programming and Consent of Instructor

Artificial Intelligence Honors: Full Year, Grades 10 through 12

Artificial Intelligence teaches current topics in human cognition using Douglas Hofstadter's book, *Gödel, Escher, Bach* as a framework for the course. Topics covered include characteristics of formal systems, recursive transition networks, predicate calculus, formal logic, fuzzy logic, neural networks, genetic algorithms, and Gödel's theorem. Prerequisite: Advanced Placement Computer Science or Intermediate Programming.

Programming for Video Games: One Semester, Grades 11 and 12

Two-dimensional and three-dimensional graphics programming theory and implementation are the foci of this one semester course. The first quarter topics will include rotation, translation, and transformation of graphics on a plane, culminating with the creation of a simple two-dimensional game. In the second quarter, application of theory and techniques of two dimensions to three dimensions is the curricular emphasis along with developing and implementing a working three-dimensional game engine in a video game format. Prerequisites: Artificial Intelligence Honors and Algebra II, or Artificial Intelligence Honors and concurrent enrollment in Algebra II.

Robotics: One Semester, Grades 10 through 12

This course uses the Lego Mindstorm Robotics kits to explore the world of robotics. Students learn how to build and control robotic systems using the RCX computer brick. Examples of robots that students may build include robots that find their own way through a maze or robotic arms. Students will also learn about electrical systems and may build their own robotic sensors. No programming experience is necessary to take this course.

English

The English curriculum builds sequential competency in various rhetorical forms, vocabulary, and reading comprehension. Teachers foster the appreciation of literature and encourage students' individual creativity. Successful students of English come to recognize and to value the artistry of language, and to employ it effectively in speech and writing. In their own analytical and creative writing, students acquire control of oral and written expression and develop their own expressive voices. English I (Grade 9) and English II (Grade 10) follow a core curriculum, which is coordinated with the students' study of history at each level.

The Shakespeare Project

The English Department offers a sequential study of Shakespeare's plays in the Upper School, with the ninth, tenth and twelfth grades courses engaging in an in-depth study of at least one work that supports the course curriculum. The eleventh grade focuses on a classic work of the American theatre in order to support the students' study of American History. By the time students graduate from Viewpoint's Upper School, they will know well at least three great Shakespeare plays. The works studied at the various grade levels may include *Julius Caesar*, *Macbeth*, *As You Like It*, *Twelfth Night*, *Hamlet*, and *King Lear*.

English I: Full Year, Grade 9

English I surveys world literature with a focus on the theme of heroes and their journeys, with students examining the physical, intellectual, and spiritual journeys that the main characters experience as well as the narrative conventions common to the story of the epic hero. The reading selections include Homeric and Anglo-Saxon epics, Arthurian legends, a Shakespeare play, modern novels, and poetry. Writing assignments introduce students

to traditional, formal modes of composition (e.g., exposition, persuasion, comparison/contrast, personal, literary analysis). A thorough study of vocabulary, grammar, usage, and literary terms enhances the students' skills. Reading selections may include:

The Odyssey, Homer
Antigone, Sophocles
Beowulf
Sir Gawain and the Green Knight
Julius Caesar, Shakespeare
Siddhartha, Hesse
The Bean Trees, Kingsolver
Into the Wild, Krakauer
Various poems by world authors.

English I Honors: Full Year, Grade 9

English I Honors surveys world literature with a focus on the theme of heroes and their journeys, with students examining the physical, intellectual, and spiritual journeys that the main characters experience as well as the narrative conventions common to the story of the epic hero. The reading selections include Homeric and Anglo-Saxon epics, Arthurian legends, a Shakespeare play, modern novels, and poetry. Writing assignments introduce students to traditional, formal modes of composition (e.g., exposition, persuasion, comparison/contrast, personal, literary analysis). A thorough study of vocabulary, grammar, usage, and literary terms enhances the students' skills.

Because this course has honors status, the work is rigorous, the pace is accelerated, and expectations are high. The most successful students are responsible, organized, and capable of independent learning. Reading, writing, listening, and speaking skills should be well developed so that discussions and expressions are dynamic, sophisticated, and advanced. Reading selections may include:

The Odyssey, Homer
Antigone, Sophocles
Beowulf
Sir Gawain and the Green Knight
Julius Caesar, Shakespeare
Siddhartha, Hesse
Mother Love, Dove
The Joy Luck Club, Tan
The Bean Trees, Kingsolver
Into the Wild, Krakauer
Various poems by world authors.

English II: Full Year, Grade 10

English II is a writing-intensive class in which students study British masterworks from the age of Chaucer to the post-Colonial era. This class places emphasis on independent critical thinking, literary analysis, and close reading skills. Advanced vocabulary is also an important component of the curriculum, as students work on acquiring and then integrating complex lexical terms in their writing. While critical analysis is the cornerstone of the writing program, students also engage in creative and personal writing. The reading list for this course may include:

The Canterbury Tales, Chaucer
Macbeth, Shakespeare
Paradise Lost, Milton
Great Expectations, Dickens
Alice's Adventures in Wonderland, Carroll
The Picture of Dorian Gray, Wilde
1984, Orwell
Anthologized poetry, essays, short stories.

English II Honors: Full Year, Grade 10

This course continues the development of skills honed in English I Honors and prepares students for potential enrollment in AP Language. English II Honors is a writing-intensive class in which students study British masterworks from the age of Chaucer to the post-Colonial era. This class places heavy emphasis on independent

critical thinking, literary analysis, and close reading skills. Advanced vocabulary is also an important component of the curriculum, as students work on acquiring and then integrating complex lexical terms in their writing. While critical analysis is the cornerstone of the writing program, students also engage in creative and personal writing. Admission is by successful completion of English I Honors or by teacher recommendation and proven skill in English I. The reading list for this course may include:

The Canterbury Tales, Chaucer
Macbeth, Shakespeare
Paradise Lost, Milton
Great Expectations, Dickens
Alice's Adventures in Wonderland, Carroll
The Picture of Dorian Gray, Wilde
The Secret Sharer, Conrad
1984, Orwell
The Prime of Miss Jean Brodie, Sparks
The Remains of the Day, Ishiguro
Anthologized poetry, essays, short stories.

The Core Requirement in English for Grades 11 and 12

Students pursuing course work in English in Grade 11 must take one of the core English courses. At this time, the courses which may be used to satisfy this requirement are: Advanced Placement English Language and Composition (full year) or American Masterworks (semester one) and an elective seminar (semester two); and students in Grade 12 must take Advanced Placement English Literature and Composition (full year) or British Masterworks (semester one) and an elective seminar (semester two). All students must take a full year of English in the Eleventh and Twelfth Grades.

Grade 11

All students in Grade 11 who are not enrolled in Advanced Placement English Language take American Masterworks in the fall semester and a Grade 11 elective English class in the second semester. Students in Grade 11 are eligible to take Modern Novel, Modern Poetry, Modern Drama, Multicultural Literature and Environmental Literature during the 2009-10 year.

Advanced Placement English Language/Composition: Full Year, Grade 11

The Advanced Placement Language and Composition course trains students to become skilled readers and writers in diverse genres and modes of composition. This course focuses on American writing from a broad spectrum of forms and genres. As this course stresses the rhetoric of non-fiction, students read a variety of non-fiction writing such as essays, editorials, letters, and speeches. Authors include famous speechwriters, journalists, and essayists, as well as American fiction masters such as Hawthorne, Twain, Fitzgerald, and Vonnegut. Through the process of reading, writing, and discussing texts, students learn to analyze the rhetorical strategies used by writers and to employ these strategies in their own writing. Students also learn to sustain discussions and frame cogent arguments about topics in American literature and culture. The course examines our experience as Americans, including our experiences as immigrants, our attempts to reconcile democracy, individualism, and community needs, and the role that language plays in politics and in self-definition. Assignments in this course are designed to prepare students to perform well on the AP English Language and Composition Exam and to succeed in college English; some training in strategy for taking college entrance tests is offered as well. This course features a heavy writing load; Students will write frequently and in different modes.

Texts may include:

A Street Car Named Desire, Williams
Beloved, Morrison
Death of a Salesman, Miller
The Things They Carried, O'Brien
The Awakening, Chopin
The Grapes of Wrath, Steinbeck
The Norton Reader
The Scarlet Letter, Hawthorne
The Great Gatsby, Fitzgerald
Slaughterhouse V, Vonnegut

Grade 11 Literature Seminars

American Masterworks: One Semester (Fall), Grade 11

American Masterworks presents an overview of American literary heritage and its connection to social, cultural and political forces. Students read, study, discuss and respond to major works of American prose, poetry and drama as they examine themes such as the formation and betrayal of the “American Dream,” the evaluation of the individual, the conflict between the individual and the group, and the relationship of people to the land. The writing component of this course highlights not only literary analysis but also many kinds of creative writing and expository prose: the personal essay, the timed written response, the persuasive essay, the research essay, and creative work. Vocabulary gleaned from the texts and from SAT word lists constitutes the basis of the students’ study and application of new terminology. Works studied in this course may include selections from the following texts:

A Street Car Named Desire, Williams
Self-Reliance and Other Essays, Emerson
Civil Disobedience and Walden, Thoreau
The Awakening, Chopin
The Great Gatsby, Fitzgerald
The Things They Carried, O’Brien
Death of a Salesman, Miller
An anthology of American poetry

The Modern Novel: One Semester (Spring), Grade 11

This course examines the origins and development of the novel from the 18th through the 20th centuries. Students consider the novel’s evolution from the broader narratives of social manners to those which employ myth and internal/psychological dialogues. Students continue to hone writing skills in critical and expository modes. This course’s reading list may include selections from the following texts:

Notes from the Underground and Other Stories, Dostoevsky
Dubliners, Joyce
Frankenstein, Shelley
Heart of Darkness, Conrad
The Sun Also Rises, Hemingway
Their Eyes Were Watching God, Neale-Hurston

Modern Poetry: One Semester (Spring), Grade 11

Modern Poetry is a course in which students examine the historical development of 20th century poetry and engage in the study of advanced poetics. The course begins with an introduction of the birth of modern poetry in 19th century Romanticism, a movement characterized by the reexamination of classical modes of thought and verse. It continues to trace the development of poetry through the 19th century with attention to reformers and innovators such as Walt Whitman, Emily Dickinson, Charles Baudelaire, and Gerald Manley Hopkins. Students then study poets representative of various schools and movements in the 20th century as they explore both modern poetry’s deviations from and adherence to traditional poetic themes and techniques. Among the 20th century poets highlighted are: Eliot, H. D., Pound, Frost, Williams, Moore, Cummings, Bishop, Hughes, Thomas, Plath, Heaney, and Levertov.

Multicultural Literature in America: One Semester (Spring), Grades 11 and 12

This course seeks to develop the students’ skills in critical analysis and writing by focusing on literature written by authors who are members of ethnic groups traditionally under-represented in American literature courses. Students look at how novels and poetry change form and content when appropriated into “minority” cultural traditions. In various years, this course includes emphasis on particular areas of creativity or development in literature, for example, Latina Poetry or the African-American Novel Tradition. This course includes significant writing assignments in keeping with a junior/senior level English class. This course’s reading list is taken from the following texts, with selections from others:

Black Boy, Wright
Hunger for Memory, Rodriguez
Woman Warrior, Hong-Kingston
Soy: An Anthology of Poetry by Latinas
A Puerto Rican in New York, Colon

Kindred, Butler
Fools Crow, Welch
Under the feet of Jesus, Miramontes

Modern Drama: One Semester (Spring), Grades 11 and 12

This course explores the development of drama from Shakespeare to Modern times, exploring theater history as well as the interaction of theater, art, politics, and science. Students read, both independently and as a class, some of the most influential plays, learning how to be critical readers and discerning viewers of theatrical texts. Students practice their skills as writers with daily journal entries, critical and analytical essays, and a short play. A theater field trip and a residency by a playwright may be included during the semester. The reading list for this course may include:

Waiting for Godot, Beckett
The Caucasian Chalk Circle, Brecht
Uncle Vanya or The Cherry Orchard, Chekhov
Copenhagen, Michael Frayn or *Arcadia*, Stoppard
An Enemy of the People or Hedda Gabler, Ibsen
Desire Under the Elms, O'Neill
No Exit, Sartre

Environmental Literature: One Semester (Grades 11 and 12)

Humans have long reflected their relationship to the natural world through art. In an attempt to explore and mirror the diversity of nature, this reading- and writing-intensive course examines a wide, multicultural array of literature on the environment. In addition to the books on the reading list, students read selections from authors such as Henry Thoreau, John Muir, Rachael Carson, Aldo Leopold, Gary Snyder, Edward Abbey, Wendell Berry, Leslie Marmon Silko, Starhawk, Louise Ehrlich, Mary Oliver, Jon Krakauer, Barry Lopez, Jared Diamond, and current eco-bloggers. "Rivers and Tides," a documentary about the art of Andy Goldsworthy and *Ana Mendieta: Earth Body*, a monograph of Ana Mendieta's installation art, will also be included as course texts. Students are also expected to engage in outdoor experiences and to complete a range of assessments, including literary analysis and personal essays, poetry and journal-style creative writing assignments, persuasive writing and research projects focused on relevant current events, all intended to foster personal and intellectual connection with the natural world.

