TAMALPAIS HIGH SCHOOL COURSE GUIDE
2023-2024
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MESSAGE FROM THE PRINCIPAL

Spring 2023

Dear Students and Parents:

Each year students and parents are asked to make important decisions related to the selection of courses; therefore, I respectfully request that you carefully read through our Course Guide as a family. You are encouraged to select courses that create for your student a full and challenging schedule at Tam and at the same time meet graduation requirements, college entrance requirements, and/or career goals.

The 2023-2024 Course Guide is designed to provide you with brief descriptions of courses that may be offered next year at Tamalpais High School. The Course Guide also includes current district graduation requirements and suggested four-year programs that lead to graduation. Special sections designate which courses carry honors credit, and are approved by the University of California and California State University systems. Courses in each subject are arranged alphabetically beginning with "AIM" and ending with "World Languages". Additionally, see our website for more information about AP/Honors classes and teacher websites.

Please review the registration materials to see the complete listing of potential course options for each grade level. Student registration is an important factor in determining the courses we will actually offer next fall. It is possible that a course may not be offered due to inadequate enrollment. If you are interested in learning more about a specific course before selecting it on your online enrollment, please speak with your school counselor. The school phone number is (415) 388-3292, or you can access email through our website at www.tamhigh.org.

I hope that the 2023-2024 school year will be inspiring and enjoyable for you at Tamalpais High School. Our staff shares a commitment to excellence and to the success of every student.

In the spirit of Tam-Unity,

Dr. Kimberly Clissold
Principal

TUHSD MISSION STATEMENT

The Tamalpais Union High School District is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.

Tamalpais High School Vision Statement

The ultimate purpose of Tamalpais High School is to prepare the young people of this community to become better citizens in whatever walk of life they may engage. We do this by maintaining a learning community that celebrates diversity, honors excellence, and provides students the opportunity to question, create, think, and dream. We cultivate community by promoting the Spirit of Tam Unity by living our core values of empathy, respect, community and integrity.

COMMUNITY COMMITMENT

Educating students is a three-way responsibility shared by parents, students, and Tam High. Without all three parties co-operating, success will be limited.

PARENT COMMITMENT

- Encourage your student to attend school every day unless illness or a family emergency occurs. If a student is unable to attend school, telephone the school attendance office (415-388-3592) on the morning of the student's absence.
- Make clear that you will do all you can to support/help your child in their educational tasks.
- Partner early with teachers if there is a question or concern regarding your student's progress or lack of homework.
- Show continuing interest in your child's health and happiness.

STUDENT COMMITMENT

- Engage in your classes and attend school daily.
- Build positive relationships with your teachers and peers.
- Develop open communication with your teachers early about classwork and assignments. Seek assistance from the teacher when class assignments are not understood.
- Develop agency - be committed to gaining the best education possible.
- Be a positive member of the school and classroom community by demonstrating respect and responsibility in your words and actions.

SCHOOL COMMITMENT

- Employ well-qualified staff to provide a good learning environment.
- Provide the proper curriculum to meet student needs.
- Provide materials and equipment necessary for proper instruction.
- Provide a safe environment.
- Establish and administer reasonable rules and regulations regarding student behavior.
- Provide parents with regular reports on their student's attendance and academic progress.
- Provide appropriate, varied classroom learning opportunities to encourage academic progress.

SCHOOL PROFILE

Tamalpais High School, founded in 1908, is rich in history, tradition and pride. Tamalpais High School is located in Mill Valley, 10 miles north of San Francisco; it serves the communities of Mill Valley, Sausalito, Marin City, Bolinas and Stinson Beach. Located on 22 acres, the campus recently completed seven years of modernization resulting in renovated and new classrooms, computer labs, library, performing arts center, visual arts center, two gymnasiums, student center, track, football and baseball fields, field house/weight room and a new swimming pool and tennis courts. In 2015 Tamalpais received the maximum 6-year accreditation from the Western Association of Schools and Colleges (WASC) and in 2009 was designated a California Distinguished School for the third time.

Tamalpais High School has two semesters and 180 school days. Students are required to take six classes per day, and may choose to take seven.

Our school mission is to serve ALL students and support academic and personal achievement. We offer a variety of programs at Tam High School to ensure academic success for all students:

Advanced Placement Classes
Leadership Class
Academic Workshops
Honors Classes
Tutorial Period
Internships
Social and Environmental Justice Academy
WISE Mentoring
Regional Occupational Program
Extended Library Hours
English Language Development
AVID 9, 10, 11, 12
Link Crew

GRADUATION REQUIREMENTS

To qualify for graduation in the Tamalpais Union High School District, a student must successfully complete the requirements listed below. ***Classes must be passed with a C- or better to be eligible for US/CSU.*** Alternatives for meeting graduation requirements may include: workplace learning, school-to-career internships, correspondence courses, distance learning, and concurrent enrollment in college level classes and vocational classes at College of Marin. Please see your counselor if you would like more information about these programs.

Course Requirement	Credits	9	10	11	12
English	40	English 1/2	English 3/4	Required. Student Choice of Class	Required. Student Choice of Class
Math	30	Placement based on math performance in 8th grade. See course guide.			
Science	30	Physics in the Universe	Living Earth	Chemistry and the Earth	elective
Social Studies	40	World Cultures/Social Iss.	World History	US History	Govt/Econ
P.E.	20	PE 1/2	PE 3/4		
Fine Arts	10	open choice - can be taken over the 4 years			
Electives	50	open choice - can be taken over the 4 years. Fine Arts, Applied Tech, World Language, Math, Science and English electives all qualify			
Total	220				

SCHEDULING INFORMATION

Our master schedule is built on student choices. Students should work with parents/guardians to make careful course selections. Teachers are hired based on those choices; hence schedules cannot be changed even if the student decides later that they do not like their initial choices.

SCHEDULE CHANGES

Board policy requires that all students be enrolled in six classes or more. (BP 6112) Every effort will be made to place students in requested classes although class period conflicts and class size may impact student schedules. We ***do not*** make schedule changes to accommodate teacher or period preferences. Once our scheduler is run and staffing decisions are made, we are able to change schedules for the following reasons only:

- to correct a computer error (two classes for same subject)
- student lacks proper prerequisites
- student receives credit for a College Class/Distance learning
- different placement recommended by math and/or foreign language teacher
- senior needing a particular class to graduate.

Class schedules for fall semester will be distributed to students before school starts. All changes should be completed by the end of the fifth day of the fall and spring semesters. Course or section changes shall be accomplished so that no unassigned periods exist in the middle of the student's schedule except under unusual circumstances, to be approved by the principal or designee.

REPEATING COURSES

The maximum number of credits a student may earn from School Service (IWE or Teacher's Aide) is twenty (20). A student may enroll in only one of these classes per semester. Freshmen cannot sign up for this course. Certain courses in Applied Technology, Fine and Performing Arts, Physical Education, Academic Workshop and special programs such as Yearbook and Journalism, may be repeated for credit with approval. See specific course designations within this Course Guide.

Most college entrance requirements include grades of C or higher for high school courses. If a student repeats a course, the student cannot be given double credit for that course. The student's transcript is a legal document reflecting all student work – all courses and grades will be recorded, including repeated courses. The credit will be shown with the high grade and "O" credit shown for the lower grade on the transcript. Only the highest grade received shall be used in determining the student's overall grade point average. (Board policy A/R 5121)

COLLEGE COURSES

Credit toward graduation may be awarded for completion of a college, community, or university course; but prior approval to take such courses is mandatory. An appropriate program must be signed by the counselor, approved by the principal and recorded on the student's current schedule of classes. To receive credit for post secondary courses, the student must submit a transcript of the completed work to the counselor at Tam.

GRADING PROCEDURES

Students are graded on the following basis: A, B, C, D, or F. Students receive credit towards their diploma for the letter grades A, B, C, and D only. No credit is given for the marks F, NM, and W.

The Tam District uses a six week grading system, with every student receiving a grade in each class at six week intervals during each of the two semesters. The first two grade reports during a semester serve as progress reports and do not become part of a student's transcript. The two semester grades, assigned in January and June, reflect the credits earned and the grade which will appear on the student's permanent record and transcript. Athletic academic eligibility is

determined by grades earned during each six week grading period.

An Incomplete Grade "I" may be when course standards have not been met due to extensive illness. The student must complete the course work to remove the Incomplete during the following six-week period. If the course work is not completed during the following six-week period, the Incomplete will be recorded as an F grade. For athletic eligibility, a grade of "Incomplete" registers as a grade of "F".

Grade Point Average (GPA) at Tam is computed on all regular courses completed as follows:

Regular Class	AP/Honors Classes
A = 4 points	A = 5 points
B = 3 points	B = 4 points
C = 2 points	C = 3 points
D = 1 point	D = 1 point
F = 0 points	F = 0 points

ATHLETIC & SCHOOL ACTIVITY PARTICIPATION

All student participants in athletics and/or extra-curricular activities shall maintain a "C" average for a given grading period quarter in a minimum of 20 credits of class work. Freshmen playing fall (1st grading period) sports will be eligible based on their second semester grades from 8th grade.

Those participants falling below a "C" average (2.0 GPA at the grading period and/or semester) may be granted "academic probation" for the subsequent grading period. During the four high school years, no student will be permitted the privilege of academic probation more than once. Students who fall below a 2.0 gpa for the second time will be ineligible to participate in athletics or activities for the subsequent grading period until a "C" average is attained. The athletic director will notify students, and parents will be asked to sign the academic probation release form.

The eligibility requirement covers any school-sponsored activity, which requires extensive daily time outside the regular school day such as 1 to 2 hours per day, 4 to 5 days per week, 10 to 15 weeks per year. (See Board policy for further clarification.)

COUNSELING SERVICES

The Counseling Department works toward a common goal of success for all students. Every student at Tamalpais High School is assigned a counselor who is the four-year resource person who will assist the student with personal, social, educational and career development. Students are encouraged to maintain close contact with the counselor for the latest information about high school courses and programs, college and career planning, and testing. To better assist you, parents must make an appointment rather than dropping in. Parents are encouraged to attend all parent nights.