The course reading list may include the following:

Animal, Vegetable, Miracle: A Year of Food Life, Kingsolver (memoir)
An Unspoken Hunger, Williams (short fiction/prose poetry)
A Walk in the Woods, Bryson (humor)
Beyond the Hundredth Meridian: John Wesley Powell and the Second Opening of the West, Stegner (biography)
The Botany of Desire, Pollan (journalism/non-fiction essay)
The Book of Medicines, Hogan (poetry)
Green History: An Anthology of Environmental Literature, Philosophy and Politics, Wall (political/social history)
The Lorax, Seuss (children's fiction)
The Norton Book of Nature Writing, Finch & Elder (anthology)
Pilgrim at Tinker Creek, Dillard (essays)
River of Traps, deBuys and Harris (non-fiction/biography)

Grade 12

All students in Grade 12 who are not enrolled in Advanced Placement English Literature take British Masterworks in the Fall Semester and a Grade 12 elective English class in the second semester. Beginning in the 2010-2011 school year, students not enrolled in AP English Literature will take World Literature in the fall semester.

Advanced Placement English Literature: Full Year, Grade 12

Advanced Placement English Literature is a college level survey of Western Literature. In this course, students read, analyze and respond to works representative of various literary movements and genres from the 17th through the 20th centuries. The AP English Literature course draws from the critical movements of Historicism and Formalism in its approach to literature. Thus students investigate the ways in which literary texts reflect

historical, political and philosophical trends of their particular ages as well as themes and questions universal to mankind. Students also examine the complex use of figurative language and literary devices to study the connection between literary tropes and the development of style, theme, character, and tone. A number of creative writing assignments provide students with the opportunity to explore the genres and styles which they are studying. The reading list may include the following texts:

Oedipus Rex and *Antigone*, Sophocles

Anna Karenina, Tolstoy

King Lear, Shakespeare

Hard Times, Dickens

The Loved One, Waugh

The Metamorphosis, Kafka

Frankenstein, Shelley

Rosencrantz and Guildenstern Are Dead, Stoppard

Poetry by: Shakespeare, Donne, Milton, Jonson, Pope, Blake, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Whitman, Dickinson, Yeats, Frost, Eliot.

Grade 12 Literature Seminars

British Masterworks: One Semester (Fall), Grade 12 (2009 - 10)

This course presents students with an overview of major works and authors of British literature from Chaucer to post-Colonial authors. The composition program focuses on critical analysis as well as personal and creative writing. The reading list for this course may include:

The Canterbury Tales, Chaucer

Much Ado About Nothing, Shakespeare

A Modest Proposal, Swift

Frankenstein, Shelley

A Christmas Carol, Dickens

The Importance of Being Earnest, Wilde

The Loved One, Waugh

Rosencrantz and Guildenstern Are Dead, Stoppard

Anthologized poetry, essays, short stories.

World Literature: One Semester (Fall), Grade 12 (2010-11)

The course emphasizes the study of the literary, cultural and human significance of selected great works of the Western and non-Western literary traditions from Antiquity to the Post-colonial era. A key goal of the course is to present works in their cultural and historical contexts, and to promote an understanding of both the elements of particular cultures and historical periods and also the enduring human values which transcend different literary traditions. Students in this course will practice close reading, comparison and contrast skills, synthesis of large ideas across texts, and a number of writing modes. The writing in this course includes literary analysis, persuasive writing, personal response, personal essays, and creative work. Reading selections may include:

Oedipus Rex, Sophocles

The Thousand and One Nights

Candide, Voltaire

Faust, Goethe

A Doll's House, Ibsen

The Metamorphosis, Kafka

The Sultan's Dilemma, Al-Hakim

The Visit, Dürrenmatt

Six Characters in Search of an Author, Pirandello

One Day in the Life of Ivan Denisovich, Solzhenitsyn

One Hundred Years of Solitude, Marquez

The Makioka Sisters, Tanizaki

Diary of a Madman, Xun

Second Class Citizen, Emecheta

Selected poetry from various world traditions may include: Solomon (biblical texts), Sappho, The Book of Songs (China), Ovid, T'ao Ch'ien, Li Po, Baudelaire, Borges, Walcott, Braithwaite, Soyinka, Amichai, Herbert, Neruda.

Technology of Power: One Semester (Spring) Grade 12

This course will seek to develop students' skills in critical analysis and writing by focusing on a central theme in

western literature: the relationship between technology, power, and the human identity. At root will stand the fundamental issue of whether scientific knowledge and technological advancement represent evolution that brings humanity closer to a divine destiny or devolution. Students will explore the literature in chronological order highlighting the cultural, sociopolitical and philosophical influences that have contributed to the development of this genre. The course's reading list may include:

The Invisible Man, Wells
The Strange Case of Dr. Jekyll and Mr. Hyde, Stevenson
War of the Worlds (Radio Play), dir. Wells
Brave New World, Huxley
Flowers for Algernon, Keyes
Ender's Game, Card
Excerpts from Pulp Science Fiction: Burroughs, Gernsback
Selected "Golden Age" short stories: C. Clarke, Isaac Asimov
Selected "Classic" and modern short stories: Martin, Bear, Niven, Rucker, Dick, Heinlein, Dickerson, Simak, Godwin and Bradbury
Selected Films and Documentaries

Contemporary Short Fiction: One Semester (Spring), Grade 12

This course provides an opportunity for students to focus on the development of the short story form through reading, writing, and discussion. In looking at the development of the genre, we read a broad range of authors and styles as we trace the movement of the story through the Realist, Naturalist, Modern, Postmodern, and, finally, Contemporary periods. Students do a good deal of writing, both analytical and creative, as we examine and discuss the elements of fiction. Required texts may include: *The Story and Its Writer: An Introduction to Short Fiction*, ed. Charters

Women in Literature and Film: One Semester (Spring), Grade 12 or Grade 11

This class examines how various and discrete representations of women are illustrated in literature and film across the 19th – 21st centuries. In addition, this course foregrounds the questions of identity, self image, voice for women and the woman artist. Students read a variety of critical essays, poetry, novels, and short fiction. Choice films round out the curriculum as the students learn how to analyze film as text and how films thematically relate to literature. Students will hone their writing skills through literary analysis, personal essays and creative pieces. The reading and viewing assignments may include the following:

A Room with a View by E.M. Forster
Rebecca by Daphne Du Maurier
Mama Day by Gloria Naylor
The Ideal Husband directed by Oliver Parker
Sunset Blvd. directed by Billy Wilder
A Room with a View directed by James Ivory
Rebecca directed by Alfred Hitchcock

Multicultural Literature in America: One Semester (Spring), Grades 11 and 12

Please see course description under Grade 11.

Shakespeare: One Semester (Spring), Grade 12

As the pre-eminent writer of English drama, Shakespeare provides readers with the opportunity to consider sophisticated themes, beautiful language, and a multifaceted set of dramatic subtleties. Given the directed study involved in concentrating on a single author, students may develop the presentation of scenes for a wider audience. Students write analytical essays as well as personal narratives, reading journals, and poetry. The reading list for this course may include:

Selections from the Sonnets
Twelfth Night
Much Ado About Nothing
Richard III
Henry IV, Part I
Hamlet

Environmental Literature: One Semester (Grades 11 and 12)

Please see course description under Grade 11

The English Bible as Literature: One Semester (Fall), Grade 12 (Does not fulfill English requirement)

Within the Bible reside a vast number of genres. This course examines a variety of literary styles apparent in Old Testament works, such as the Adam and Eve saga, the Joseph story, and the Job story. Additionally, pieces of art and music (such as Handel's Messiah), which feature allusions to both Old and New Testament stories, appear in the curriculum. Students write papers on literary, artistic and musical works inspired by Biblical stories, from Milton and Thomas Mann to Rembrandt and Vaughan Williams. "The English Bible as Literature" can be taken as an elective class for UC credit, but does not fulfill the Viewpoint English graduation requirement.

The Patriot: Full Year, Grades 9 (Does not fulfill English requirement)

Viewpoint's Upper School newspaper, *The Patriot*, is the source of news and views for our community. Students are presented with the opportunities of real journalistic challenges and deadlines. Students in Grade 9 enrolled in *The Patriot* are staff "cubbies" and future staff writers. Those who wish to continue with their journalistic endeavors will enroll in the Journalism I and Journalism II courses. Students completing this course are eligible for Assistant Page Editor or Page Editor positions the following year.

Journalism: Theory and Practice I: Full Year, Grades 10 through 12 (Does not fulfill English requirement)

In this course students study the art of writing and reporting, interviewing, editing, layout design and the production of the Upper School newspaper, *The Patriot*. Students learn how to conduct interviews and to write news stories, sports stories, editorials, and feature articles. Students also learn the rules of copyediting, caption, and headline writing. They utilize computer technology to layout a page that is visually dynamic as well as informative and they use software and hardware to prepare the product for a printer. Members of this class are reporters and page editors for *The Patriot*. Class members are responsible for covering a newsbeat, selling ads, and writing articles for each issue of the newspaper.

Journalism: Theory and Practice II: Full Year, Grades 11 and 12 (Does not fulfill English requirement)

Members of this class are experienced staff writers and new or returning section editors for *The Patriot*, the school newspaper. In this course, students study interviewing techniques, investigative reporting, news and feature writing, as they hone both peer-editing and self-critiquing skills. The focus of this class is to learn about media, mass communication, and the place that ethical journalism holds in our society. Students continue to write, edit, and produce the Upper School newspaper, *The Patriot*. Members of this class are eligible for the *Quill and Scroll Honorary Society* based upon the society's requirements. An induction ceremony is held in November to initiate new members and recognize previous members that hold new staff positions. Staff writers and editors are selected for this class based on their performance in Journalism: Theory and Practice I, and an application completed in the previous spring and approved by the instructor.

Creative Writing: One Semester (Spring), Grades 11 and 12 (Does not fulfill English requirement)

This writing workshop provides an opportunity for students to focus entirely on their creative work as they practice not only fiction writing techniques but also strategies for the creation of original poems. The course includes careful study of the elements of imaginative writing—dialogue, characterization, plot, point of view, voice, metaphor, symbol, meter and sound patterns. Students also practice the skills of dramatic reading, active listening and constructive criticism as they present their own work and respond to the writing of their peers.

Film and Video

The goal of the Film and Video Department is to teach students both the thematic and technical language of filmmaking through creatively developing cinematic ideas, film production, and the active viewing and studying of films. Our aim is to create a student who is skilled in film production and criticism while embracing the aesthetics and artistic merits of the discipline. All courses in the Film and Video Department address the five components required by the University of California: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections and Applications. All require some work beyond class time.