FUTURE READY GOALS

Ninth Grade Goals

- ★ Get acquainted with your counselor - your BEST resource for the next four years.
- ★ Review your academic plans, graduation requirements, and college preparatory courses with your counselor.
- ★ Get involved - plan an activities schedule that may include participation in one or more of the following: athletics, drama, music, student government, school-related activities (clubs), a job, and community service.
- ★ Talk with parents, teachers, and your counselor about your strengths and areas of growth and assess.
- ★ Begin to think, talk about, and ask questions about school-to-career and college options.
- ★ Develop strong work habits and take advantage of and practice the study skills information you receive during the first months of high school. If necessary, obtain tutoring and make use of Tam's tutorial period.
- ★ Visit Tam's College and Career Center - at LEAST one time in your 9th grade year.

Tenth Grade Goals

- ★ Strengthen your relationship with your counselor and keep informed.
- ★ Maintain strong study habits to help achieve your maximum potential.
- ★ Begin to study college catalogs, guides, and related reference materials.
- ★ Use information on career interest surveys to explore school-to-career options.
- ★ Take the Preliminary Scholastic Assessment Test (PSAT) for practice, if you have taken or are currently taking Advanced Algebra.
- ★ If you have not found an extracurricular activity at Tam, investigate other possibilities that are available to complement your academic growth.
- ★ Explore options and get involved in community service.

Eleventh Grade Goals

- ★ Talk with your parents about future plans and discuss those plans with your counselor.
- ★ Register for and take the PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test) in October.
- ★ Check the requirements/costs of attending various colleges by visiting the College and Career Center.
- ★ Listen to/read the Daily Bulletin for announcements of college representatives' visits to campus, and of deadlines for tests and scholarship applications. The Daily Bulletin is posted on campus and on Tam High's website: www.tamhigh.org
- ★ Learn about college - Attend the Marin County College Fair (spring) and Tam's College Info Nights (fall and spring) and begin to visit college websites.
- ★ Prepare for taking the SAT at the end of your junior year and/or beginning of your senior year.
- ★ Take the SAT and/or ACT at the end of your junior year. (OPTION: take the SAT twice, once in the spring of junior year and again in the fall of senior year.)
- ★ Investigate your eligibility for honors and AP courses for your senior year.
- ★ Continue to explore your school-to-career options - check on internships, job shadows and other special programs.
- ★ Work diligently in your classes.
- ★ Explore concurrent enrollment options at College of Marin.
- ★ Visit colleges that you might be interested in attending. Go when their classes are in session.

Twelfth Grade Goals

- ❑ Before January 1, take SAT I or ACT for the school(s) to which you apply that require it..
- ❑ Continue to work diligently on current studies-colleges are interested in students maintaining rigorous academic discipline in **both** fall and spring semesters.
- ❑ Continue to explore your school-to-career options - check on internships/special programs.
- ❑ Fill out the University of California and State College applications on the internet. Complete and submit all applications BEFORE the DEADLINE DATES.
- ❑ Request that your transcript be sent to the colleges to which you are applying. Provide a self-addressed, stamped envelope for each request. See the counseling secretary for the appropriate form.
- ❑ Obtain needed references and/or letters of recommendation as specified in college and scholarship applications. Plan in advance: teachers and counselors require a minimum of 3 weeks advance notice for letters of recommendation.
- ❑ Attend all college information sessions and pertinent college representative meetings.
- ❑ Apply for financial aid if eligible; consult your counselor and the College and Career specialist.

- ❏ Keep a record of what college admissions procedures you have completed; keep your counselor informed as you make or revise your plans.
- ❏ Take Advanced Placement exams.
- ❏ Notify your counselor and College and Career specialist of college acceptances.
- ❏ In June, have final transcripts ordered for mailing

TAM'S COLLEGE & CAREER CENTER

Tam's College & Career Center is located in Room 408. The College & Career Center is staffed by the College and Career Specialist and the School-to-Career Liaison. The College & Career specialist offers the latest information about college and occupations. The College & Career Specialist also arranges for on-campus speakers representing colleges and universities and career speakers for professional development. The College & Career Center supports students in preparing for job interviews, writing resumes and also maintains a large library of college and occupation materials, resource guides and digital media about universities and careers. Various computer programs (orientation to computer programs happens in 9th grade presentations) help students find the right college match, find available scholarships and access career planning surveys. Job and volunteer opportunities are posted on the Job Board section of the website and work permits are issued by the College & Career Specialist.

The School-to-Career Liaison can help students arrange an internship during the school year or summer. The School-to-Career Liaison can support students that request a job shadowing day to experience a "day in the life" of a profession that interests them, they also have information about Workplace Learning, a course that gives students the opportunity to link academic work, career interests, and the workplace through volunteer internships or paid employment. The School-to-Career Liaison also has information about the county's Regional Occupational Program (ROP), this program offers credit classes for high school students. Some classes are offered at Tam, as noted elsewhere in this guide.

All this information and more can be found on the future planning website thsccc.wordpress.com

COLLEGE ENTRANCE REQUIREMENTS

I. Admission to UC/CSU - The best source of information on the University of California is the UC website, linked here. Also linked here is the most comprehensive information on the California State University. UC and CSU determine eligibility based on the grades a student receives in approved "a-g" courses taken in grades 10-12 and test scores. Competitive majors on some campuses may recommend particular SAT Subject Tests to demonstrate proficiency. Refer to the UC website for detailed information. The current "a-g" course list for Tamalpais High School can be found here.

II. ***Admission to California Community College System -*** Admission is open to all high school graduates and non-grads 18 years and older. Admission is also open to non-grads who have passed the California High School Proficiency Examination (CHSPE) or the General Education Development (GED) test.

ACADEMIC PROGRAMS

ACADEMY PROGRAMS

Academy of Integrated Humanities and New Media (AIM) Two Years. 10 credits/course

The Academy of Integrated Humanities and New Media (AIM) is a rigorous two-year, three subject program for juniors and seniors. The Academy program blends required Social Studies and English courses with a media elective, Documentary and Integrated Media Studies. AIM students receive hands-on experience using digital video and audio

production in challenging, interdisciplinary projects. While writing, research and analytical reading skills are the bedrock of the program, AIM is unique in that the program is triple-blocked for flexible scheduling, uses local media and technology experts, and incorporates field research. Students work on industry-standard computers and software. AIM prepares students to excel in college and the world of work by emphasizing the academic, professional and technological skills they need to succeed in high school and beyond. Each year students showcase their work in a public exhibition such as a student film festival. Only students who will be juniors in the fall of 2022 may apply to AIM. Courses include American Government/Economics; AP English Literature, AP English Composition, US History, Honors US History, Documentary and Media Studies ***Prerequisites: Application and staff recommendations.***

Social and Environmental Justice Academy

Social and Environmental Justice Academy

This is an 11th and 12th grade offering for students interested in exploring issues related to social justice, environmental justice and participating in real world, action oriented projects. Through experiential learning, guest speakers and projects, students engage in exploring current issues affecting their communities and work to develop solutions or service projects to address the issues. 11th grade students enroll in **AP English Language Composition/US History** and 12th grade students enroll in ***Essay Exposition/Oral Rhetoric and American Government/Economics.*** These classes meet the graduation requirements in English and Social Studies for both 11th and 12th grade and are UC/CSU eligible.

APPLIED TECHNOLOGY

Applied Technology courses expose students to technical environments and their applications to the modern world. These courses offer opportunities to explore a wide spectrum of career paths in the fields of Computer Science, Automotive Technology, Engineering, and Film Production (see the AIM program). All courses offer hands-on, project-based learning that promotes both creative and analytical thinking - essential skills for higher learning and successful careers in technology.

AUTOMOTIVE TECHNOLOGY

Automotive Technology 1-2

Coursework introduces automotive technology and the motor vehicle service industry. Students receive hands-on instruction in shop procedures, safety, vehicle maintenance, service information and repair. In our well-equipped shop, students apply operating principles to service work on systems including brakes, suspensions, engines, powertrains, electrical systems and engine performance. Students completing this class with a grade of B or better are entitled to concurrent college credit and advanced placement in the Automotive Technology program at the College of Marin. ***Prerequisite: Students must be at least 16 years of age within the year of instruction or have permission of the instructor.***

Advanced Automotive Technology

This hands-on course prepares students for advanced training and careers in the motor vehicle service industry. Students enhance their skills in vehicle servicing with an emphasis on diagnosis and repair of systems including brakes, suspensions, engines, conventional and hybrid powertrains, electrical systems, engine performance and computer control. Students completing this class with a grade of B or better are entitled to concurrent college credit and advanced placement in the Automotive Technology program at the College of Marin. This course may be repeated for a total of up to 20 credits. ***Prerequisite: Students must have completed Automotive Technology 1-2 or equivalent.***

COMPUTER PROGRAMMING PATHWAY

Our Computer Science pathway comprises three year-long courses, Computer Programming 1/2, AP Computer Principles, and AP Computer Science A. These courses reinforce computer programming fundamentals and the basic principles of application development and design. Students with a strong interest in programming are encouraged to take all three courses, in the order listed below.

Computer Programming 1 and 2 (UC/CSU g) This course is an introductory, project-based course that focuses on hands-on coding experiences, basic computer technologies, and the conceptual ideas of computer programming. Students will learn app development and design, website development, the foundations and history of computer programming,

and the societal and ethical issues faced by programmers today. While working both individually and in small groups, students will learn how to code in Python and Java, using proper programming techniques and coding styles. Students will also be introduced to digital electronics, computer hardware components, robotics, computer graphics, game design, and Graphical User Interfaces (GUIs), which are what most students now consider to be "apps."

AP Computer Principles (AP CSP UC/CSU d science elective) This AP course is for upper-class students who want a self-directed and project-based approach to programming. Focused on the Python programming language, this course aims to develop computational thinking and to generate excitement about career paths that utilize computing. Projects and problems include interactive stories and game development, app development with graphical user interfaces (GUIs), visualization of data, cybersecurity, internet basics, and "Big Data" simulations. Along with the multiple choice component, the AP exam for this course requires students to submit a creative, culminating project in a programming language of their choice. This course is also a part of our computer science pathway offered through the Applied Technology department. There are no prerequisites for this AP course.

AP Computer Science A (UC/CSU c math elective) - AP Computer Science A is a rigorous course focused on the Java programming language. Passing the AP exam for this course will typically waive the introductory computer science requirement for engineering, computer science, science, and technology-based majors in college. The course emphasizes object-oriented programming and the skills necessary to develop programs that can scale up from small, simple applications to large, complex programs. Students learn fundamental Java topics including app development, data processing, file reading & writing, design strategies & methodologies, data structures, algorithms, and ethical implications of computing. This course is a part of our computer science pathway offered through the Applied Technology department. There are no prerequisites for this course, but it is recommended that students enter the course with a strong background in math and/or science.