Filmmaking I - One Semester, Grades 9 through 12

This course introduces students to the elements of film production and principles of film theory and criticism. A production based class, students will create a narrative using still images, a visual study of Viewpoint and a special effect piece with high-end digital cameras and edit these pieces on iMovie software. Through lectures and practical application students will be introduced to the concepts of *mise en scene* and the components of framing and shot

selection. Joseph Campbell's Hero's Journey and three act story structure will be applied to analysis of Casablanca and North by Northwest.

Filmmaking II - One Semester, Grades 10 through 12

This course further develops the skills of Filmmaking I and focuses on cinematic uses of character. These concepts are applied to student projects, which include "covering a moment in time," "a music video," and a narrative grounded in character arc. Complimenting the production elements of the course is the analysis of Psycho and On the Waterfront. Lectures on these films examine characterization, archetypes, and performance.

Filmmaking III - Full Year, Grades 11 and 12

A more advanced study, Filmmaking III reexamines the elements of *mise en scene* and form and content and puts these ideas into practice through the larger paradigm of affinity and contrast. Projects include a personal documentary, an avant-garde piece, and a free project of the student's choice. Interspersed between these original productions, students engage in a concentrated study of historical film genres (Film Noir, Western, Horror, Musical, Comedy etc. . .). Through listening to lectures, examining historical context, screening of seminal works and writing of analytical essays, students develop their understanding of the cinematic language and devices needed to create each discrete genre. Lastly, students collectively produce, shoot and edit a 3-5 minute scene to prepare them for the rigors of Filmmaking IV.

Filmmaking IV - Full Year, Grade 12

Filmmaking IV is the culmination of the Film and Video program. Students take the more academic and practical lessons learned in the previous three classes and apply these ideas to three major projects. Firstly, each student writes a 7 to 12 page script. Secondly, the class collectively selects a script to produce, and then enters the phases of rewriting, pre-production, shooting and editing to create a polished final product. The premiere of this film will be the centerpiece of the third project, an academic symposium, in which the students discuss their thematic and artistic intentions. This class will require students to participate in at least three weekends dedicated to film production and/or editing.

World Cinema: One Semester, Grades 11 and 12

Open to juniors and seniors, students will focus on world cinema as a means of studying both filmmaking and culture outside of the United States. The class will first approach the film as a literate text, examining the *mise en scene*, spatial and temporal relations between shots, and underlying thematic issues. Then using the film as a stepping stone, students will explore historical, political, and anthropological issues which are raised by the film and compare them to their ideological counterparts here in America. Additional texts will include a class reader which will be designed from articles, editorials, interviews, and other academic texts. Students will advance their writing and speaking skills through analytical essays, oral presentations, letters to reviewers, feature articles and historical research papers. This class will ultimately combine Film Studies, English, History and Anthropology and meets UC requirements for the G elective.

Reading List:

Film Art by David Bordwell and Kristen Thompson
Understanding Movies by Louis Giannetti
Other People's World by Joy Hendry
Cultural Anthology: A Global Perspective by Raymond Scupin
The Hero with a Thousand Faces by Joseph Campbell
History of Film by Virginia Wright Wexman

Films:

Sugar Cane Alley
Children of Heaven
Beijing Bicycle
Central Station
The Whale Rider
Dersu Uzala

Mathematics

The curriculum in mathematics is designed to prepare students for successful study at the college level through the understanding of mathematical concepts and the acquisition of manipulative skills. The School offers regular and honors coursework to meet varying levels of interest and ability. The instructor and department chair approve admission to Honors and Advanced Placement courses. This approval is contingent upon a high level of achievement and motivation. Please refer to the appendix for suggested course sequence. **All students enrolled in Geometry or higher level courses are required to own a TI-83, a TI-83 Silver, a TI-84 Plus, or a TI-84 Plus Silver Edition Graphing Calculator. The TI-84 Plus Silver Edition is recommended.**

Algebra I: Full Year, Grade 9

This course emphasizes the development of analytical ability to solve word problems. Students learn the skills of mathematical algorithms and operations necessary for solving linear equations, inequalities, simultaneous equations, and quadratic equations. The course covers Cartesian coordinate graphing of linear equations and inequalities, conjunctions, and disjunctions of these sets. Number theory in this course includes extension of the number system to irrational numbers with rules of exponents and simplifying.

Geometry: Full Year, Grades 9 and 10

This class employs an investigative approach to help students understand geometric concepts, see relationships, make conjectures, and reason clearly. This course includes the study of geometric construction; angles and angle relationships; properties of polygons and circles; area and volume; similarity and congruence; along with the Pythagorean theorem and trigonometry. Students are introduced to deductive reasoning and are required to write two-column proofs. The computer program "Geometer's Sketchpad" reinforces concepts learned in this class.

Geometry Honors: Full Year, Grades 9 and 10

This course stresses the development of a system of logic based on deductive reasoning. Students learn definitions and postulates, prove theorems, and build the system of geometry. They also gain the ability to analyze a problem, to hypothesize a conclusion, and then to write a logical, two-column formal proof. The class also includes the study of angle relationships of parallel and perpendicular lines; similarity and congruence of polygons; circles, arcs, and associated angles; coordinate geometry; area and volume; and constructions. Admission to Geometry Honors is by permission of the Department.

Algebra II: Full Year, Grades 10 through 12

This course is an extension in depth and in breadth of the study of Algebra I. Students learn to solve equations and inequalities by factoring, quadratic formulas, or by synthetic division. Topics include number analysis, operations on polynomials, exponents and roots, analysis of conic sections.

Algebra II/Trigonometry Honors: Full Year, Grades 10 through 12

The Honors course covers all topics of Algebra II, along with an introduction to logarithmic functions, but with more challenging exercises and greater depth. Teachers emphasize word problems and introduce trigonometric functions. Admission to Algebra II/Trigonometry Honors is by permission of the Department.

Trigonometry and Topics in Mathematics: Full Year, Grades 11 and 12

This course is designed to mathematically prepare students for non-science majors at the college level. During the first semester of the class students will study the six trigonometric functions and their inverses, along with their respective graphs and applications. Applications involving the Law of Sines and Law of Cosines will be solved and trigonometric identities will be proven. The second semester of the course will concentrate on algebra, geometry, functions and probability. Students will learn inductive and deductive reasoning, as well as set theory and logical notation. Topics will also include Fibonacci numbers, the Golden Ratio and graph theory. The class will culminate with a unit on business and finance. Prerequisite: Successful completion of Algebra II.

Pre-Calculus: Full Year, Grades 11 and 12

This course covers a variety of topics and applications which use the skills learned in Algebra and Geometry. Topics include the properties of the real number system, relations, functions and their graphs, circular and trigonometric functions, exponential and logarithmic functions, as well as real world applications of interest and annuities, polar coordinates and vectors, DeMoivre's theorem, complex numbers, and conic sections. The course follows a functional and graphing approach integrating as many concepts as possible. Prerequisite: Successful completion of Algebra II. Prerequisite: A grade of B- or above in Algebra II.

Statistics and Probability: Full Year, Grades 11 and 12

This course is intended for students who have completed Algebra II or Pre-Calculus. Topics include the uses of controlled experiments, observational studies, the histogram, normal curve, average, standard deviation, measurement error, chance variability (including the Law of Averages, expected value, and standard error), sampling, and tests of significance, followed by a study of the laws of chance and a unit on probability. Prerequisite: Successful completion of Algebra II.

Calculus: Full Year, Grades 11 and 12

This is a full year course that utilizes the skills learned in Algebra, Geometry, and Pre-Calculus. During this course, students will continue to study elementary functions, relations, and their graphs. Additionally, students will extend their understanding of functions by studying the concepts of limit, continuity, methods of differentiation, advanced graphing techniques, and integration. The course concludes with the study of the Fundamental Theorem of Calculus, where students use integration techniques to find the area under and between curves. Graphing calculators are used to explore and reinforce the skills being studied. Prerequisite: Pre-Calculus and Departmental approval.

Advanced Placement Statistics: Full Year, Grades 11 and 12

This course acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students frequently work on projects involving the hands-on gathering of real world data. Ideas and computations presented in this course have immediate links and connections with actual events. Computers and calculators allow students to focus deeply on the concepts involved in statistics. This course prepares students for the Advanced Placement examination in Statistics. Prerequisite: Successful completion of Algebra II and Departmental approval.

Math Analysis/Calculus Honors: Full Year, Grades 11 and 12

This is a two-semester sequence which covers a variety of topics and applications using the skills and concepts learned in previous work with Algebra, Geometry, and Trigonometry. Topics include the properties of sequences, series, limits, real numbers, set theory, relations, functions and their graphs, special functions, limits of functions and continuity, graphing rational functions, further concepts of trigonometry, and some aspects of exponential and logarithmic functions, vector analysis, and complex numbers. Students are introduced to the initial development of differential calculus and its applications to real world problems. There is an emphasis on developing greater skill in problem solving throughout the year. Graphing calculators reinforce essential concepts. Prerequisite: Successful completion of Algebra II/Trigonometry Honors and Departmental approval.

Advanced Placement Calculus AB: Full Year, Grades 11 and 12

In this course, students learn advanced techniques of differentiation and integration. They learn to apply these concepts to real-world problems including differentials, optimization, curve sketching, related rates, area and volume, differential equations. Graphing calculators reinforce essential concepts. Prerequisite: Successful completion of Math Analysis Honors/Introduction to Calculus Honors and Departmental approval.

Advanced Placement Calculus BC: Full Year, Grade 12

In this course, as in Calculus AB, students learn advanced techniques of differentiation and integration. They learn to apply these concepts to real-world problems including differentials, optimization, curve sketching, related rates, area and volume, differential equations. Additional topics include an advanced study of sequences, series, vector functions, and polar and parametric functions. Students taking the AP Calculus BC course are required to take the AP Calculus BC examination. Prerequisite: Successful completion of Math Analysis Honors/Introduction to Calculus Honors and Departmental approval. It is not necessary to take AP Calculus AB before taking AP Calculus BC.

Advanced Topics in Calculus Honors: Full Year, Grade 12

This course is taken by students who were enrolled in AP Calculus BC the previous year. It comprises post-AP Calculus BC topics such as multivariable Calculus, as well as aspects of linear Algebra and differential equations. Prerequisite: Successful completion of AP Calculus BC and Departmental approval.

Linear Algebra: Full Year, Grades 11 and 12

The major areas of study are vector spaces, linear transformations and an introduction to differential equations. Topics include linear independence and bases, null spaces and ranks of linear transformations, the algebra of linear transformations, matrix representation of linear transformations, applications of linear algebra, an introduction to the theory of ordinary differential equations and their applications. Prerequisite: Successful completion of Advanced Topics in Calculus.

Music

The Music Department offers a wide range of courses that afford all students the opportunity to make a lifelong connection to the art form by experiencing the music of different time periods, styles, and cultures through listening, study, creation, and performance. All courses in Music address the five components required by the University of California: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections and Applications. All require some work beyond class time.

String Orchestra: Full Year, Grades 9 through 12

This course develops the expressive and technical skills, and musical and listening abilities, of the string student through ensemble performances of a variety of standard string orchestra works from the major periods of music from Baroque to Modern. Students learn to identify stylistic characteristics of the major musical periods, and select composers by period and style. Several performances both in and out of school are scheduled throughout the year. Prerequisite: Intermediate level or higher playing ability on the violin, viola, cello, or bass. Instructor approval is required.

Advanced String Orchestra: Full Year, Grades 11 and 12

This course meets concurrently with the String Orchestra and is designed for students to develop more advanced musical and leadership skills in a group setting. Advanced String Orchestra members are expected to show a consistent devotion to their musical growth through study, practice, and participate in the CAIS Honors String Orchestra in addition to the regular String Orchestra requirements. Admission is granted by permission of the instructor based on previous experience or audition.

Viewpoint Jazz Ensemble: Full Year, Grades 9 through 12

The Jazz Ensemble is a selective ensemble designed to give a broad experience in the performance of a wide variety of jazz styles to students looking for a rigorous and fast-paced musical experience. Styles may include big band swing, bebop, blues, jazz-rock fusion, funk, and a variety of Latin jazz genres. All students learn improvisational techniques and practices. The group rehearses three mornings each week during Zero Period (7:00 - 7:50 a.m.). Performances are scheduled throughout the year, both on and off campus. Prerequisites: Audition and concurrent enrollment in Wind Ensemble, String Orchestra, or Chorus. Admission is granted by permission of the instructor.

Wind Ensemble: Full Year, Grades 9 through 12

This course is designed to develop the music literacy, expressive and technical performance skills, and listening ability of the student through ensemble performance of a varied concert band repertoire from the Baroque, Classical, Romantic, and Contemporary eras as well as popular and film music. Concert performances throughout the year serve as culminating events and authentic assessment tools for each unit of study. Prerequisite: Intermediate level or higher playing ability on the flute, clarinet, oboe, bassoon, saxophone, trumpet, horn, trombone, euphonium, tuba, or percussion. Instructor approval is required.

Advanced Wind Ensemble: Full Year, Grades 11 and 12

This course meets concurrently with the Wind Ensemble and is designed for students to develop more advanced musical and leadership skills in a performance ensemble setting. Advanced Wind Ensemble members are expected to show a consistent dedication to continued musical growth through study, practice, and attendance at live musical performances, in addition to the regular Wind Ensemble requirements. Prerequisite: Permission of the Instructor based on previous experience or audition.

Chorus: Full Year, Grades 9 through 12

In this course students learn to work together in rehearsal and performance environments and sing music from a variety of time periods, cultures, and styles, in unison and in parts. Students develop their voices through exercises in breathing, resonance, diction, and sight-singing. This lively chorus sings at concerts, the Holiday Program, graduation, and assemblies. They have opportunities for solos and small ensembles in addition to the full choral experience. They learn to read music and to sight-sing.

Advanced Chorus: Full Year, Grades 11 and 12

In this course, students learn to work together in rehearsal and performance environments and sing music from a variety of time periods, cultures, and styles, in unison and in parts. Students develop their voices through exercises in breathing, resonance, diction, and sight-singing. They have opportunities for solos and small ensembles

in addition to the full choral experience. The Chorus performs several times per year at concerts and assemblies. Ability to sight-sing and previous experience are required. Advanced Chorus students must show a consistent devotion to learning music through study and practice and sing in a vocal ensemble that meets outside of school. Prerequisites: previous Chorus enrollment and consent of the instructor.

Vocal Jazz: Full Year, Grades 9 through 12

The Vocal Jazz Ensemble is a selective vocal group designed to teach varied jazz styles to students looking for a challenge. Styles include swing, scat, and blues. The group will sing both with accompaniment and *a cappella* and performs several times during the year. Membership is by audition at the beginning of each semester. The group rehearses three days per week, Zero Period (7:00 - 7:50 a.m.). Prerequisite: concurrent enrollment in Chorus or String Orchestra, or Wind Ensemble.

Music Theory I: One Semester (Fall), Grades 9 through 12

Music Theory is a one-semester class that is structured as an overview of the fundamentals of reading and writing standard notation, scales, and chords in traditional Western tonality, chord function, cadences, and basic musical forms. The class also introduces sight-singing and ear-training through scale, interval, chord, and cadence identification of both aural and written examples. This class can serve as the prerequisite to Music Composition I and/or AP Music theory (Note: Interested students are encouraged to enroll in Music Composition I in the spring semester.)

Music Composition I: One Semester (Spring) Grades 9 through 12

Student composers study the process of original musical composition through analysis of the works of a wide variety of composers and creation of musical examples and original compositions based on these analyses. Students will develop the tools to express their individual voices through the study and application of various compositional techniques, forms, and styles. Students will create a portfolio of their own musical pieces throughout the semester. Prerequisite: Music Theory I or permission of instructor. (Note: Interested students are encouraged to enroll in Music Theory I in the fall semester.)

Advanced Placement Music Theory: Full Year, Grades 10 through 12 (not offered in 2009 - 10)

The goal of AP Music Theory is to develop a student's ability to recognize, understand, describe, and perform the basic materials and processes of music based on aural and written stimuli. Specific skills to be learned include: sight-singing, melodic and harmonic dictation, score reading, harmonic analysis, and standard four-part writing. The culmination of this class is taking the AP Music Theory exam in May. Prerequisite: Music Theory I, Certificate of Merit through level seven, or permission of instructor. Meets concurrently with Music Theory and Composition II.

Music Theory and Composition II: Full Year, Grades 10 through 12 (not offered in 2009 - 10)

The goal of this class is to develop a student's ability to recognize, understand, describe, and perform the basic materials and processes of music based on aural and written stimuli. Specific skills learned include: sight-singing, melodic and harmonic dictation, score reading, harmonic analysis, and composition in a variety of styles. Prerequisite: Music Theory I and Music Composition I or permission of instructor. This class meets concurrently with AP Music Theory.

Physical Education/Athletics

Viewpoint believes that physical education serves as an important component in the development of a well-rounded student. The program provides every student with the opportunity to develop and to maintain a level of physical fitness and skill development commensurate with individual needs. This goal is accomplished through the use of drills, tasks, and activities with emphasis on development of basic skills and conditioning. The program also emphasizes teamwork and good sportsmanship among its athletes on competitive teams. Working with the School's trainer and nurse, the Department promotes good health through proper nutrition and exercise, a knowledge of how the body functions, and an understanding of injury prevention. In addition to team sports, the program emphasizes individual and recreational sports to help students find lifetime athletic activities. These include aerobic activities, weight conditioning, swimming, volleyball, baseball, fencing, softball, soccer, basketball, and Outdoor Education.

All sports and athletic activities are available to students in grades 9 through 12. Physical Education is available for girls and boys during all three seasons. **Upper School students must participate each year in either the Physical Education or Athletics programs during two of the three trimesters (seasons) in order to meet graduation requirements. Students must actively participate in at least 85 percent of all class or team activities to receive a passing grade.** All physical education classes and athletic teams other than dance are graded on a pass/fail basis. Students in Grade 9 learn C.P.R. (Cardiopulmonary-Resuscitation) and First Aid. Additionally, the School offers the following athletic opportunities:

Key: 1 Liberty League; 2 Fountain League; 4 Prep League; 5 Interscholastic Equestrian League

	Fall	Winter	Spring
Girls	Cross-country 1 Volleyball (Var/JV/Frosh-Soph) 1 Tennis 1 Equestrian 5 Cheerleading Classical Ballet Modern Jazz Dance Fencing Outdoor Education Tap	Basketball (Var/JV) 1 Soccer (Var/JV)1 Equestrian 5 Cheerleading Classical Ballet Modern Jazz Dance Fencing Tap	Softball 1 Swimming (Var/JV) 2 Equestrian 5 Classical Ballet Modern Jazz Dance Fencing Outdoor Education Tap
Boys	Cross-country (Var/JV) 1 Football (Var/JV) 4 Equestrian 5 Classical Ballet Modern Jazz Dance Fencing Tap	Basketball (Var/JV/Frosh-Soph) 1 Soccer (Var/JV/JV II) 1 Equestrian 5 Classical Ballet Modern Jazz Dance Outdoor Education Tap	Baseball (Var/JV)1 Swimming (Var/JV)2 Volleyball (Var/JV) 1 Tennis (Var/JV) 1 Golf (Var/JV) 4 Equestrian 5 Fencing Classical Ballet Modern Jazz Dance Fencing Outdoor Education Tap

Athletes competing in interscholastic sports earn a varsity letter by successfully completing two seasons.

Physical Education (PE): Single Trimester (Offered every season), Grades 9 through 12

Physical Education courses, available in Periods A, B, C, D, E, F, G, H, and afterschool off season athletic programs, are designed to foster an appreciation for good physical health in our students. Through participation in exercises and physical activities, students develop a stronger sense of the importance of acquiring good life long habits with regard to physical health and well being. Students will improve their anaerobic and aerobic conditioning, flexibility, agility, strength, sport specific skills, develop positive social skills, and character traits. In their learning about physical training, students will achieve a better understanding of new concepts associated with the physiology of exercise and become more knowledgeable about fitness.

Modern Dance/Jazz I, II, III, and IV: One Semester Each, Grades 9 through 12

Modern Dance/Jazz I, II, III, and IV, educate students in both the physical and aesthetic elements of dance as well as the understanding of dance as a performing art. They inform students as to the evolution of dance as an art form integral to the development of civilization as both an influence upon society and a reflection of culture. The class helps the students develop methods for viewing performance and a vocabulary for discussing those experiences. Students are instructed in basic techniques of classical and modern dance and demonstrate skills learned in class. They prepare oral/written research reports on a choreographer or dance company and a final choreography project, which are presented to peers and teachers. Students are assessed according to the quality and maturity of work performed and the progress of that quality from the beginning to the end of the course. They are not graded according to natural ability or innate talent. These courses may be used for both Theater Arts and Physical Education credit. One semester of Dance supplies one trimester of PE credit.

Classical Ballet I and II: One Semester Each, Grades 9 through 12

The purpose of this course is to teach the fundamentals of classical dance including beginning technique, adagio, and allegro, evolving into choreography. Particular attention is given to body placement, proper technique, and musical forms utilized in this genre of dance. This class aims to place the art of ballet in its proper historical context as well as exploring modern directions this art of dance has approached with contemporary companies. Students are not graded according to natural ability or innate talent. These courses may be used for both Theater Arts and Physical Education credit. One semester of ballet supplies one trimester of PE credit.

Classical Ballet III and IV: One Semester Each, Grades 9 through 12

Students at this level attain the basic vocabulary of ballet and will be expected to grow their expressive repertoire with more sophisticated and intricate work at the *barre* and combinations in the center and across the floor. In addition to this expansion of their performance capabilities, they broaden their creative dance horizons by choreographing new combinations appropriate to the music that they have selected. As in other art forms, continuing development of the ballet artist involves increased skill as well as greater facility with the abstract understanding and development of their art. Prerequisite: Ballet I and II or audition. One semester of ballet supplies one trimester of PE credit.

Tap I and II: One Semester Each, Grades 9 through 12

This class teaches students the fundamentals of the art and practice of syncopated jazz tap. The class begins with simple exercises and then progresses to combination work utilizing a variety of musical styles. This class also places the genre of tap within its American perspective and makes connections to other forms of dance. Performance opportunities may be available to interested students. This class also fulfills a P.E. requirement. One semester of tap supplies one trimester of PE credit. Tap shoes are required. There is no prerequisite.

Outdoor Education: Single Trimester, (May be taken only one trimester per school year), Grades 9 through 12

This course is a popular alternative for those seeking a less conventional physical education program. In this course, students learn basic wilderness survival skills, map reading, orienteering, first aid, camping techniques, and other wilderness activities. In addition to the regular classes, students must participate in several day hikes and two overnight weekend outings during one of the Outdoor Education seasons. This activity is only offered during the fall and spring seasons.

Fencing, Single Trimester, Grades 9 through 12

The objective of this course is to teach the fundamentals of the classic sport of fencing. The focus is skill development as well as sport specific conditioning. The class features instruction in *épée* and foil for all levels of ability, by a certified and experienced instructor. This class meets during Zero Period class which meets four days a week, 7:00 – 7:50 am. Fencing is offered all three seasons and will satisfy the P.E. requirement for each season.

Team Manager: Single Trimester, Grades 9 through 12

A manager's responsibilities encompass attending practices or games each day, scorekeeping, keeping statistics, videotaping, and clerical duties. **Team managers may earn a total of two trimesters of PE credit in four years towards meeting their PE requirement.** Students must receive approval from the Director of Athletics to be a team manager prior to the start of the trimester/season.