ARCHITECTURAL DESIGN PATHWAY

Our Architecture pathway comprises two year-long courses, Architectural Design 1-2 and Architectural Design 3-4 (Civil Engineering and Architecture), all of which use our maker space and computer lab. The pathway courses introduce students to the field of architecture and the processes used in the design of spaces, places and buildings. Students will develop project designs and visuals using various hand drawing techniques, 3D computer aided drafting software (Sketch Up and Autodesk Revit), and tools and equipment in the MakerSpace to create physical models. Students with a strong interest in architecture, construction and design are encouraged to take both courses.

Architectural Design 1-2 **(UC/CSU one semester f and one semester g)** This is a year long course that introduces students to the art and science of architecture by designing buildings and spaces by hand and with 3D drafting software. In each project, students apply the design process to architectural drafting and design, which includes sketching, sketch models, Computer Aided Design (CAD) and model making. Students will be introduced to SketchUp and Autodesk Revit, a more advanced 3D modeling software that is a standard in college programs and industry for architectural design, to create their final design as visuals. Students will examine current and historical architectural styles and concepts in order to guide their design decisions for various projects and will implement residential and commercial design principles and practices in the preparation of architectural drawings and models created in the MakerSpace using the laser cutter and hand tools. Students will also integrate universal design and design thinking concepts into their projects. Students are also introduced to Architects and Engineers from around the world and examine the designs and work from designers throughout history and living/ working today. *Architectural Design 1 course fulfills one semester of UC "f" elective credit for visual and performing arts and Architectural Design 2 fulfills one semester of UC "g" elective credit.*

Architectural Design 3-4 - Civil Engineering and Architecture **(UC/CSU g)**
This is a year long course that builds off the residential and commercial architectural design concepts and techniques learned in Architectural Design 1-2 and allows students to build on skills with

the 3-D CAD modeling software Autodesk Revit by incorporating site analysis and design into their projects. **This course will have students designing structures for college and industry level competitions.** Students will learn about civil engineering, low-impact design concepts, stormwater run-off, soils and structural engineering, as well incorporate green and sustainable elements into their designs for residential, commercial and municipal building designs.Students are also introduced to Architects and Engineers from around the world and examine the designs and work from designers throughout history and living/ working today.
Prerequisite: Recommended (but not required)"C" or better in Architectural Design 1-2 and/or "C" or better in Introduction to Engineering Design.

ENGINEERING PATHWAY

Our Engineering pathway comprises three year-long courses, Introduction to Engineering Design (IED) Principles of Engineering (POE), and Engineering Projects, all of which use our maker space. The recommended sequence is IED, then POE. Engineering Projects is a capstone course for all of our Applied Technology pathways. Students wishing to pursue a career in engineering or technology should also consider the three course offerings for computer science..

Introduction to the Engineering Design (IED) with The Makerspace (UC/CSU d science elective) - Through hands-on projects that emphasize the design process, students learn to apply math, science, and engineering standards to three-dimensional(3D) designs using the laser cutter, 3D printer, CNC machines, and wood-working tools available in our state-of-the-art MakerSpace. Students work both individually and in teams to design solutions to a variety of problems using 3D modeling software and basic design principles and will learn to use CAD (computer aided design) to model existing mechanisms, as well as their own designs. The course covers orthographic projections, isometric views, sectioning and pictorial drawing, and students will be given design challenges that require problem solving, complex thinking, and construction of working models. IED is a good choice for students who wish to explore the fields of engineering, architecture, construction, industrial/product design, invention, and other related fields. Students are also introduced to Engineers from around the world and examine the designs and work from designers throughout history and living/ working today.

Principles of Engineering (POE) with The Makerspace (UC/CSU d science elective) - POE is a good choice for students who wish to explore the fields of engineering, robotics, architecture, construction, industrial/product design, invention, and other related fields. Students will learn how energy is generated and transmitted in control systems through electrical circuitry and mechanical design as they assemble levers, gears, pulleys and other mechanisms using Vex Robotics equipment. Students will apply theories of mechanical advantage and conservation of energy to their designs and will also test and calculate the properties of materials as they are used in structural design. The course has multiple design projects in which students work in teams to create robots and mechanical systems that solve given design problems. To enhance their designs, students use the available tools in our Makerspace, which includes CNC and hand- operated milling machines, a laser cutter, and 3D printers. Students are also introduced to Engineers from around the world and examine the designs and work from designers throughout history and living/ working today.

Engineering Projects - (UC/CSU g) Engineering Projects is a hands-on, project-based course for students interested in preparing for careers in Engineering, Industrial Design, robotics and inventing. Students will use a wide range of tools to design and build increasingly complex projects over the course of the year and will work in wood as well as with metals and plastics. Projects will include elements of science, mathematics, electronics, and computer programming. Students will use Autodesk Inventor, Fusion 360, Revit and SketchUp for Computer Aided Design and will fabricate their designs with the 3D printers, laser-cutters, CNC routers and woodshop tools. Similar to a college level engineering course, in the second semester, students work in teams to identify, design and build a culminating project that will be showcased to industry professionals and community partners. Students are also introduced to Engineers from around the world and examine the designs and work from designers throughout history and living/ working today.

Prerequisite: Students should have passed one higher level course in our engineering, architecture, computer science, or automotive pathways. These include the AP Computer Science options, Principles of Engineering, Architecture 3/4, and Advanced Automotive Technology.

AVID COLLEGE READINESS

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college and career readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory and post-secondary planning curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. *(UC/CSU d credit pending)

AVID 9 - The first in a 4 year sequence of elective courses that prepares students for college and career readiness and success. It is scheduled during the regular school day as a year-long course. The 9th grade AVID Elective course introduces students to the AVID philosophy and strategies. Students work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college and career research will include financial topics and building their knowledge of colleges and careers of interest.

AVID 10 - The second sequence of the Advancement Via Individual Determination (AVID) courses and is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. During the 10th grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

AVID 11 The third sequence of the Advancement Via Individual Determination (AVID) courses is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. The eleventh-grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

AVID 12 - The 4th and final sequence of the Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans.

ENGLISH

English 1-2 (UC/CSU) - Required for all freshmen
These courses initiate the student into the Freshman/Sophomore Core English Program. They require work in writing, literature, and oral language, and develop the critical thinking skills necessary to complete that work successfully. The writing segment concentrates on a progression of assignments that move the student from writing about close observation of detail and personal writing experience to writing about ideas. Writing conventions and vocabulary development are taught in the context of writing assignments. The literature consists of core works in the major genres. Oral language activities are designed to sharpen the students' facility with language, as students learn to speak to a variety of audiences.

English 3-4 - (UC/CSU) Required for all sophomores These courses continue the work of Core 1-2, while emphasizing higher levels of student performance. Students develop the ability to abstract ideas from their reading and their personal experience, and to explain those abstractions in writing. The course continues to emphasize work in all genres but includes more complex assignments and materials than the previous course. The reading combines careful analysis of specific passages with discussion of the ideas of the work as a whole. Speaking and listening activities include more oral activities, particularly important in analyzing and writing argumentation.

English Electives *- All of the following courses are offered as full-year courses or as "pairings" for the whole year. 11th and 12th grade students are eligible to choose from all these courses. Only Beginning Nonfiction is open to sophomores, and is a prerequisite for Advanced Journalism (G-elective).*

American Literature/World Literature (UC/CSU) -
American Literature - This course is a one-semester course designed to let students explore some of the themes that flow through the American experience, including "The American Dream." As part of this exploration, students read a range of literary genres and voices representative of this experience. The curriculum includes the study of novels, short stories, drama, poetry, and nonfiction. In addition, students will write essays, poetry, and original pieces of fiction.

World Literature - This course will introduce students to world cultures through literature. The scope of the course will be broad, including works in the major genres. Students will explore religions, social institutions, and the arts. Texts will be read and analyzed with emphasis on structure, tone, style and diction. Students will also develop their skills in writing formal literary analysis essays.

Humanities/Science Fiction (UC/CSU)
Humanities - This one-semester course (the prequel semester to Science Fiction) explores some of the essential questions of the human experience. (e.g. What is the good life? What distinguishes good from evil? What gives life meaning?). The course will focus primarily on issues and ideas expressed in literature and art, often organized thematically, using significant works from a variety of genres and periods. Exposure to and exploration of "big" ideas is the aim of the course, as opposed to arriving at any final "answer."

Science Fiction - Science Fiction, as a literary genre, is fundamentally about how human hopes, fears, and dreams influence or are influenced by science and technology. This course allows for interdisciplinary work with contemporary medical, technological, scientific, and mechanical advances, as well as the speculative areas of study that stem from them.

Students will explore what it means to be human in an age of technology, the effects (or anticipated effects) of technology and scientific advancement of humanity, and how art and literature have influenced scientific progress.

Short Story/Poetry (UC/CSU)

Short Story This fall semester course is designed to deepen the student's appreciation of the short story form. Students will enjoy reading literature in many genres, including memoir, realistic fiction, science fiction, mystery and horror among others. We will build on what students learned about the elements of fiction in English 3-4 and continue to develop the sophistication of student interpretation and analysis. What makes a story entertaining, suspenseful, interesting, compelling? What are the significant conflicts and issues that motivate strong characters? Students will learn to craft stronger formal literary interpretation papers in preparation for college writing. Students will apply what they learn about good storytelling to developing their own creative writing skills and composing original short stories. As an added perk, during our memoir unit seniors can get guidance on their college application personal statements.

Poetry This second semester course enables students to read, appreciate, and write poetry at a more sophisticated level. The course is structured in three parts, reading and analysis of poems, writing of literary interpretation essays, and composition of the student's own creative poems. Students will learn about the main elements of poetry as well as become more familiar with a variety of traditional forms and styles. Poems are drawn from representative works of the major periods in English and American literature and translations from other cultures. Students develop a critical vocabulary for discussion and interpretation of poetry, write poetry in various forms, and become more comfortable with presenting their work to an audience.

Advanced Placement English Language and Composition (UC/CSU) - AP English Language and Composition is a full year course offered to both juniors and seniors. This course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of a wide variety of nonfiction literature including historical documents, classic essays, speeches, contemporary nonfiction and journalism. Students will engage in close examination of texts, think critically about those texts, and come to better understand how writers create powerful compositions and effective arguments. In addition, this course explores many contemporary socio-political issues for which students develop their opinions, craft strong position statements, and learn to support their ideas with effective arguments and evidence. Through AP English Language and Composition students become more flexible, reflective writers who are able to address diverse audiences for diverse purposes. This course follows College Board guidelines to prepare students for success on the AP English Language and Composition exam. Students should keep in mind that many universities only give course credit for one AP exam in a subject area.