Independent Study PE: Grades 9 through 12

Students may petition for off-campus Independent Study to satisfy their PE requirement. Approved activities will consist of those sports in which Viewpoint School participates at the interscholastic level under the guidelines of the California Interscholastic Federation (CIF). Students are also required to participate in that same sport for Viewpoint School during the appropriate season. In order to receive credit for the activity, participants must also meet all application and reporting deadlines as indicated on the application form. All activities must be approved by the Department Chair and require a minimum of six hours of directly supervised physical activity per week. The supervising instructor must be a trained professional, and may not be a family member. Students will be enrolled and required to attend a PE class if the application form is not received and approved at the start of the sport season.

Science

The goals of the Science Department are to develop in students an understanding of the scientific process, to foster an awareness of and an appreciation for the physical and biological world, and to prepare students for college-level courses in science. In addition, the curriculum is designed to develop in students a level of scientific literacy that will enable them to participate as informed citizens in resolving the issues that confront a technologically oriented society.

The basic curriculum includes courses in biology, physics, and chemistry. Biology, Chemistry and Physics courses satisfy Viewpoint's laboratory science requirements for graduation. All of these courses will satisfy the University of California's laboratory science requirements for admission. In addition to these courses, juniors and seniors may choose from a variety of Advanced Placement and one semester elective courses. Please refer to the appendix for suggested course sequence.

Biology: Full Year, Grades 9 and 10

This course is a laboratory-oriented introduction to the study of living things from the level of the cell to the relationships of organisms with each other and with the environment. Students consider the cell's processes in detail. Students survey the six animal kingdoms and study the physiology, anatomy, genetics, reproduction, development, and ecology of selected organisms. Prerequisite: Students enrolled in Biology must have completed Algebra I.

Biology Honors: Full Year, Grades 9 and 10

The Honors course explores all the topics of Biology at a more accelerated pace and in greater depth. As this course requires significant additional study, admission is by Department approval.

Advanced Placement Biology: Full Year, Grades 11 and 12

AP Biology is the equivalent of a college introductory course taken by biology majors. The goals of this course are twofold. The first goal is to equip students with an advanced knowledge of biology in order for them to be successful on the AP Examination and in college biology courses. The second goal is for students to develop an understanding of the interweaving relationships between biology and our world. Admission is by Department approval. Prerequisite: Biology and Chemistry.

Chemistry: Full Year, Grades 10 through 12

This laboratory course includes the study of matter, nomenclature, chemical reactions, stoichiometric calculations, the gas laws, bonding, acids & bases, Nuclear, and organic chemistry. With an emphasis on the inorganic and physical aspects of chemistry, the courses also integrates organic chemistry. Students learn laboratory safety and techniques through extensive experiments, which draw on their skills in critical thinking, writing, and mathematics. Prerequisite: completion of/or concurrent enrollment in Algebra II.

Chemistry Honors: Full Year, Grades 10 through 12

The Honors course covers all the topics of Chemistry plus equilibrium and oxidation/reduction, at a more

accelerated pace and in greater depth. As this course requires significant additional study, admission is by permission of the department. Prerequisite: completion of /or concurrent enrollment in Algebra II.

Advanced Placement Chemistry: Full Year, Grades 11 and 12

This course builds on concepts and skills learned in the first year Chemistry class as well as introducing more advanced topics. The course emphasizes mathematical calculations, critical thinking, and problem solving as well as applying concepts learned to laboratory investigations. Prerequisite: Algebra II and one year of high school chemistry and Departmental approval.

Physics: Full Year, Grades 11 and 12

In this laboratory course, students study the principles and concepts of physical matter and change. The course includes mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The class emphasizes mathematical functions, problem solving, and laboratory investigations as well as practical experience and application of these principles to everyday life. Prerequisite: Successful completion of Algebra II and Chemistry

Physics Honors: Full Year, Grades 11 and 12

The Honors course covers all the topics of Physics at an accelerated pace and in greater depth. As this course requires significant additional study and strong math skills, admission is by permission of the department. Prerequisites: Successful completion of one year of high school chemistry, Algebra II / Trigonometry Honors, and Department approval.

Advanced Placement Physics B: Full Year, Grades 11 and 12

In this laboratory course, students study the principles and concepts of physical matter and change. The course includes mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The class emphasizes mathematical functions, problem solving, laboratory investigations, as well as practical experience and application of these principles to everyday life. This course meets seven periods per six-day cycle. Prerequisite: Algebra II / Trigonometry Honors and Departmental Approval.

Advanced Placement Physics C : Mechanics: Full Year, Grades 11 and 12

This course is calculus-based and moves at an accelerated pace. The course includes kinematics; Newton's laws of motion; work, energy and power; linear momentum; circular motion and rotation; oscillations and gravitation. Strong emphasis is placed on solving a variety of challenging problems and applying these concepts to laboratory investigations. Prerequisites: concurrent enrollment in Calculus AB or BC and Departmental Approval.

Advanced Placement Physics C: Electricity and Magnetism: Full Year, Grades 11 and 12

This course is calculus-based and moves at an accelerated pace. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to problem solving. The course includes topics in static electricity, electric potential, circuits, capacitors, and magnetism. Strong emphasis is placed on solving a variety of challenging problems and applying these concepts to laboratory investigations. Prerequisites: concurrent enrollment in Calculus AB or BC and Departmental Approval.

Nutrition (This course does not fulfill the UC lab requirement.): One Semester, Grades 11 and 12

This one semester elective introduces students to the basic science of nutrition and its application to daily life. Students will explore the major organic molecules (carbohydrates, lipids, proteins, vitamins and minerals) and their importance in any diet. Topics such as sports nutrition, diet and health, and good nutrition for life will guide the course. The class studies on the latest research and emerging issues in nutrition while conducting self-analysis, mock consultations, and an examination of nutrition in the media. This course is recommended for students with particular interest in sports nutrition, personal health, and designing balanced meals. Prerequisites: Completion of Biology and completion or concurrent enrollment in Chemistry.

Oceanography (This course does not fulfill the UC lab requirement.): One Semester, Grades 11 and 12

To understand the ocean and how it works requires knowledge of almost all fields of science and their relationships to the marine environment. This course includes the six main parts of oceanography: chemical oceanography; biological oceanography; physical oceanography; geological oceanography; ocean engineering; and marine policy.

Environmental Science (This course does not fulfill the UC Lab requirement.): One Semester, Grades 11 and 12

This course has three goals: to provide students with an understanding of how living and nonliving factors interact in the natural world, to identify how human activities affect the balance of natural processes, and to evaluate current and future solutions to environmental problems. Students will conduct laboratory experiments, environmental sampling, and current events projects.

AP Environmental Science: Full Year, Grades 11 and 12

This course is the equivalent of a one-semester laboratory science course at the introductory college level. “The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them” (College Board’s Course Description for AP Environmental Science). Prerequisites: Successful completion of Biology and Chemistry and Departmental approval.

Physical Science: Investigations into Sound and Light: One Semester, Grades 11 and 12. (This class does not fulfill the UC Lab requirements.)

This is a one-semester elective that introduces the students to fundamental principles of sound and light. The principles will be investigated in reference to various disciplines. Applications such as film and photography, the human eye, ear and voice, and musical and optical instruments will be used to explore the principles discussed. Students who elect this course should have an interest in the topic and self-motivation is expected. Prerequisite: Successful completion of Algebra II.

Physical Science: Electronics: One Semester, Grades 11 and 12. (This class does not fulfill the UC Lab requirements.)

This is a one-semester elective that introduces the basics of electronic resistors, capacitors, and circuits as they apply to transistor-logic semiconductor chips. It is heavily lab based, working with light-emitting diodes, integrated circuits, and breadboards. Students learn how to design, build, and take proper care of electronic devices. Although students do not need a high level of mathematics to complete the work, tracing wires in a circuit requires the diligence and organizational skills that are usually indicative of strong math skills. Prerequisite: Successful completion of Algebra II.

Anatomy and Physiology, with applications to Sports Medicine: Full Year, Grades 11 and 12

This one year laboratory course teaches anatomical and physiological principals with applications to sports medicine. The first semester emphasizes anatomical principals such as the histology of tissues, nomenclature of bones and joints, identification of major muscles and ligaments, and the function of organ systems with their respective physiology. The second semester students will study functional anatomy and physiology. Students will learn the causes of musculoskeletal injuries and how to identify them. We will also discuss how current issues such as proper nutrition, diabetes, obesity, and eating disorders impact a person’s participation in activities and sports. Students will learn these principals by performing laboratory experiments and participating in hands on activities. **This class meets in zero period.** Prerequisites: completion of Biology and Chemistry.

Science Projects: This course does not fulfill the UC lab requirements or Viewpoint graduation requirement. One Semester (Fall and Spring: May be repeated), Grades 9 through 12

This course provides students the opportunity to apply topics they have learned throughout their studies in science as well as investigate new ideas in a hands on setting. Students will prepare for school, regional and national science competitions. Many of the projects will coincide with the events conducted by the National Science Olympiad. The course will meet 2 days out of the rotation; the double block and one single block. In addition to regular class time, students will occasionally be working afternoons and weekends in preparation for a competition.

Biotechnology (This course does not fulfill the UC lab requirement.): One Semester, Grades 11 and 12.

The course provides instruction and laboratory experience in fundamentals of DNA structure and function, DNA manipulation and analysis, bioinformatics, protein analysis, human molecular genetics, agricultural biotechnology, and societal issues. Prerequisites: Algebra I and Biology.

Social Studies

The goal of the Social Studies Department is to provide students with an awareness of the past as well as an appreciation for the issues that are shaping the present and the future. To achieve these goals the department focuses not only on the development of the Western world, but also on the development of the larger world. Beginning in the academic year 2009-10, students will need to complete three and one-half years of Social Studies course work with one semester selected from designated Global Core electives. Global Core electives will focus specifically on the non-western world from a variety of perspectives: political, economic, social, or cultural, and may be taken during the junior or senior year. Students may select additional Global Core electives or Supplementary electives based on their interests.

Ancient and Medieval History: Full Year, Grade 9

This course emphasizes the ancient western civilizations of Mesopotamia, Egypt, Greece, and Rome. The medieval portion of the course concentrates on the development of feudalism and the Christian church in Europe, as well as on the spread of Islam. Students conclude the year with an investigation of the Renaissance and Reformation periods. Students gain experience with the use of primary source materials and improve the quality of their analytical writing.

Modern European History: Full Year, Grade 10

This course emphasizes the development of modern Europe from the 16th century to the contemporary period. Students investigate the development of the state from its roots in absolutism to 20th century democracy and totalitarianism, the impact of economic change on the development of social classes, and the evolution of art and other cultural expressions. Analytical writing in the form of essays and tests and the development of class discussion skills are critical elements of the course.

Advanced Placement European History: Full Year, Grade 10

This course examines European political, social, economic, and cultural developments from the Renaissance to the contemporary period. Students prepare for the AP Exam by reading extensively, developing critical thinking in class discussions, and writing analytical essays. The pace and rigor of the class combine to make it quite challenging. Admission is by permission of the Social Studies Department.

United States History: Full Year, Grade 11

A survey study of the United States from pre-colonial to modern times, this course emphasizes America's political and economic development. Students learn study skills appropriate to the social sciences, particularly those needed to manage a challenging textbook and to succeed on college-modeled exams.

Advanced Placement United States History: Full Year, Grade 11

This course examines America's political, economic, social, and cultural development from the pre-colonial period to the present. Selected readings and Advanced Placement assignments, in addition to the textbook, enable the student to gain an extensive understanding of the past and to acquire a critical sense of judgment. Admission is by the permission of the Social Studies Department.

Global Core Electives

Advanced Placement World History: Full Year, Grades 11 and 12

This course examines the development and interaction among societies and the relationships between continuity and change from antiquity to the present. Students focus on cultural change over time and compare cultures. Various analytical approaches are emphasized such as environmental influence on cultural development. The course is taught largely through a seminar approach. Admission is by permission of the Social Studies Department.

Advanced Placement Comparative Governments: Full Year, Grades 11 and 12

This course compares the political, social and economic development of the following nations: United Kingdom, Russia, China, Iran, Mexico, and Nigeria. Students investigate structures of government, electoral politics, issues of public policy, and the impact of globalization. Admission is by permission of the Social Studies Department.