Advanced Placement (AP) English Literature and Composition (UC/CSU) - AP English Literature and Composition, offered to juniors and seniors, engages students in the careful reading and critical analysis of imaginative literature. Through the reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The goals of AP Literature are to engage students in reading deliberately and thoroughly, taking time to understand a work's complexity and to develop students' ability to express their understanding of complex texts through writing. AP Literature demands of students thorough and careful reading for detail. This course follows College Board guidelines to prepare students for success on the AP English Literature and Composition exam. Students should keep in mind that many universities only give course credit for one AP exam in a subject area.

Nonfiction (UC/CSU)

Nonfiction is a year-long course in which students will polish their writing through personal essays, news reporting, multi-source features, persuasion, reviews, satires, and analysis. They will study writing techniques and style in books, newspapers, magazines, and online media. Students will improve

the quality of their writing for publication and build both traditional and new media literacy. Completion of this course is a prerequisite for Advanced Journalism. NOTE: Sophomores interested in Advanced Journalism may enroll in Nonfiction as a second English class alongside English 1-4.

English Language Development (ELD) - English Language Development is a two-semester language arts course which may be repeated for credit. It is designed for the student whose native language is other than English and whose proficiency falls in the beginning to intermediate range. The course provides the students with language instruction that develops their speaking, listening, reading and writing skills while following a sequential grammar syllabus. It also acquaints students with American culture, customs and holidays, teaches them practical life and study skills, orients them to their new school environment and integrates them into mainstream classes and high school activities. Students qualify for this course through an English Language proficiency test.

FINE ARTS

The Fine Arts at Tam are four-year sequential programs designed to offer strong, in-depth training that focuses on skills most essential for success beyond high school and in performing and visual arts related careers. Students must take two semesters in a single discipline (Drama, Music, or Visual Arts) to meet the UC/CSU requirement. It is recommended that students enroll in fine art classes as early as possible so that they will have time to reach advanced levels in one or more areas of study. For visual arts, upon completion of one semester of Art Exploration, students are eligible to take any beginning level course.

While Tam's Arts programs provide excellent preparation for the student who intends to focus on the arts in college or career, our courses benefit all students because the process of creating and critiquing art engages students in higher- order thinking skills such as analysis, synthesis, evaluation, and flexible, imaginative problem-solving. In recognition of this, at least one year of Fine Arts is required for graduation from the Tamalpais Union High School District and for entry into the CSU and UC systems. The California Department of Education recently published data in strong support of the arts for all students. An excerpt: "Research shows that students of the arts continue to outperform their non-arts peers on the SAT. According to the College Board, 1995 SAT scores for students who studied the arts for more than four years were 59 points higher on the verbal portion, and 44 points higher on the math portion than students with no coursework or experience in the arts." The classes with UC and CSU approval satisfy the "f" requirement.

Entry Level - Visual Arts

Art Exploration - This course is the prerequisite and entry-level course for all visual art electives (with the exception of AP Art History). It is a one semester course. Emphasis is on the fundamental principles of art and design which are the basis for all visual arts. Along with emphasizing the importance of art for personal expression, the course explores art's importance as a cultural element in society. Studio practice, level of engagement, artistic process and critique are major factors which measure your success in this studio class. It satisfies 5 of the 10 unit Fine Arts graduation requirements. Students who intend to take art both semesters should sign up for the year-long Art Exploration/Ceramics 1, Drawing and Painting 1 or photography 1 option to ensure cohesive study of their area of interest.

Graphic Design

Graphic Design - Beginning Graphic Design is a Fine Arts elective course intended for students motivated to expand their artistic skills in the area of design. Its purpose is to focus on the elements of art and principles of design and how they integrate with text and image to convey meaning. Using a variety of media from traditional fine arts based mixed media and printmaking to digital photo editing and drawing programs, students develop expressive, technical and cognitive skills. ***Prerequisite: Art Exploration.***

Advanced Graphic Design - Advanced Graphic Design is a Fine Arts elective course intended for students motivated to further expand their artistic skills in the area of design. Students will continue to use a variety of media from traditional fine arts based mixed media and printmaking to digital photo editing and drawing programs, to develop expressive, technical and cognitive skills. Students will develop a portfolio of design projects to present at the end of the semester. ***Prerequisite: Beginning***

Graphic Design.

Ceramics

Ceramics 1 - In this course, students learn the basic skills necessary for creating art from clay. Assignments emphasize creative use of design, craftsmanship and mastery of construction skills. Hand building methods and the potter's wheel, as well as a variety of glaze and decorating techniques, are used to make both functional pots and sculpture. In addition, students explore the works of ceramic artists from other cultures and times, as a means of forming the basis for creating self-expression and conceptual development. This development they can pursue as advanced students. ***Prerequisite: Art Exploration.***

Ceramics ⅔ -In this course, students who have successfully completed Art Explorations/Ceramics 1 expand their repertoire of ceramics techniques. Students will be introduced to Raku firing, figure sculpting, and a variety of surface treatments. Skills in hand building and wheel throwing will continue to be expanded upon. Quality of craftsmanship and an emphasis on understanding the Principles of Design will be focused on throughout the year. Field trips to museums and galleries may provide contextual and cultural investigation as well. ***Prerequisite: Ceramics 1 or consent of instructor***

Ceramics ⅘ These yearlong sequential courses give continuing students increasing opportunities to initiate their own projects and focus on individual interests. Course content is geared to students' position in the program sequence, providing increased independence as the artist progresses through the levels. ***Prerequisite: For ⅘, must have completed Ceramics ⅔. For Ceramics 6/7 must have completed Ceramics 4/5.***

Honors Ceramics 4/5 This course is for motivated students who will be required to approach projects in greater depth, complete additional assignments, and commit to independent work outside of class time. This includes helping to install exhibits both on and off campus, as well as visiting museums, galleries and studios to earn Honors credit. Student's begin to create their individualistic, artistic voice through experimentation, having more choice in projects that expand their skills. The course is intended for serious art students who intend to develop a portfolio for advanced placement in their senior year. ***Prerequisite: Juniors or seniors, and Ceramics 2/3 or teacher approval with portfolio review.***

Draw/Paint

Drawing and Painting 1 - In this course students are progressively challenged to develop perception and expression in the skilled use of art materials/tools/techniques to develop an understanding of the artist's role in society and an ability to critique visual art. Instruction will include a wide range of drawing techniques, figure drawing, painting materials and techniques. Media explored may include : pencil, ink, charcoal, pastels, acrylic, watercolor, collage, printmaking and mixed media. ***Prerequisite: Art Exploration.***

Drawing and Painting ⅔ - This course is for students who have successfully completed the Art Exploration/Drawing and Painting 1 series. Students are introduced to additional concepts, materials and techniques, including working with stretched canvas. This course is a sequential course and should be taken in order to advance to higher level Drawing and Painting courses.

Drawing and Painting 4/5 - These sequential classes give continuing students increasing opportunities to work more independently on class assignments. Course content is geared to the students' position in the program sequence, becoming more advanced and allowing more independence as students progress through its levels. ***Prerequisite: Drawing and Painting 2/3 or Teacher approval with portfolio review.***

Honors Drawing and Painting ⅘ **-** This course is intended for art students to develop a portfolio of work. In particular, this course prepares students for advanced placement studio art in their senior year. Students will be required to approach and explore projects in greater depth. With a willingness for experimentation. Students will begin to create individual student voice and style in their work. Students will also be expected to contribute to the visual arts community and events . ***Prerequisite: Drawing and Painting 2/3 or Teacher approval with portfolio review, Junior or Senior.***

Photo

Photography 1

This is an introductory course offering students basic training in how to correctly use a 35mm camera, how to develop and store film, how to make contact prints and how to make enlargements in the darkroom. Shooting assignments will concentrate on people, places and events in the community and surrounding environment with an emphasis on the Elements and Principles of Design as well as the understanding of compositional techniques. The history of photography as an art form will also be studied, along with the works of several photography masters. Basic digital editing in Photoshop will be introduced in this course. Photography 1 is a good preparation for continuation in the sequential photography program at Tam. Additionally, it provides a good foundation for future staff work on the school's news magazine and/or PAI as well as a prerequisite for successive Photo classes. ***Prerequisite: Art Exploration.***

Photography ⅔ - This course will expand on the skills gained in Beginning Photography. Assignment work will emphasize the technical as well as the conceptual, expressive and nonverbal communication of the photographic medium. Projects will explore a wide range of photographic styles from documentary to alternative process manipulation. Students will also expand their knowledge of darkroom processes to include contrast control using filters, dodging and burning printing techniques and advanced film exposure methods. Digital photography as well as a more in depth knowledge base of digital photographic editing in Photoshop will be presented in this course. The use of a collective portfolio will be continued in this course. Students will begin to explore their style and their artistic voice through the coursework in Intermediate Photography. ***Prerequisite: Photography 1.***

Honors Photography - This course will expand upon the skills taught in Intermediate Photography with emphasis on portfolio development, working in series, style development and a final installation of work. Students will master technical skills in camera film usage as well as darkroom printing. Students will also use alternative shooting and darkroom techniques as well as work in large format, slide format, digital photography and mixed media..

Artist's Voice: Ceramics, Drawing & Painting, & Photography - This course is for Fine Arts students who are interested in pursuing, shaping and challenging their individual artistic vision and voice. Students will work with the instructor and guest artists from the community as mentors to create original works of art. ***Prerequisite: Consultation with instructor.***

Art - Advanced Placement

AP 2D Art and Design (Drawing/Painting or Photography)
AP 3D Art and Design (Ceramics)
AP Drawing
These classes are intended for students who are highly motivated and interested in the study of visual art and who show promise in their first three years of studio art. Through guided sustained investigation, students choose what interests them in the art medium and then investigate it to create a portfolio of work. This portfolio will be submitted to the AP College Board. Those who receive a passing score on the portfolio may gain college credit and possible acceleration in college classes. Review of a portfolio and teacher permission is required for enrollment. ***Prerequisite: Visual Arts Honors Course in same discipline or portfolio review and approval by the instructor.***

AP Art History - AP Art History (APAH) is designed to be a college level survey course approved by the College Board. APAH is a student-centered exploration of the History of Art and its relevant impact and development of the cultures, community and society throughout history. Students will acquire a deeper knowledge through active exploration in the classroom/studio, using visuals, hands-on creative projects and discourse within the context of the course for discussion. This course offers the serious student the opportunity to explore in depth the history of art from ancient times to the present through a breadth of 250 artworks. Open ended questions based on the text, visual presentations, museum visits and art projects will provide the venue in which students will think critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. Through readings, art projects, visual presentations, videos and museum visits, students will view and decode significant artworks from around the world. Students will keep a binder to keep notes and

graphic organizers related to, class discussions on significant historical events, art periods/styles, specific artworks, ideas, issues and themes that connect these artworks. This course is intended to prepare students for the AP Art History Exam, and satisfies the 10 unit Fine Arts graduation requirement. ***Prerequisite: The course is open to Sophomores and above.***

Theatre (Drama) Arts

Tam High Drama's Conservatory Theatre Ensemble (CTE) offers a four-year sequence of courses. Students may enter the program during any year of their school career, but all students are suggested to begin the sequence by enrolling in Beginning Drama 1-2 regardless of their grade classification. Juniors or seniors may be eligible to move to a more advanced level with evaluation and permission of the Drama 1-2 instructor.

Beginning Drama 1-2 - Students work on the essential elements of the craft of acting and working in an ensemble. The importance of self-discipline, teamwork, and focused attention are stressed. Students are introduced to rehearsal techniques, exercises in physical theater, scene study, playwriting, improvisation, acting for the camera, voice, movement, and analysis of dramatic literature from the standpoint of production. Students will perform in two one act productions during the two yearly One Act Festivals.

Intermediate Drama 3-4 - This second-level course stresses improvisation, stage movement, voice, dance-theatre, devising theatre, and diverse acting techniques in further preparation for advanced work. Production, design, and technical theatre elements are introduced. Students perform in two one act productions during the two annual One Act Festivals. ***Prerequisite: The successful completion of Drama 1-2 and/or consent of the instructor.***

Theatre Production 1-2 - Theatre Production is an 8th period project-based course with a focus on the fundamentals of theatre production, theatre operations, and performance applications. Students will become active participants in running the student operated theatre company. Concurrent enrollment in the Drama 1-2 or 3-4 course, or permission of the teacher is required. The year-long course will provide a hands-on opportunity to participate in the main stage performance season. Learning opportunities include lighting and sound system operations, backstage and stage crew duties, scenic and costume construction, introduction to design, and performing in a main stage play project. Students will choose or be assigned to a production project among the following Fall and Spring Production Project options: stage management team, first hand support to costume designer, deck crew, set build crew, master electrician, publicity & web team, budget & grant writing team, front of house team, hang and focus team, production management team, festival management team, properties construction, and/or a main stage ensemble performance project. Students must complete two production projects. In addition students must attend training sessions as required.

Stagecraft 1-2 - This junior level course is designed to expose students to basic theatrical production elements and design. Students will learn basic stagecraft techniques for technical theater production and the basics of theatre management. Students will be exposed to basic design practices and will have the opportunity to follow a production from conception to performance and will apply their classroom instruction in a performance setting. Production participation involves required hours for rehearsals, work calls, performances, crew, and workshops scheduled during a flexible 8th period which meets after school and on weekends. Hours are also required for committee work and running the theatre company - Conservatory Theatre Ensemble (CTE). Students may have the opportunity to serve as junior board members to provide decision making, problem solving, and leadership for CTE, under the guidance of the drama instructors. Concurrent enrollment in Drama 5-6 is required. ***Prerequisite: Successful completion of Drama 3-4 and/or the instructor's permission with portfolio review.***

Advanced Drama 5-6 - This junior level course is for students wishing to continue beyond Drama 3-4 and who may be preparing for theatre arts beyond high school. Production preparation is the goal of the class with intensive work on character analysis, voice technique, movement, acting technique, dramaturgy, and introduction to Shakespeare. Two major projects are a requirement of the course. Concurrent enrollment in Stagecraft 1-2 is required.

Prerequisite: Successful completion of Drama 3-4 and/or the instructor's permission with portfolio review.

Advanced Drama 7-8 This course is designed to build upon skills acquired in Drama 1-6. Students will have an opportunity to demonstrate competency at the highest levels in, serving as role models and peer teachers to underclassmen. Specific advanced acting techniques and styles will be learned as well as advanced production preparation and performances. Playwriting, physical theatre, improvisation, and scene study will be special areas of focus. Students will have the opportunity to prepare for work in the theatre community outside of high school which may include colleges, universities, community arts programs, conservatories or the entertainment industries. Concurrent enrollment in Stagecraft 3-4 is required. ***Prerequisite: Successful fulfillment of Stagecraft 1-2 and Drama 5-6 and/or the instructor's permission with portfolio review.***

Stagecraft 3-4 - An advanced course designed to give students opportunities to demonstrate mastery of culminating knowledge and to apply skills that reflect their experience of Drama 1-6 and Stagecraft 1-2 sequence. Students will conceive, develop, design and implement projects in Advanced Drama. They will serve as producers of student productions and run all aspects of the student company, CTE, as needed. Students may have the opportunity to serve as senior interns to provide decision making, problem solving and leadership for CTE under the guidance of the drama instructors. Production participation involves required hours for rehearsals, performances, work calls, crew and workshops scheduled during a flexible eighth period which meets after school hours or on weekends. Hours are also required for committee work and running the student theater company, Conservatory Theater Ensemble (CTE). This course must be taken concurrently with Drama 7-8. ***Prerequisite: Successful completion of Stagecraft 1-2 and Drama 5-6 and/or instructor's permission with portfolio review.***

Drama Honors

Honors Theater Directing - This course builds on the skills acquired in Stagecraft 1-2 and Drama 5-6/7-8, which include theater directing and entrepreneurship. Students will be required to spend after school hours and weekend hours as scheduled. They must have a period in their schedule to direct in a Drama 1-2 or 3-4 course. Students will participate in first or second year classes as peer directors. Concurrent enrollment is required in Stagecraft 1-2 and Drama 5-6 during their junior year or enrollment in Drama 7-8 and Stagecraft 3-4 as a senior. Drama 3-4 students may also direct with permission of the instructor.

Honors Advanced Drama 5-6 - This honors-level course is designed for committed junior students that are prepared to participate in three major drama projects over the course of the school year, rather than the two required major projects of Advanced Drama 5-6. In addition to the Advanced Drama 5-6 requirements students will also document and reflect on all their drama work in an Honors Ensemble Portfolio; they will develop an Artist's Vision Statement with goals that will guide their upcoming senior year drama studies. Concurrent enrollment in Stagecraft 1-2 is required. ***Prerequisite: Successful completion of Drama 3-4 and/or the instructor's permission with portfolio review.***

Honors Advanced Drama 7-8 - This senior course expands on the Advanced Drama 7-8 curriculum to include three major production projects, rather than two. Peer mentoring and drama leadership projects feature prominently in the course as these students act as producers and project leaders for younger students. Students will develop Honors Producer Portfolios that document their major projects and will become key artifacts for college applications and school-to-work opportunities. Concurrent enrollment in Stagecraft 3-4 is required. ***Prerequisite: Successful completion of Stagecraft 1-2 and Advanced Drama 5-6 and/or instructor's permission with portfolio review.***

MUSIC ARTS

Beginning Band - This course is designed for students with little or no previous music experience. The class teaches standard brass and woodwind instruments with the goal of advancing the student to participate in band, orchestra or jazz ensemble groups. Most instruments are furnished by the

school.

Concert Band (Intermediate) This course is for students with some previous musical instruction such as those with experience in middle school or junior high and/or those who have not played for some time. The goal is to develop the students' proficiency which will advance the student to possible placement in Advanced or Stage Band. Intermediate Band may be repeated for up to 20 units. ***Prerequisite: Instructor approval.***

Symphonic Band (Intermediate)- Advanced study and performance of band repertoire. Attendance at rehearsals and outside of school performances is required, including football games, rallies, parades, concerts, festivals, etc. Advanced Band may be repeated for up to 40 units. ***Prerequisite: Instructor approval and/or audition.***

String Orchestra - A performance lab for the study and performance of orchestral repertoire, generally for stringed instrument players and advanced wind players. Most music studied will culminate in public performance, requiring attendance at rehearsals and outside of school participation. Orchestra may be repeated for up to 40 units. ***Prerequisite: Adequate proficiency as determined by the instructor and/or audition.***

Jazz Ensemble - Advanced study of modern jazz and popular music of the 'big band" sound. This includes the study of music theory, harmony and composition. This course is for the more advanced music student and music studied will culminate in public performance, requiring attendance at rehearsals and outside of school participation. Jazz Band may be repeated for up to 40 units. ***Prerequisite: Students must audition and have instructor approval for enrollment.***

Concert Choir
The choral music studied and performed in this class ranges from moderate to difficult. Within the class there will be opportunities for solo performances and section leadership, thus variances in student vocal proficiency and experience can be accommodated. Participation in public performance is required for credit in this course. Chorus may be repeated for up to 40 units.

Guitar Class
Guitar Class is designed for the Beginning to Intermediate Guitar and Bass player. Students will learn music theory as it pertains directly to the guitar and bass. The study of modern popular music, as well as chords, scales and soloing will be our focus. Students will be required to participate in public performances and will be grouped with fellow students of similar ability. This class meets and performs with the Percussion class. This course may be repeated for credit.

Beginning Percussion
Introduction to percussion instruments, i.e, drums, bells, gongs, chimes, xylophone, etc. Class instruction will be on all available instruments. The course of study will include musical notation, literature and professional clinics. (UC/CSU)

Music Technology - A course focusing upon music creation and recording through the use of technology. The course is designed to give students without a background in traditional performance the knowledge, tools, and confidence to create original music. Students will study the fundamentals of music theory, giving them the knowledge to compose pieces in a variety of styles. Students will gain an understanding of available technological tools, where they will be able to apply their studies of music theory and composition. Since the emphasis of the class will be on music production and not a specific musical genre, studies will include current popular styles, classical, jazz, and world music. Students will find context for their work within the 21st Century music world, sharing their work in the community and online, as well as a reflection of jobs in the music industry. Through work with the instructor, peer evaluations, and self reflection, students will produce a body of work that will reflect both their growing knowledge of music and technology, but also their unique perspective upon music.