Advanced Placement Art History: Full Year, Grades 11 and 12

This course examines the development of sculpture, architecture, drawing, painting, and decorative arts from the Later Stone Age to the late 20th century. A global approach stresses the varying political and cultural influences on arts from Europe, Asia, Africa, and the Americas. Admission is by permission of the Social Studies Department.

International Relations: Fall or Spring, Grades 11 and 12

This course focuses on understanding the behavior of nations by defining national interest and examining factors that affect the development of a foreign policy. The course examines selected global issues and students will evaluate the effectiveness of the individual tools of foreign policy. With the benefit of a historical perspective, students study the impact of globalization and interdependence on the modern international system.

Global Economics, Spring, Grades 11 and 12

The goal of the course is to provide students with a basic working knowledge of the global economy and how it has developed to its current state. Students will build an appreciation for how economic systems, practices, and resources differ around the world, as well as how they might apply this knowledge.

World Archaeology, Fall or Spring, Grades 11 and 12

This course examines world prehistory and the development of early civilizations in several regions of the world, including Iraq and Iran, Greece and Turkey, China, Sub-Saharan Africa, and Mexico. Students will be taught the basics of archaeological theory and field methods, and will have the opportunity to analyze reports from archaeological digs and surveys in order to experience the work of archaeologists in the field today.

Supplementary Electives

Advanced Placement Psychology: Full Year, Grade 12

This course explores major topics in psychology including human development, abnormal behavior, social psychology, and the ideas of the great figures of psychology. Students also study physiological psychology in looking at the way our biological predispositions determine behavior. This AP course requires additional study and independent preparation. Admission is by permission of the Social Studies Department.

Introduction to Psychology: Fall or Spring, Grades 11 and 12

This course explores the major topics in psychology including human development, abnormal behavior, social psychology, and ideas of the great figures of psychology. Students also study physiological psychology in looking at the way our biological predispositions influence behavior.

United States Government and Politics: Fall, Grades 11 and 12

This course provides a critical perspective on politics and government in the United States. Students examine the constitutional framework of American government, the federal system, political beliefs and behaviors, political parties and interest groups, the electoral process, civil rights and civil liberties, and the role and relationships between federal, state, and local governments. Guest speakers provide students with new perspectives on government and citizenship.

Economics: Fall, Grades 11 and 12

This course explores the fundamental concepts of economics and their application in modern American society and business. There are long-term class projects on business formation and financial markets. While the class explores the theoretical issues of supply, demand, and allocation, there is continuing emphasis on the opportunities, problems, and solutions of American businesses and social institutions.

Humanities: Fall Grade 12

This course examines those thinkers who sought to answer major questions about life and its meaning and who transformed the world through their ideas. Concepts from Eastern philosophy are compared with those from Western logic, science, and religion. In particular, we study the lives of famous thinkers such as Socrates, Muhammad, Jesus, Confucius, Buddha, Descartes, Newton, and Einstein. We also look at the impact of their ideas, including an examination of Islam's interaction with the West.

Mock Trial: Fall, Grades 9 through 12, (may be repeated)

This course takes students inside the American Justice system, preparing them to perform as lawyers in simulated criminal trials and hearings. Students learn both the science and the art of opening arguments, direct examinations, cross-examinations, objections, closing arguments, and pretrial motions. Students enter a countywide competition held at Los Angeles Superior Courthouse before actual judges. In addition to regular class time, students will be working afternoons, evenings, and weekends in preparation for the competition. This course does not receive UC credit and may not be used to fulfill Viewpoint graduation requirements.

Theater Arts

The curriculum is designed to offer focused and progressive training in the arts of theater and dance. Students learn effective skills in oral presentation, critical analysis, Acting/Scene Study, Directing, Musical Theater, Classical and Modern Dance forms and Choreography. Students also acquire knowledge in the history and cultural aspects of these disciplines as well as hands on practicum in all areas of theater production. The Conservatories of Theater, Dance, and Advanced Musical Theater take place during after school hours as part of the extended curriculum. Seniors are invited to engage in a senior project which reflects the culmination of their conservatory study. All courses address the five components required by the University of California: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections and Applications.

Theater Workshop I and II: One Semester Each, Grades 9 through 12

This course trains students in the art and craft of acting and scene study. Students focus upon technique, textual analysis, and the Sanford Meisner approach to scene study which includes moment to moment work, learning to place attention on the other person, and behaving truthfully in an imaginary situation. We support an artistic approach to all practical application and the exploration of aesthetic principles through a range of writers representative of various cultures. Students also learn what it means to *make theater* through an original theater component. They discuss all class work in an open forum in order to develop a vocabulary for talking about acting as an art form. Students perform works in progress through the Lunch Time Theater program.

Musical Theater I and II: One Semester Each, Grades 9 through 12

The purpose of these classes is to introduce students to the history, craft, and performance of musical theater as a specialized American genre. Students gain a social perspective of the significance of this genre as it relates to historical movements, and, they attain practicum through a variety of scenes and songs in solo work, duets, and production numbers. They also learn the basics of movement and ensemble choreography. A particular focus is determined for the semester and students perform works in progress as part of the Lunch Time Theater program.

Directing I and II: One Semester Each, Grades 10 through 12

Directing I and II trains students in the art, craft, and skills of directing for the stage. Students learn to analyze scripts visually and theatrically, work moment to moment with actors to help them discover the emotional truth, and make visual pictures of scenes with communicative vitality. Students also learn how to “make” theater in the 21st Century by adapting non-script sources to the stage including poetry, prose, and original works. Class is held in a workshop setting with discussion, juries, and re-working, culminating in a final presentation of scenes. Work in this class embraces both classical and contemporary pieces from a multicultural perspective. Prerequisite: Theater Workshop I and II.

Advanced Musical Theater Production I and II: One Semester Each, Grades 10 through 12

In this class, students put into practice the skills they learned in Musical Theater I and II through the presentation of a fully realized musical. Students work on vocal skills both in solo and chorus pieces, various types of choreography, and the truthful enactment of presentational scenes. They also learn to take the process of class and rehearsal into a finished production by working as a cohesive performing ensemble in which each individual is considered an integral part of the greater company. They study the historical context and musical style of a particular work, and they learn to interpret its significance in the larger scope of the musical theater canon. Every student is responsible for completing one crew assignment during the semester in fulfillment of this credit. Prerequisite: Musical Theater Workshop I and II and audition.

Advanced Theater Production I and II (Conservatory of Theater): One Semester Each, Grades 10 through 12

In this class, students train in advanced acting technique and the technical aspects of theater production. This is the performing company of the school which is responsible for the season of productions on both the main stage and in the black box theater. Students analyze texts studying elements such as visual reality, cultural context, character preparation, and truth in communication. All students engage in crew assignments and Service Learning outreach projects to bring the art of theater to the larger community. Prerequisite: Theater Workshop I and II and audition.

Modern Dance/Jazz I, II, III, and IV: One Semester Each, Grades 9 through 12

These classes train students in both the physical and aesthetic elements of dance as well as the understanding of dance as a performing art. Technique progresses from basic to advanced, and the course includes floor work,

modern adagio, and combination work in various styles. Students learn about the evolution of dance as an art form integral to the development of civilization as both an influence on society and a reflection of culture. They also learn to develop approaches to viewing dance performances and a vocabulary for discussing those experiences. These students perform in the dance assembly and/or the annual spring concert.

Classical Ballet I, II, III, IV: One Semester Each, Grades 9 through 12

The purpose of this course is to teach the fundamentals of classical dance including technique, adagio, and allegro, evolving into choreography. These elements become more advanced and challenging as students progress through the levels. All students attain knowledge of ballet vocabulary and in the third and fourth levels, they are expected to demonstrate more intricate work at the barre and perform combinations in the center and across the floor. These classes may have the opportunity to perform during assembly and/or in the annual spring dance concert.

Tap I and II: One Semester Each, Grades 9 through 12

This class teaches students the fundamentals of the art and practice of syncopated jazz tap. The class begins with simple exercises and then progresses to combination work utilizing a variety of musical styles. This class also places the genre of tap within its American perspective and makes connections to other forms of dance. Performance opportunities may be available to interested students. This class also fulfills a P.E. requirement. One Semester supplies one Trimester of P.E. credit. Tap shoes are required. There is no prerequisite.

Choreography I and II: One Semester Each, Grades 10 through 12

These classes give students solid instruction and guidance in approaches to choreography, providing them with the skills and fundamentals to create their own works of art through dance. Students will learn to work from a conceptual point of view, engaging music or sound as an integral part of their work's landscape rather than as a background to a series of steps. They will realize a piece of dance as an example of visual art that moves. Students will also learn how to communicate their vision to other dancers and how to choreography for people with various levels of expertise. They will study the visual possibilities of movement and countermovement and how to move dancers in juxtaposition to each other and in regard to timing and the total effect of a work. Prerequisite: Conservatory students in grade 10 and above and non conservatory students who have completed three semesters of Modern/Jazz dance study.

Conservatory of Dance: Full Year (May be repeated), Grades 10 through 12

Conservatory work is for experienced dancers and those who wish to become an advanced dancer in both classic and modern forms. This group comprises the Dance Theater Ensemble which is the performing company of the school. Students demonstrate solid technical ability and engage in advanced performance of concert quality. They also develop skills for viewing and analyzing live performances. All students complete crew assignments and take part in Service Learning outreach projects to bring dance to the larger community. Prerequisite: Previous training, audition, and interview.

Public Speaking: One Semester (Fall), Grades 10 through 12

This course teaches the discipline and skills necessary for speaking effectively to an audience. The instructor emphasizes organization and research of materials. Students learn about various kinds of speeches and their delivery. These include speeches to inform, to persuade, and to entertain (narrative speaking and oral interpretation). Students participate in speech making, group discussions, debates, and parliamentary sessions. They also learn the related skills of critical listening and the analysis of the audience's nature.

Advanced Public Speaking: One Semester, Grades 11 and 12

This course is for advanced speech students. The class includes the techniques of storytelling, interpretive reading, and the delivery of memorized monologues. Admission is by permission of the instructor.

World Languages

At every level the Department promotes interest in the language, culture and peoples of France and French-speaking countries, Latin America, Spain, China, and Ancient Rome. Mere technical knowledge taught in a cultural vacuum is inadequate for secondary education in foreign languages. Students must also gain an understanding and an appreciation of the contributions and the achievements of these civilizations.

Teachers conduct modern language classes in Spanish, French, or Chinese to develop students' ability to understand and to respond in these languages. Through the extensive use of tape recorders both in and out of class, students learn to speak and to think spontaneously in the target language, as well as to enjoy the intellectual challenge of learning another language. In Latin classes, students learn about the roots of Western civilization and gain an ability to translate original Latin prose.

Chinese

Though Chinese is a very challenging course for Westerners, it has the distinct advantage of having no conjugations, verb tenses or declensions. Mandarin is the official language of the People's Republic of China and of Taiwan.

Chinese I: Full Year, Grades 9 through 12

Chinese I is an introductory Mandarin (also called Putonghua) Chinese course. In this class, students learn to express themselves and understand others by focusing on topics closely related to their own experience and their daily life such as family, school, time, dates, daily routine, means of transportation and the weather. Hanyu "pinyin" is used as the phonetic transcription system for Chinese characters. Students also learn to read and write simple passages in Chinese characters about the topics learned. The course also aims to improve the students' general knowledge of Chinese culture, geography and history.

Chinese II: Full Year, Grades 9 through 12

This course continues to introduce basic Chinese grammar, vocabulary, characters, and usage. All four aspects of the language speaking, listening, reading, and writing will be taught. The course focuses on the topics in the book Hanyu Stage One. The topics include hobbies, clothing, shopping, giving directions, school subjects, Chinese culture, history and geography, and current affairs are also taught in this class.

Chinese III: Full Year, Grades 9 through 12

The aim of this course is to build on the foundation of basic Chinese language, which students have built up in Chinese I and II. Students learn to initiate a dialogue and converse with a Mandarin speaker about simple topics of daily life with relative ease, and to formulate and understand syntactically more complicated sentences. The students learn to read and understand short essays written with various combinations of approximately 600 characters and to produce compositions on the same topics. The course focuses on the topics in the book Hanyu Stage Two. The topics include school vacations, food, asking and giving directions, TV programs, making appointments, accepting and refusing invitations, and polite formal expressions.

Chinese IV: Full Year, Grades 10 through 12

The aim of this course is to enable the students to gain a deeper understanding of Chinese, improve their ability to communicate in Chinese and lay a solid foundation for further study of the language at an advanced level. Listening, speaking, reading and writing are emphasized equally. The course integrates culture and language, and focuses on the topics covered in the textbook Hanyu Stage Three. A wide range of information is presented on China's social life, scenic and historical sites, literature and art, history and geography and economy. Topics also include: China's provinces and regions, traveling in China, visiting friends, writing a letter or fax to relatives to let them know your plans, staying with Chinese families, describing a personality, composing a CV, and going for a job interview.

Advanced Placement Chinese Language and Culture: Full Year, Grade 12

This one-year course prepares students to succeed on the Advanced Placement Examination in Chinese Language and Culture. The aim of the course is to provide students with opportunities to further develop their Chinese language proficiencies in all four aspects of the language — reading, writing, listening and speaking. The course focuses on language proficiency while interweaving cultural content throughout. The course provides for frequent assessments of students' developing proficiencies within the context of their learning. Instructional materials and

activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course. Admission is by successful completion of Chinese IV and Departmental approval.

Chinese V Honors: Full Year, Grades 11 and 12

Chinese V Honors is an advanced continuation of Chinese IV. The aim of this course is to enable the students to gain a deeper understanding of Chinese, improve their ability to communicate in Chinese, and lay a solid foundation for AP Chinese. In this class, listening, speaking, reading, and composition receive equal emphasis. The course integrates culture and language, and it focuses on the topics covered in the textbook, *New Practical Chinese Reader Book IV and V*. Culturally authentic materials such as advertisements, announcements, daily news, and current affairs on T. V., newspapers, literary excerpts, and film form an important part of the curriculum.

French

Beginning in the first year with little or no knowledge of French, students learn the four language skills of listening, speaking, reading, and writing. They acquire the vocabulary, grammar, idioms, and verbal structures necessary for an appropriate level of fluency in the language. Students study French culture and history, and work with tapes and videos to improve oral/aural skills.

French I: Full year, Grades 9 through 12

With this course, students are introduced to the basics of French language and culture. They can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of concrete needs. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Consistent use of French in the classroom develops skills in aural comprehension and oral expression. Productive and receptive skills in writing are developed through careful selections of written compositions and reading assignments.

French II: Full year, Grades 9 through 12

With this course, students build on the basics of French introduced in French 1 while expanding their knowledge of French language and culture and developing their communication skills. Students use the past, present and future tenses of regular and irregular verbs; they also learn the most common pronoun structures. Consistent use of French in the classroom develops skills in aural comprehension and oral expression. Productive and receptive skills in writing are refined through careful selections of written compositions and reading assignments.

French III: Full year, Grades 9 through 12

With this course, students build on their previous learning experience while expanding their knowledge of French language and culture and developing their communication skills. Students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. They can briefly give reasons and explanations for opinions and plans. Consistent use of French in the classroom develops skills in aural comprehension and oral expression. Productive and receptive skills in writing are refined through careful selections of written compositions and reading assignments.

French IV: Full year, Grades 10 through 12

With this course, students build on their previous learning experience while expanding their knowledge of French language and culture and developing their communication skills. Students work on their ability to narrate and describe in all major time frames (past, present and future). They also start to learn how to provide structured arguments to support their opinions and how to construct hypotheses. Consistent use of French in the classroom develops skills in aural comprehension and oral expression. Productive and receptive skills in writing are refined through careful selections of written compositions and reading assignments drawn from French literature, magazines, newspapers, or electronic media.

The following two electives have replaced French V. Both courses meet Viewpoint's graduation requirement. *Cultural Themes in French Cinema* may be taken alone after French IV or concurrently with French IV for students interested in taking two simultaneous French courses. The *Supernatural in French Literature* is an Honors course and requires successful completion of French IV and Departmental Approval.

Cultural Themes in French Cinema: Full Year, Grades 10 through 12

With this course, students build on their previous learning experience while expanding their knowledge of French language and culture and developing their communication skills. Students work on their ability to understand spoken French in various contexts and to use spoken French to make comments on movies and on the cultural background of those movies. They are exposed to ample selections of films exploring cultural themes as varied as immigration, gender issues, wars and conflicts, interpersonal relations, as well as ancient and contemporary historical contexts. They are trained to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. Prerequisite: Successful completion of or concurrent enrollment in French IV.

The Supernatural in French Literature, Honors: Full Year, Grades 11 and 12

This honors course is an introduction to French literature through the study of selected short stories written by various authors whose works explore the literary genres of fairy tales, fantasy, and the supernatural. This class offers students the opportunity to put their language skills to practice by reading original literary masterpieces in the target language. Suspense, thrill, and anticipation being the central elements of these texts, it is expected that students express their ideas, beliefs, and emotions through group discussions. The goal of this class is also to develop students' writing skills through different formats. This introductory literature class is aimed at strengthening and developing the four aspects of language while giving French students solid historical and cultural insights. Prerequisite: Successful completion of French IV.

Advanced Placement French Language: Full Year, Grades 11 and 12

With this course, students build on their previous learning experience with expanding their knowledge of French language and culture and developing their communication skills, In preparation for the AP examination. This course corresponds to a level 300 College course. Students work on their ability to understand spoken French in various contexts. They are exposed to ample selections of magazines, newspapers, literary texts and other forms of writing in order to increase their French vocabulary. They are trained to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. Admission is by successful completion of French IV and Departmental approval.

Latin

This sequence of courses begins with a basic introduction to Latin and selections from Roman authors in the original Latin. Students explore topics of Roman culture and history with continuing attention to building a strong vocabulary through the knowledge of Latin roots and the principles of word formation. Through the daily experience of translating from Latin into English, the course constantly emphasizes the skills of effective expression in English.

Latin I: Full Year, Grades 9 through 12

Basic introduction to Latin and selections from Roman authors in the original Latin; exploration of Roman culture and history; building vocabulary through the knowledge of Latin roots and the principles of word formation; translation from Latin to English; development of vocabulary, structure, and syntax of the Latin language; translations of ever-increasing difficulty from Latin into English are introduced. Students also study Roman civilization, history, and mythology .

Latin II: Full Year, Grades 9 through 12

This second course completes the study of the structure and syntax of Latin with the exception of the subjunctive mood. It greatly augments the student's knowledge of the language, and requires increasing mastery of the art of translation. Topics in Roman civilization continue to be incorporated in both the English and translation texts.

Latin III: Full Year, Grades 9 through 12

This third course completes all grammatical study by teaching the subjunctive mood and the use of verbals and clauses expressing indirect questions and discourse. Historical and cultural material remains important in the content of the first semester. In the second semester, Caesar's *Commentaries* on his Gallic campaigns are the primary passages for translation, with additional passages by Ovid, Martial, and Livy.

Latin IV: Full Year, Grades 10 through 12

This course presents the principal authors of Latin literature, including Virgil, Catullus, Horace, and Cicero. The selection of works and authors may vary from year to year. The approach is literary, linguistic, and historical. The course provides an increased appreciation of the Romans' contribution to our cultural tradition and the rich variety of thought and feeling the language expresses.

Latin V: Full Year, Grades 11 and 12

This course continues the study of the principal authors of Latin literature, including Virgil, Catullus, Horace, and Cicero.

Advanced Placement Latin: Full Year, Grades 11 and 12

This course prepares students for the Advanced Placement examinations in Latin literature. Through comprehensive review of grammar, extensive sight reading exercises, and classroom discussions, students develop their skills in literal translation from Latin to English, recognizing themes and historical context, scansion, and literary analysis, including authors' use of imagery, other rhetorical devices, and meter. The AP Virgil and AP Latin Literature syllabi are taught in alternate years. Admission is by successful completion of Latin III and Departmental approval.

Spanish

Beginning in the first year with little or no knowledge of Spanish, students learn the four language skills of listening, speaking, reading, and writing. They acquire the vocabulary, grammar, idioms, and verbal structures necessary for an appropriate level of fluency in the language. Students study Hispanic culture and history, and spend additional time working individually with tapes to improve oral/aural skills. Students also spend significant class time doing role-play and cooperative activities that enable them to practice all skills.

Spanish I: Full Year, Grades 9 through 12

In this course, conversation is generally in the present and simple past tenses, and pertains to the basic vocabulary of school, home, and everyday life. Students learn the language through the use of a main text, workbooks, reading texts, computer practice programs, video programs, and supplementary handouts. Students also study the cultures and geography of Spanish-speaking countries.

Spanish II: Full Year, Grades 9 through 12

In this course, students learn the remaining verb tenses, broaden their vocabulary, and supplement their conversational, grammatical, and written skills. They expand their knowledge of Spanish through continued use of a main text, workbook, handouts, videos, and listening comprehension sources.

Spanish III: Full Year, Grades 9 through 12

Spanish III is designed to review and build upon the grammatical foundations of Spanish I and II and continues to develop speaking, listening, reading, and writing skills. Students further refine their language skills through discussions, paired activities and presentations, and by reading short stories and articles on Hispanic culture.

Spanish III Honors: Full Year, Grades 9 through 12

This course is designed for students who are highly motivated to study the Spanish language and Hispanic culture, have a facility with learning second languages, and possess the ability to perform well with advanced material at an accelerated pace. Because this course has honor status, the work load is rigorous and expectations are high. Students interested in the class must be independent learners who are highly proficient at speaking, listening, reading, and writing at the intermediate level. Admission is by Department approval. Prerequisite is successful completion of Spanish II or Spanish IB Honors.

Spanish IV: Full Year, Grades 10 through 12

This course emphasizes increased proficiency in the four main language skills of reading, writing, speaking, and listening through the study of idiomatic speech as well as the study of vocabulary encountered in the class reading and listening activities. Students broaden their vocabulary, review Spanish III grammar, and learn the last remaining grammatical structures necessary for functional fluency. The class reads from a variety of genres, and writes several class essays related to the readings.

Spanish IV Honors: Full Year, Grades 10 through 12

This course is designed for students who have an interest in and a demonstrated talent for language study. It prepares students to take the AP Language class in the following year. The course continues to develop the four language skills: listening, speaking, reading and writing. Students in this course will reinforce and expand their study of grammar while increasing their vocabulary. They will perfect strategies for communicating in Spanish as well as extend their knowledge of literature, art and current events in the Spanish-speaking world and its cultures. Students will improve their speaking skills by using only Spanish in the classroom and by working

frequently in groups. They will improve their writing skills by composing in-class essays. Active and meaningful class participation is particularly important in this class. Admission is by successful completion of Spanish III and Departmental approval.

Advanced Placement Spanish Language: Full Year, Grades 11 and 12

This course prepares students to succeed on the Advanced Placement Examination in Spanish Language. The instructor supplements intensive practice in listening and speaking with appropriate works of literature to improve students' reading and writing ability. A thorough review of grammar and verbal structures and additional vocabulary prepare students to attain functional fluency in the language. Admission is by successful completion of Spanish IV or IV Honors and Departmental approval.

Advanced Placement Spanish Literature: Full Year, Grade 12

This course is an introduction to critical and stylistic analysis of texts written in Spanish from different historical periods. The goal of this course is to establish the methodological basis by which students will be able to critically interpret literary texts written in Spanish. The course presents a selection of literary texts written in Spain and Latin America. Various authors and works from three genres (narrative, poetry, and drama) will be studied, beginning with the Middle and Golden Ages, continuing through the 19th Century, and finishing with the 20th. Students will discuss the historical, social, and political contexts of the texts, as well as the different literary movements which they represent. Students will learn a number of strategies of analysis to promote critical thinking in their examinations of literary texts. Admission is by successful completion of AP Spanish Language and Departmental approval.