MATHEMATICS

The Mathematics Department at Tam offers a variety of courses designed to meet each student's needs and ability. The minimum math entrance requirement for both the CSU and UC systems is three years of college preparatory mathematics with grades of C or better (Algebra 1, Geometry, Intermediate Algebra, or Advanced Algebra). Some college majors may ask for a fourth year of high

school mathematics. In order to keep options for the future open, we encourage all students to learn as much mathematics as they can while in high school. We are committed to providing students with the best mathematical education possible and have designed our college preparatory sequence of mathematics classes so students with a variety of needs and abilities can be successful. We also supplement these college prep courses with additional assignments to achieve a balance between tasks that develop conceptual understandings and tasks that strengthen basic mathematical skills. Each math classroom has a set of graphing calculators that are used by students in all college prep courses. The classes with UC and CSU approval satisfy the "c" requirement.

Algebra Foundations
This two semester course covers the core concepts of Pre-Algebra in order to further prepare students for success in Algebra 1-2. A focus on solving equations and all aspects of linear equations. ***Prerequisite: Recommendation of previous math teacher.***

Algebra 1-2 - This first year Algebra course covers the content of High School Algebra as defined in the new National Common Core Initiative. Topics of study will include systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational expressions and equations and radical expressions and equations, graphing functions, linear regression, statistics and data analysis. A theme for the course is the modeling of real world situations with appropriate diagrams, variables, equations and graphs. ***Prerequisite: Completion of Introduction to Algebra, Pre-Algebra or Math 8.***

Geometry 1-2 - This course covers the study of equations, lines, planes, angles, triangles, logic and proof, congruences, perpendicular lines, parallel lines, areas of polygonal regions, similarity, circles, spheres, constructions, volumes of solids, coordinate geometry, and transformations. ***Prerequisite: Completion of first year Algebra***

Geometry 1A-2A - This two semester course covers the core concepts of Geometry at a less challenging pace, with heavy reliance on memory supports and limited extensions or applications using Algebra. While it provides exposure to the common core elements of Geometry, students completing this course are not required to memorize formulas nor transfer their understanding to extension problems, as a result, students completing Geometry 1A-2A instead of Geometry 1-2 are likely better suited for Intermediate Algebra as their next course. Students intending to continue in higher mathematics and/or take Advanced Algebra and/or Pre Calculus need to enroll in Geometry 1-2 instead of Geometry 1A-2A. ***Prerequisite: Completion of Algebra 1-2 with a passing grade, AND recommendation of previous math teacher.***

Intermediate Algebra 1-2 - Intermediate Algebra is intended for students who found the first two years of the college preparatory sequence challenging. It provides an in-depth review of the topics of Algebra 1-2 and introductory level concepts from Advanced Algebra 1-2 so that students will be better prepared for further mathematics studies. The course meets the UC advanced mathematics requirement but does not meet NCAA eligibility. Students completing the course with a grade of "C–" or better may enroll in Trigonometry/Statistics. ***Prerequisite: Recommendation from previous math teacher; students must pass Geometry 2 or 2A with and have a recommendation from the teacher for entrance into Intermediate Algebra 1. Students must be recommended by their teacher for entrance into Intermediate Algebra 2.***

Advanced Algebra 1-2 - Advanced Algebra 1-2 is a college preparatory course covering advanced topics in algebra using the concepts of functions as the unifying theme. Topics include equations, inequalities of the first and second degree, properties of the real numbers, functions, the complex number system, exponents and radicals, logarithms, polynomials, permutations and combinations, binomial theorem and probability. ***Prerequisite: Completion of Geometry 2 or Intermediate Algebra 2.***

Trigonometry/Statistics 1 - Trigonometry (Fall Semester)is a one semester course designed for students who have completed Advanced Algebra 1-2 with a C or better, but who might experience difficulty with Precalculus. It is not intended for students who plan on majoring in mathematics or applied sciences in college. This course will stress

practical applications of trigonometry rather than develop it more formally as is done in Pre-Calculus. However, it will provide students with a strong foundation in trigonometry should they wish to take Pre-Calculus in the future. Trigonometry builds on the skills that have been developed in previous math courses, but may not be taken concurrently with Precalculus.

Statistics 1 (Spring Semester) This one semester course is designed for students who have earned a C or better in Advanced Algebra. The purpose of Statistics 1 is to introduce students to the methods of collecting, organizing, displaying, analyzing, and drawing conclusions from data. It is a semester-long course with problems set in a broad and relevant social context. These problems are expressed in a variety of settings from public policy questions to such behavioral sciences as sociology and psychology. Although mathematical methodology is taught and used, the ability to understand data and draw justifiable inferences is emphasized. Students who take this course will be better prepared to take

AP Statistics in the future. Students may enroll in Statistics 1, Trigonometry, or both of these courses.

Pre-Calculus 1-2 - This preliminary course includes an introduction to trigonometric functions, numerical and analytic trigonometry, coordinate geometry, including straight line, conic sections, parametric equations, polar equations and limits and function analysis. May not be taken concurrently with Trigonometry. ***Prerequisite: Successful completion of Advanced Algebra 1 and 2.***

Honors/AP - The mathematics department currently offers Honors classes in Advanced Algebra, and Pre-Calculus for students who have mathematical interest and talent and have the desire for additional work above and beyond the normal curriculum. ***Qualification criteria for Honors Advanced Algebra, students must earn an A or B in both Algebra 1 and Geometry.*** Students will be given an invite only email to enroll. Beginning with the 2022-23 school year, students will no longer earn an extra grade point for taking Honors Advanced Algebra. ***Students must earn a C or better in Advanced Algebra to qualify for Honors Pre-Calculus.*** Students self-select into this course.

Advanced Placement Calculus 1-2 - This course allows the accelerated mathematics student to continue in high school with Calculus and to also receive college credit by passing the Advanced Placement Examination of the College Entrance Examinations Board. The test is encouraged at the completion of this course. There are two sections offered - AB covers One Semester (two quarters) of college calculus. BC covers two semesters (three quarters) of material. ***Prerequisites: Satisfactory completion of PreCalculus. C or better in first semester to continue to second semester.***

Advanced Placement Statistics 1-2
This course allows mathematics students the opportunity to learn statistics and to receive college credit by passing the Advanced Placement Examination. ***Prerequisites: Successful completion of Advanced Algebra or Precalculus. C or better in the first semester is required to continue to second semester.***

AP Computer Science A
AP Computer Science A is a rigorous course focused on the Java programming language. Passing the exam for this course will typically waive the introductory computer science requirement for engineering, computer science, science, and technology-based majors in college. The course emphasizes object-oriented programming and the skills necessary to develop programs that can scale up from small, simple applications to large, complex programs. Students learn fundamental Java topics including app development, data processing, file reading & writing, design strategies & methodologies, data structures, algorithms, and ethical implications of computing. This course is also a part of our computer science pathway offered through the Applied Technology department. (UC/CSU c elective credit) ***Prerequisites: Although there are no prerequisites for this course, the AP exam is considered to be one of the most difficult AP exams. It is recommended that students pass pre-calculus and trigonometry before entering this course.***

SCIENCE

The Science Department offers a wide range of classes to meet the varied abilities and interests of the students. This range includes introductory courses of physics, biology and chemistry integrated

with earth science. , as well as advanced courses in Environmental Science, Physiology, Biology, Chemistry, Marine Biology, and Physics.

Required Classes - All classes fulfill the UC/CSU d requirement. All classes are a year long.

Physics in the Universe - Physics in the Universe is a laboratory science course integrating core ideas from the disciplines of physics and earth science. Using engaging phenomena central to these fields of science, students develop an understanding of disciplinary core ideas including: forces and motion; energy forms; energy transfer; relationships between energy and forces; nuclear processes; wave properties; electromagnetic radiation; universe and stars; earth and solar system; earth materials and systems; plate tectonics; natural resources; and human impacts on earth systems. Students will engage in the work of scientists – using science and engineering practices – as a way to learn and then demonstrate understanding of the content as well as the important cross-cutting concepts that link all science disciplines. This 3-dimensional approach to instruction develops conceptual understanding with a focus on application. Physics in the Universe is aligned with the Next Generation Science Standards. **Required class for all freshmen.**

The Living Earth - The Living Earth is a course built upon performance expectations (PEs) that blend the disciplinary core ideas of biology and earth science with scientific and engineering practices and crosscutting concepts. This 3 dimensional approach supports students in developing scientific knowledge and the skills of scientists and engineers. By using in depth phenomena central to these fields of science, students develop an understanding of the core ideas related to Ecosystem Interactions and Energy, Photosynthesis and Respiration, Evidence of Evolution, Inheritance of Traits, Structure, Function and Growth from Cells to Organisms, and Ecosystem Stability and Response to Climate Change. The performance expectations focus on several scientific practices including: developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations which students use to demonstrate understanding of the core ideas. Students are expected to demonstrate an understanding of several engineering practices, including design and evaluation as well as to develop an understanding of the cross cutting concepts central to the nature of science. **Required class for all Sophomores.**

Chemistry in the Earth System (UC/CSU "d")- Chemistry in the Earth System is a laboratory science course integrating core ideas from the disciplines of chemistry and earth science. Using engaging phenomena central to these fields of science, students develop an understanding of disciplinary core ideas including: the structure and properties of matter as well as its interactions, chemical reactions, conservation of energy and energy transfer, forces of attraction within and between compounds, and human impacts on the earth's atmosphere, geosphere, hydrosphere and global climate. Students will engage in the work of scientists, using science and engineering practices, as a way to learn. They will then demonstrate their understanding of the content as well as the important cross-cutting concepts that link all science disciplines. This three-dimensional approach to instruction develops conceptual understanding with a focus on application. Chemistry in the Earth System is aligned with the Next Generation Science Standards and the California Science Framework which are the California adopted standards in science. The course is designated as laboratory science for UC and CSU admissions. **Required class for all Juniors.**

SCIENCE ELECTIVES

All elective science courses fulfill the UC/CSU "d" laboratory science requirements. All electives are year long courses.

Biomedical Sciences - a yearlong upper division life science course that builds upon the foundations established in our core science courses. This course will serve as an introduction to hands-on lab techniques used in biotechnological research techniques geared toward solving medical problems. The course is run as a mock professional research laboratory so that students can experience what it is like to work in a medical biotechnology lab. This course also facilitates students' technical research and literacy skills. Out of class job shadow experience is required each semester. ***Prerequisites: Completion of Physics in the Universe and The Living Earth, and completion of or concurrent enrollment in Chemistry in the Earth.***

Environmental Science 1-2 - This course will investigate the structure and function of ecosystems, emphasizing the inter-relationships between biological and physical components of those systems. It is designed to give students the necessary background to make informed decisions on global environmental issues and prepare students for post-secondary study in either environmental science or environmental careers. As an upper division course, it will provide students with a more in depth exploration of specific topics from life, earth, and physical sciences as applied to the environment. The course will include, but is not limited to the study of: Water and Air Quality, Ecosystem Management, Biodiversity, Environmental Ethics and Laws, Forests, Sustainable Agriculture, and Wetlands. The course is project-based, using labs and field studies as major instructional methodologies. ***Prerequisite: Completion of Physics in the Universe with concurrent enrollment in Living Earth.***

Marine Biology - A **f**ull-year elective course for students with an interest in the many aspects of marine environments. The course's major concepts focus on marine organisms and their habitats, the physical and chemical properties of the ocean, and how humans are impacting oceans on a global scale. The course's highlights include hands-on, inquiry-based projects, field trips, participation in real marine research and an exciting introduction to the amazing and diverse world beneath the sea. ***Prerequisite: Completion of Physics in the Universe, Living Earth, and completion of or concurrent enrollment in Chemistry in the Earth System.***

Physiology 1-2 - The human body has often been called "the universe within." This upper division elective involves a study of the fascinating world of human anatomy and physiology, with emphasis on the major body systems and the causes and effects of diseases within these systems. Extensive laboratory work, individual and team research projects, and outside reading are involved as major components of the course. Possible career paths in the health sciences are stressed, which may include public speakers. This course is designed for 11th and 12th grade students; however, with instructor consent, students who are concurrently enrolled in The Living Earth or who have completed biology at another school many enroll. ***Prerequisite: Completion of Physics in the Universe and concurrent enrollment in The Living Earth.***

Physics 1-2 - Physicists seek to understand the nature of the universe and to understand its rules. This is a fascinating course which explores such topics as motion, waves, optics, electricity, magnetism, and very recent developments in modern physics research. Students will spend much of their time in the lab, and a great deal of effort will be spent in applying the principles developed in class to situations encountered outside of class. The course is designed primarily for 11th and 12th grade students. Completion of or concurrent enrollment in Advanced Algebra or consent of the instructor is required. ***Prerequisite: Completion of Physics in the Universe and completion of or concurrent enrollment in Advanced Algebra.***

Honors/AP Courses

Honors Physiology 1-2 - Honors Physiology is a challenging college preparatory course involving the study of the structure and function of the human body and related topics from biochemistry to disease. Topics covered will encompass the major body systems, but will be examined in greater depth and at a more rigorous pace than is present in Physiology 1-2 and will involve enrichment from community research projects to hospital field trips. Lab experimentation will involve at least 40% of class time. Emphasis will be placed on possible problem-solving and independent research as skills preparing the student for a future career in health sciences or more advanced science courses. Contact with health care professionals is a major component of the course. ***Prerequisites: Any student eligible for regular physiology may enroll in honors. Admittance will be granted after students complete all honors requirements and maintain an 85% in the course during the first unit. See teacher for more details. This course is embedded in Physiology 1-2.***

Honors Physics 1-2 - This course is an advanced, university-level physics course designed for the student who prefers an accelerated pace, deeper coverage of topics and enrichment topics. Emphasis is placed on critical thinking, abstract reasoning, problem solving and integration of topics. The course

involves extensive laboratory work, lectures and individual projects. Topics include linear and rotational kinematics, linear and rotational dynamics, conservation of energy, conservation of momentum, waves and sounds, geometrical optics, theory of light, modern physics and electricity. ***Prerequisite: Completion of Physics in the Universe and completion of or concurrent enrollment in Advanced Algebra. Suggested GPA of 3.0 or better in your previous math classes.***

Advanced Placement (AP) Chemistry 1-2 - designed to be the equivalent of a college introductory chemistry course, available to juniors and seniors. As a second-year course in Chemistry, it is a good choice for the student who has a particular interest in Chemistry and/or is heading toward a career which requires a strong foundation in Chemistry (e.g. medicine, biochemistry, molecular genetics, engineering, geochemistry). The overall goal of AP Chemistry is the understanding and application of fundamental chemical principles and concepts, with a strong emphasis on the learning of chemistry through laboratory experiences which have a strong quantitative component. The course provides many opportunities for students to improve their skills in making observations of chemical reactions and substances, recording data, calculating and interpreting results based on the quantitative data obtained (applied algebra) and communicating effectively the results of experimental work. All students will be expected to take the AP Chemistry exam in the spring. With satisfactory scores on the AP Chemistry exam some students will receive college credit and be able to accelerate their college program in science. AP Chemistry is designed to be taken after Chemistry, but not as a substitute for Physics. ***Prerequisites: Completion of Chemistry in the Earth System and Advanced Algebra.***

Advanced Placement Biology 1-2 - The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The AP Biology curriculum has been significantly revised by the College Board. The revised AP® Biology course focuses on enduring, conceptual understandings and the content that supports them. This approach will enable students to spend less time on factual recall/memorization and more time on inquiry-based labs and learning of essential concepts, and will help them develop the reasoning skills necessary to engage in science practices used throughout their study of science. The four "Big Ideas" of the revised AP Biology course are: Evolution, Use of Energy, Information Transfer (Genetics), and Interactions (Ecology). After showing themselves to be qualified on the AP Examination in the spring, some students will receive college credit and be allowed to accelerate their college program in science. ***Prerequisite: Completion of Physics in the Universe, Living Earth, and completion of or concurrent enrollment in Chemistry in the Earth System.***

AP Environmental Science - AP Environmental Science is designed to be the equivalent of a college introductory environmental science course. This course is an upper division elective focusing on the application of scientific concepts and principles to the understanding and solution of environmental problems and issues. Envisioned as a broadly inter-disciplinary course, it builds on scientific principles from chemistry, physics, biology, ecology and earth science, and emphasizes the following topics: Interdependence of Earth's Systems; Human Population Dynamics; Renewable and Non-Renewable Resources; Environmental Quality; Global Changes and Their Consequences; and Environmental Ethics. The course includes a substantial laboratory and field component to help students learn about the environment through careful observation and experimentation, while developing their critical thinking, problem solving and communication skills. ***Prerequisite: Completion of Physics in the Universe, Living Earth, and completion of or concurrent enrollment in Chemistry in the Earth System. Concurrent Enrollment in Advanced Algebra is strongly recommended.***

SOCIAL STUDIES

The Social Studies program at Tam strives to teach students about the development of the world through a variety of lenses - cultural, economic, political, geographical, psychological and philosophical. Beyond teaching the content, the Social Studies staff is committed to the development of critical thinking, research skills, social participation, and historical thinking skills. TUHSD requires 4 years of social studies

courses as a graduation requirement - Social Issues/World Cultures; World History; US History and American Government/Economics. In addition to these requirements, the Social Studies Department offers a series of elective courses for students who want to explore specialized topics beyond the standard framework and provides students with the opportunity to examine additional areas of human experience and provides a balance to the required courses.

9th Grade

Social Issues - The purpose of this ninth grade course is to provide every student with a common base of knowledge about relevant health and wellness issues and skills for living in an increasingly complex world. This course additionally explores [important/relevant] social issues including race, equity, and current events, both local and global. The goal of this class is to foster the social competencies that characterize a resilient human being. These competencies include critical thinking skills, problem-solving and self-discipline. This course is offered once a year for students who are new or transfer students. This course is a district requirement for graduation for all students.

World Cultures and Geography (UC/CSU) - World Cultures and Geography is a study of the relationship between the physical environment and human beings, their cultures and their history, focusing mainly on non-western regions. This course uses regional and global approaches to probe relationships between the land, its people and their cultures. It investigates the effects of the environment upon human, economic, political,and social systems. This course also studies the interaction and interdependence of peoples and countries across the globe. This course is a district graduation requirement for all students.

10th Grade

World History (UC/CSU)

The World History course covers the period from the rise of democracy to the present. World History and English 3-4 teachers coordinate curriculum to make clear connections between history and literature. Each student is expected to develop an overview of the past - chronological, cultural and conceptual - as a foundation for an appreciation and enriched understanding of historical patterns and their role in our contemporary world. World History is a district graduation requirement.

11th Grade

United States History

U.S. History, a one-year course, is a district-wide graduation requirement. As a survey course, it begins with the Reconstruction Era and covers up to the present day, yet the class focuses primarily on the 20th century. Students explore key events, issues and dilemmas in America's dynamic path to the present day. Students may also opt for Advanced Placement United States History.

12th Grade - Must take both classes for full year credit

American Government (UC/CSUg)

American Government is a one-semester graduation requirement. This course looks at how the American system of government is structured and the role it plays in the country's life. Students participate in hands-on projects, modeling the workings of government in action. The course keeps a contemporary outlook, drawing on events and issues that appear in the news.

Economics (UC/CSU) Economics is a one-semester requirement for seniors. The class provides an overview of the modern-day economy - how it works in theory and how it functions in practice. The course covers a range of topics, from scarcity to the theory of supply and demand to the workings of fiscal and monetary policy.

AP Courses

Advanced Placement U.S. History (UC/CSU) - This year-long, college-level course is designed to help students learn the analytic skills and factual knowledge necessary to deal critically with the problems and issues related to United States history. While studying American history from 1491 to the present, students will learn how to analyze and interpret primary and secondary sources, as well as improve their analytical essay writing skills. Upon completion of the course, students are encouraged to take the Advanced Placement examination in the spring. Many colleges and universities grant course credit to students who do well on this exam.

SOCIAL SCIENCE ELECTIVES

Advanced Placement European History (UC/CSU) - This year-long college-level course is an elective course for 11th and 12th graders. The course concentrates on Europe's history from the Renaissance to modern day. Special attention is given to analysis of both primary and secondary sources, as well as improving essay writing skills. Political, economic and social themes within European history are addressed. Europe's place within the global community is also examined. Upon completion of the course, students are encouraged to take the Advanced Placement examination in the spring.