Hispanic Culture and Conversation: Fall or Spring, Grades 10 through 12

This semester-long course is designed for students to personalize their studies through research of a Spanish-speaking country of their choice. Through an examination of Hispanic culture and situational dialogues, students will review the past, present and future tenses, as well as some important real-life conversational vocabulary. Students will expand their vocabulary through a range of contexts and social settings including renting an apartment, shopping for food and preparing local dishes, and producing a curriculum vitae and applying for employment. Individual research will be presented in a series of student-led seminars. By the conclusion of this course, students will be able to employ the four language skills with greater confidence and they will have an increased awareness about Hispanic culture. Prerequisite: Successful completion of or concurrent enrollment in Spanish III. *This course does not fulfill Viewpoint's graduation requirement of three years of the same language taken in the Upper School.*

The following two electives have replaced Spanish 5. Both courses meet Viewpoint's graduation requirement. In addition, either course may be taken alone after Spanish IV or taken concurrently with Spanish IV for students interested in taking two simultaneous Spanish courses.

Cultural Themes in Spanish Cinema: Full year, Grades 11 and 12

In this course, students will study Spanish and Latin American culture through the analysis of cinema from Spain, Mexico, Guatemala, Chile, Argentina, and Colombia. Through film screenings, class discussions, and readings on the directors, film theory, and the historical contexts of the movies, students will study the cultural and political aspects of each work related to the following themes: Memory and Oblivion, Immigration and Exile, Marginalized Identities, and the Hispanic World in Globalization. Strong oral and written participation is a key feature of the course as students work on developing critical and interpretative skills that will enhance their appreciation of and ability to analyze cinema. Prerequisite: Successful completion of or concurrent enrollment in Spanish IV.

The Latino Presence and Arts in California: Full Year, Grades 11 and 12

This course focuses on the importance of the Latin American community and its significant contributions and cultural impact in the state of California in the 20th and 21st centuries. Students will read excerpts and short stories by leading authors and several contemporary poets. They will also view and discuss segments of recent movies in Spanish and will write commentaries and/or essays analyzing and reflecting on their themes and cultural background. The class will listen to music in Spanish and discuss the role and influence of music in Spanish. They will also listen to other leading musicians in the state and the greater Los Angeles area. As a semester project, students will attend contemporary Latin American exhibits and will view murals throughout the city with the objective of developing their cultural awareness and making connections with their individual backgrounds. Prerequisite: Successful completion of or concurrent enrollment in Spanish IV.

Co-Curricular Programs

Human Development

Viewpoint's Ninth Grade Human Development program aims to teach skills that enable students to take active responsibility for their own development. Teachers and students work to foster self and social awareness and build sound decision-making skills. We encourage each other to identify and celebrate our own unique value and to discover how that value relates to the larger community. The program serves as an important foundation to be reinforced throughout a student's Viewpoint education.

Yearbook: Full Year, Grades 10 through 12

Students in Yearbook produce Viewpoint School's K-12 yearbook, *L'Espoir*. Layout, photography, and copyediting are some of the main areas of responsibility. Student editors are chosen from among students taking the course for the second year and are selected by the teacher on the basis of an application made in the spring semester. Meeting deadlines is a primary task in this class, and grades are based on quality of work, ability to work with a team, and the ability to meet deadlines.

California State University, Northridge Talented Students Program, Grade 12

This honors program gives seniors the opportunity to attend regular CSUN courses in lieu of one or two electives at Viewpoint. To qualify, students must have a 3.0 grade-point average in Grades 10 and 11, or must meet the minimum eligibility index for first-time freshmen at CSUN. Students must also have the Head of Upper School's approval. Normally, the deadline for application is April 1 of the year prior to enrollment.

Pierce College Honors Program, Grade 12

In this program, students in Grade 12 may attend courses at Pierce while enrolled concurrently at Viewpoint. Students may substitute up to two elective courses. To be eligible, students must have a minimum of a 3.0 grade-point average in grades 10 and 11. Approval by the Head of Upper School is also required. Normally, the deadline for application is June 1 of the year prior to enrollment.

Independent Senior Project

Second Semester

During the second semester of the senior year, students who meet the basic requirements and obtain approval from the Head of Upper School and the Independent Senior Project (ISP) Committee may elect to do an Independent Senior Project. The student must be in good academic standing, exhibit an appropriate level of maturity, and be able to work and to succeed independent of direct adult supervision. The project may replace part of the traditional course of study for seniors. **A student should discuss this option with the Head of Upper School in the spring when constructing his or her Academic schedule for the following year.** Application forms are available from the Upper School Office.

The following are examples of possible projects:

- Independent study which would necessitate release from the formal program of study: for example, writing a play, composing original music, or developing a computer program.
- An original project that would provide the student with knowledge and experience unavailable through regular coursework at Viewpoint..
- Regularly scheduled work, either paid or voluntary: for example, work with a teacher, architect, lawyer, scientist, producer, or physician.

A faculty member acts as an advisor for each Independent Senior Project, and draws up a contract (to be signed by the student) outlining specific expectations (including a timeline of due dates and deadlines) of the project. Students are required to submit a journal or paper, make a presentation, or submit some other form of validation according to the type of project chosen. Presentations are made in the spring during the school day. Applications for independent senior projects must be submitted to the Head of Upper School by the second Friday of December, for projects beginning second semester in January. Approval by the ISP Committee and the Head of Upper School is required.

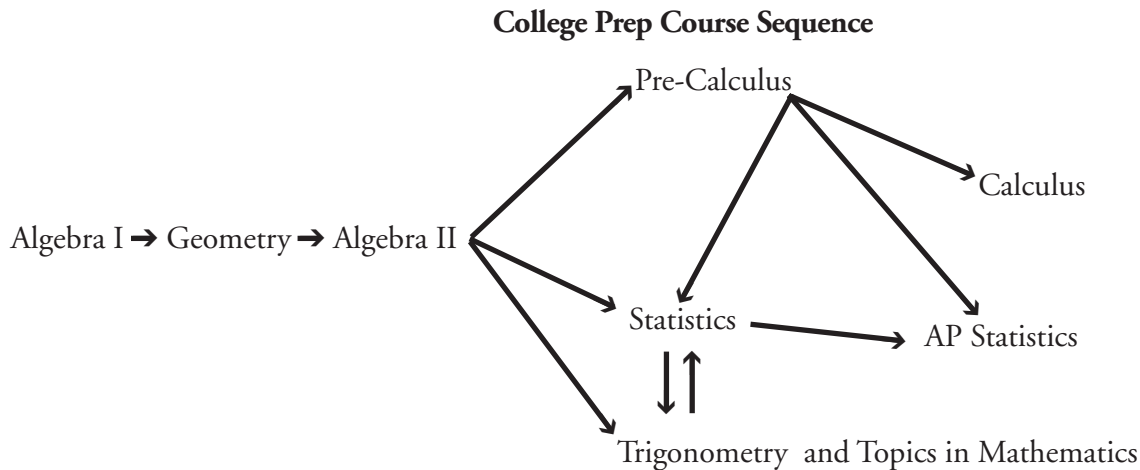
Senior Career Day

Seniors participate in a program that matches each of them for a day with a professional in a field which interests the student. Students work closely with these friends of the School who volunteer their time to share their expertise. In this way, seniors learn through firsthand experience what it is like to work in a particular career.

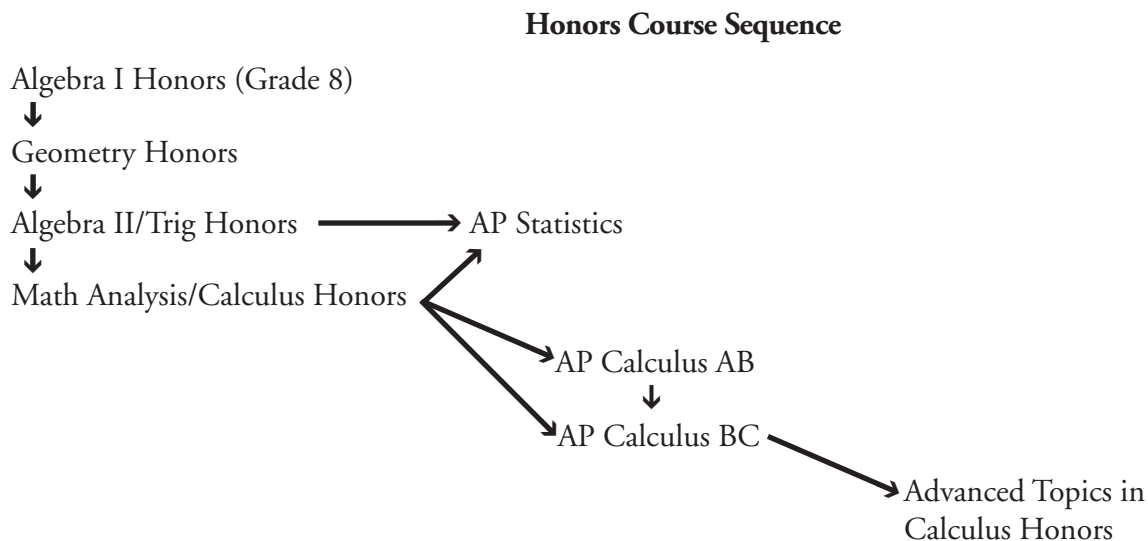
Appendix

Math Course Sequence

The following sequences of core mathematics courses are designed to ensure the highest level of achievement for each student following a natural progression of study. Placement tests are used as a guideline to determine the appropriate course level. Arrows indicate the logical progression of courses.



Students may move from Algebra II to Math Analysis/Calculus Honors in the Honors Course Sequence below, but must take a Trigonometry Bridge course in the summer.



New students are required to pass a placement test to be considered for an honors course. Enrollment in an honors course is based on the following criteria and becomes more difficult as the grade level increases:

- Current teacher recommendation
- High grade average in a non-honors class
- Math ability and achievement
- Strong work ethic
- Positive attitude

Department approval is required for acceptance into an Honors or AP class.

Science Course Sequence

The following sequence of core science courses is designed to ensure the highest level of achievement for each student following a natural progression of study. It is strongly recommended that all students take Biology, Chemistry, and Physics. Students may transfer to honors level courses based on their ability, motivation, and interest. If there is a math or science prerequisite for a course, it is listed in fine print with the course. All classes are Lab classes except for Global Science and the non-AP Science Electives.

Transfer to an honors course is based on the following criteria and becomes more difficult as the grade level increases:

- Current teacher recommendation
- High grade average in a non-honors class
- Math ability and achievement
- Strong work ethic
- Positive attitude

New students are required to pass a placement test and meet the math and science prerequisites to be considered for an honors course. Department approval is required for acceptance into an honors or an AP class.

College Prep Sequence

IPS
↓
Biology Geometry (concurrent OK)
↓
Chemistry Algebra II (concurrent OK)
Biology completed
↓
Physics Algebra II (completed)

Honors Sequence

Honors IPS Algebra I (concurrent OK)
↓
Honors Biology Geometry (concurrent OK)
↓
Honors Chemistry Biology completed, Algebra II (concurrent OK)
↓
Honors Physics Biology, Chemistry, and Algebra II/Trig Honors completed

Junior and Senior Science Courses

Science Electives

Biotechnology
Electronics
Environmental Science
Light & Sound
Nutrition
Oceanography
Science Project Class

AP Courses

AP Biology Chemistry completed
AP Chemistry Chemistry and Algebra II completed
AP Environmental Science Science Biology and Algebra II completed
Chemistry (concurrent OK)
AP Physics B
Biology and Chemistry completed, Math Analysis/Calculus Honors (concurrent OK)
AP Physics C: Electricity and Magnetism Calculus (concurrent OK)
AP Physics C: Mechanics Calculus (concurrent OK)



23620 Mulholland Highway, Calabasas, CA 91302-2097 • 818-340-2901
www.viewpoint.org