Contemporary Issues - One semester course that focuses on the issues and events that shaped today's world. Students analyze current events and also explore selected themes in depth. Such themes can include international conflicts, terrorism, affirmative action, education, immigration, crime, the environment, bioengineering, the drug trade, women's issues, gay and lesbian issues, and more. Open to 11th and 12th grade students. UC/CSU(g only)

Ethnic Studies - One semester course that investigates the local and global struggles confronted by communities of color throughout history. Students will be introduced to foundational concepts and methods for studying the impact race and ethnicity have had, and continue to have on the people and systems of the United States and in the world. Students will study history, literature, music and art through a sociological lens for the purpose of developing their own informed framework for interpreting struggle and inequality. The goal is for students to identify and understand why social inequalities in the U.S. persist and how these inequalities are distributed across racial lines. The emphasis will focus primarily on Native-Americans, Latinx Americans, African-Americans, and Asian/Pacific Islander Americans.

History and Appreciation of Film (Film Studies) - UC/CSU Most of us will watch more films than read books in our lifetimes, yet few of us have the language or tools to explain what makes a film "great." This one-semester UC/CSU approved social studies elective is designed to help students be more informed and critical consumers of this art form. Film Studies is equal parts history, sociology, and film analysis. By watching iconic films of different genres, students will learn about American society through the ages as well as critique films for the messages they convey about themes of race, gender, class, love, ambition, loss, and hope. Finally, students will learn how to "read a film," i.e., learn the techniques filmmakers use to create effective, memorable films. This course is especially relevant for budding filmmakers but accessible for all who enjoy a good movie. Emphasis is placed on in-class discussion and analysis; coursework is designed to be completed in class.

Psychology (UC/CSU) - One semester course open to 11th and 12th grade students and emphasizes key principles in the study of the human mind and human behavior. Topics include individual learning capacity, happiness and well-being, thinking and problem-solving, emotion and feeling, child/adolescent/adult development, personality theory, sleep and dreams, and abnormal behavior.

Street Law (UC/CSU) - This semester-long social studies elective is available to 11th and 12th grade students. Emphasizing practical, relevant, real-world applications, Street Law examines theories of justice, criminal law, the criminal justice process, and civil law. In addition to activities and discussion, students create projects, participate in mock trials, take several field trips and hear from a number of guest speakers in law and law enforcement, all with the goal of learning how to avoid and resolve legal disputes. UC/CSU(g only)

SPECIAL EDUCATION

The following support classes are offered to students who meet the eligibility criteria for one or more of the thirteen qualifying conditions of special education:

Academic Workshop Support One
This class is a variable credit course designed to provide supplemental instruction in knowledge, skills, habits and attitudes necessary for academic success. This course is intended as a highly individualized support class with instruction planned to meet the specific needs of each individual student. As such, it may vary widely in content and methods in response to identified needs.

Special Day Class 5 credits each semester

The Special Day Class is offered to students who meet eligibility criteria for one or more of the thirteen qualifying conditions for special education. It is a self-contained class that offers specific instruction for academic classes required for graduation. With support from the special education staff, students may take electives and some academic classes in the mainstream.

Workplace Learning (One Semester)
This semester elective course is intended to give juniors and seniors the opportunity to link academic work, career interests and the workplace through volunteer internships or paid employment. Workplace Learning is a companion course of study and is linked to a sequential program, student interest, or entrepreneurial or academic subject areas. Through Workplace Learning, students learn to take responsibility for their own learning, develop self-confidence and self-esteem, demonstrate pride in their work, enjoy and value learning, foster reliance and link school to post-secondary experiences. May be repeated for up to a total of 20 credits.

WORLD LANGUAGES

TUSHD has no World Language requirement for graduation from high school, however, four-year colleges, including the University of California and the California State University Systems, have an entrance requirement of at least two years of the same language. First and second year French and Spanish follow the District department's proficiency based approach. All World Language courses are UC/CSU approved in the "E" category.

French 1-2, Spanish 1-2 (UC/CSU) - These beginning level courses all emphasize communication-based activities following the District guidelines for Outcome Based Education: speaking and understanding the language, with basics in listening, reading, spelling, pronunciation, vocabulary, grammar and syntax. Limited reading and writing as well as cultural material are presented.

French 3-4, Spanish 3-4 (UC/CSU) - This second year course is a progression from the first year working toward increased fluency in oral and written communication and greater complexity of subject matter. The Outcome Based Education activities are continued. More advanced essentials of grammar and syntax are presented. There is more advanced reading and writing as well as in-depth cultural enhancement. ***Prerequisite: Passing grade in Level 1 and 2.***

French 5-6, Spanish 5-6 (UC/CSU) - This third year in the sequence encompasses a transition from learning the basics to a more comprehensive and advanced use of the four basic skills. Conversation, listening, comprehension and writing in the target languages are stressed. Grammatical concepts are reviewed and expanded. There is a closer look at the culture and literature of the target language. ***Prerequisite: Passing grade in Level 3 and 4.***

French 7-8, Spanish 7-8 (H) (UC/CSU) (full year) - These courses will emphasize extensive use of the written and spoken language with further mastery expected. A variety of literature in the target language will be the main focus of the course. Advanced grammar and syntax will also be covered. ***Prerequisite: Passing grade in Level 5 and 6.***

Honors Spanish 7-8 - Honors Spanish 7-8 will be embedded with Spanish ⅞. Students will be able to opt into a more rigorous approach to developing proficiency. A more extensive development of skills is emphasized and an expanded variety of materials, resources and instructional strategies are utilized. ***Prerequisite: Completion of Spanish ⅝ or teacher recommendation.***

Spanish for Spanish Speakers (UC/CSU) - A full year course intended for Spanish-speaking high school students who have varying degrees of formal exposure to Spanish. Spanish-speaking students will study Spanish in the same way that native English speaking students study English language arts. This course is designed for students who have been exposed to listening, speaking, reading and writing in Spanish and who are interested in refining their skills and acquiring new ones in their native language. The skills that students can acquire range from learning grammar and spelling and developing basic academic vocabulary to learning how to critically analyze literature. The course includes a thorough review of the grammar rules and the orthography of Spanish and examines not only linguistic but socio-cultural issues of the Spanish speaker.

AP Courses

AP French Language and Culture; AP Spanish Language and Culture (full year) - These are rigorous courses for qualified students who adhere to a standardized advanced placement curriculum. Students should be highly motivated and interested in the study of language. Upon completion of this course, students will be encouraged to take the advanced placement examination. ***Prerequisite: High school students who wish to take this course should already have taken enough French/Spanish to be competent readers of the target language such as short stories, poems, or essays. Students should also have some experience writing in French/Spanish. Prerequisite: Successful completion of French 7/8 or Spanish 7/8; consultation with Instructor in special circumstances.***

SPECIAL PROGRAMS - STUDENT LEADERSHIP

Advanced Journalism (UC/CSU G elective)
Students in this course produce *The Tam News*, a student-run multimedia publication, developing skills in reporting, writing, editing, photography, videography, ethics of media, and/or business management. Students report the news of the school community by covering issues, people, and events of interest to their peers. Students may also learn leadership skills, team-building skills, and editing techniques using InDesign, Photoshop, Final Cut Pro, and/or web design programs. Students will be responsible for determining the editorial policies and content of the publication in an effort to address the issues of reporting the news and meeting their responsibilities to one another and to the public. Students from all grades with an interest in writing and technical skills are encouraged to take the class. This class may be repeated for credit. Prerequisite: completion of Nonfiction.

Leadership - ASB UC/CSU(g only) (Full Year)
Associated Student Body(ASB) - Leadership is a one-year course designed for students who want to get involved in the planning and implementation of Tamalpais High School's activities and are seeking to enrich both school and community. This student organization is established to govern finances, organize activities, and represent the students of Tamalpais High School. Students enrolled in Leadership will learn the following leadership skills standards: project planning and implementation, problem solving, public speaking, interpersonal communications, team building, working collaboratively, critical thinking, goal setting, and time management. ASB is the principal student government body on campus headed by four elected officers: President, Vice President, Secretary and Treasurer who govern the entire student body. The leadership class consists of the ASB officers, class officers, and accepted applicants for at-large membership. Applications for students in grades 10-12 for the following year open in May and applications for incoming 9th graders open during the first two weeks of the school year. All elected officers and appointed commissioners must be enrolled in Leadership. Leadership may be repeated for up to 40 units.

Leadership - WISE Mentoring (Full Year)
Join Tam's WISE Mentoring class to develop real world skills you won't learn in other classes. Offered to juniors and seniors, the class focuses on developing sophisticated interpersonal skills; studying the fundamentals of adolescent development; and learning what it means to be a mentor, tutor, and support system for someone. After an initial training period, students will be matched with a freshman or sophomore with whom they will meet during tutorial once a week and with whom they will build a potentially life changing relationship. Students who enroll in this class not only need to be interested in helping others but also open to thinking critically about who they are and how they show up in our world. Additionally, students will have the opportunity once a week to mentor an elementary school student at Edna McGuire or another neighboring school. WISE Mentoring is an opportunity to develop yourself as a leader and make a difference in someone's life..

Leadership - Link Crew (Full Year)
The Link Crew class is the hub for Tam's Link Crew program. In this class, Link Leaders learn the skills needed to support their group of 9th graders and help them find academic success and make positive and meaningful connections with other students. Link Leaders in the course learn advanced interpersonal skills, group facilitation skills, project planning and implementation skills, and strategies for supporting others during times of transition. Students in the

class help craft the freshman advisory activities and plan events to support the success of the 9th grade class. ***Prerequisite: Students must be formally accepted to Link Crew before they can elect to take this course.***

Leadership - Peer Resource - Full Year
Peer Resource is a year long course that takes an active approach to educate and empower students to make healthy life choices. Peer Resource students develop peer education workshops, presentations, campaigns, videos and school-wide events that reach thousands of students annually. The class is designed to develop the social-emotional intelligence of Peer Resource students through reflection, sharing, mindfulness, active listening, education, trainings and outreach. The class provides a non-judgmental and confidential setting for students to explore their own personal choices, challenges, and feelings in hopes of gaining a better understanding of themselves, their influences, inspirations and pressures. After this reflection time and adequate training Peer Resource students educate their peers on a variety of youth-related issues including: informed decision-making, active listening, mindfulness, substance use, sexuality, sexual health, healthy relationships, body image, stress management and mental health.

Yearbook 1-2 (Full Year)
The primary object of this course is the publication of Tam's yearbook (PAI). This course is designed to provide opportunities for any student interested in furthering his/her leadership, organizational, creative and visual design skills. The course is structured to foster both personal and group confidence and effectiveness. Students design - page layouts, take photographs, write copy, and sell advertising. Yearbook counts for elective graduation credit, but not Fine Arts or English credit. The course may be repeated for up to 20 credits.