



TAMALPAIS HIGH SCHOOL COURSE GUIDE

2019-2020

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PRINCIPAL'S MESSAGE

Spring 2019

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 the 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 2019-2020 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".

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 2019-2020 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,

J.C. Farr, III

Principal

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TAMALPAIS HIGH SCHOOL VISION STATEMENT

The ultimate purpose of Tamalpais High School is to prepare the young people of this community to become better men and women 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.

TUHSD INSTRUCTIONAL FRAMEWORK A MODEL FOR THE 21ST CENTURY

The Tamalpais Union High School District has developed an instructional framework for the 21st century. In partnership with students, parents, business and civic leaders, the District will prepare students for lives of personal, academic and professional growth and achievement.

Members of the community work together to provide a rich learning experience for all students, and the community is an essential resource for every student. Students are expected to apply skills and knowledge to new situations, to solve problems, to be flexible as well as responsible, and to be self-starters as well as collaborators.

To succeed in tomorrow's world, every student needs the following four pillars:

1. A Rigorous Academic Foundation

Students will be engaged in a rigorous academic sequence of high-skill instruction and experiential opportunities that will enable them to enter advanced post-high school career preparation. Students will demonstrate proficiency in a program of required courses evaluated with letter grades.

2. Necessary Skills for Success in the Workplace

Students will develop the following skills necessary for 21st century workplaces: thinking creatively, solving problems, interacting well with others, managing resources, acquiring and using information, applying a variety of technologies, and demonstrating honesty, responsibility and integrity. Students will master these key skills in classroom activities across the curriculum.

3. Career Planning

Students will work with parents, counselors, career specialists, mentors and teachers to organize and develop their high school course sequence to support realistic plans for post-high school study or work. Students will have access to career exploration, job shadowing and career interest inventories, in addition to college counseling.

4. A Sustained Work-Based Experience

Students will have at least one opportunity for a sustained work-based experience, such as an internship, mentorship or school-based enterprise. Students will discover through real world application how knowledge forms the basis for understanding and practical purpose.

These four pillars underlie the powerful, challenging educational program available to every student in the Tamalpais Union High School District.

GRADUATION REQUIREMENTS

To qualify for graduation in the Tamalpais Union High School District, a student must successfully complete these requirements.

COURSE REQUIREMENTS

Students must complete the following required courses with grades of D or better:

<u>Subject</u>	<u>Years</u>	<u>Units</u>
English	4	40
Mathematics (must include equivalent of Algebra 1-2 unless Algebra 1-2 was completed in middle school)	3	30
Social Studies	4	40
World Cultures and Geography	.5	
Social Issues	.5	
World History	1	
United States History	1	
American Government	.5	
Economics	.5	
Science	2**	20/30
<p>One year of Physical and one year of Life Science (For students graduating 2021 or before, Integrated Sciences 1-4 fulfill this requirement.)</p> <p>**For students graduating 2022 or later they will start with Physics in the Universe as a freshman and then take The Living Earth as a sophomore and Chemistry and the Earth as a junior. For a total of 30 units of Science; pending TUHSD board approval.</p>		
Visual/Performing Arts	1	10
Physical Education	2	20
Electives*		60/50
Total Units		220

*The 60 required units for electives are earned through courses selected to meet the student's special interests or post-secondary plans beyond the specific required courses. This is reduced to 50 required units for the classes graduating 2022 or later.

Students interested in alternative ways to meet graduation requirements such as correspondence courses, distance learning, etc. should see their counselor for details.

SCHEDULING PROCEDURES, REQUIREMENTS , SERVICES

SCHEDULING PROCEDURES

Parents and students frequently have questions about how a student's schedule is determined. This information should be helpful in understanding the process of arriving at a student's final schedule of classes for a year. Our master schedule is built on student choices. This gives students the ability to have classes offered that interest them. 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.

- 1) Parents are mailed a scheduling letter and instructions in January.
- 2) Online scheduling begins in February. This Course Guide gives course descriptions and prerequisites. More detailed course descriptions are in the Tam District Course of Study books available in the principal's office.
- 3) Students make their scheduling requests online with the required and elective courses they prefer. Once the numbers are tallied, we determine which courses and how many sections of each to offer. In this way, students' choice drives what we offer for electives.
- 4) Based on student choices, a master schedule is built for the entire year. A *conflict matrix* from the scheduling program provides information so the master schedule can avoid the greatest number of class conflicts. However, it cannot avoid all conflicts. Unfortunately, some students may be disappointed when two different classes are only offered during the same class period.
- 5) After the master schedule has been determined, students are sorted into the courses they requested. The system allows for maximum scheduling flexibility, and it aids in balancing classes so students have the optimum chance to learn in as small a class as possible.

SCHEDULING CHANGES

Board Policy AR 5121e

- 1) In order to verify enrollments, no student or parent-initiated changes will be made during the first few days of any semester.
- 2) Student or parent-initiated changes will be made only under unusual circumstances. All changes should be completed by the end of the fifth day of the fall and spring semesters. Teacher or schedule preference, periods 1-6 or periods 2-7, are not unusual circumstances.
- 3) Teacher-initiated changes from one course to another, either from one ability level to another or not involving the change from one ability level to another, may be made only up to receipt of the progress report for first or fourth grading periods.
- 4) Teacher-initiated course or section changes which transfer a student within a department and from one ability level to another may be made at any time providing the change involves no other disruption in the student's schedule.
- 5) Within five days of the student's receipt of the grade report of the first six week grading period of each semester, a teacher (after consultation with the student, parent/guardian and counselor) may recommend **Audit**. The student is still enrolled in the class and subject to all requirements of the course, but without a letter grade. If the **Audit** provisions are not fulfilled, the **Audit** will revert to D, F or W. (Please see grading procedures for use of NM symbol.)
- 6) Approval signatures must be obtained from the student's parent/guardian and counselor, and acknowledgment signatures must be obtained from the teachers of both the original and requested classes.
- 7) Students who change sections or ability levels will carry their "grade to date" to the new class, and it will be included in the final grade computation.

TEACHER PERMISSION FOR PREREQUISITES

Students should check carefully to see that they have taken the proper prerequisites for courses and have received the necessary grades and/or have the skills to be successful. Where a course prerequisite indicates permission, the student must seek approval to take the course from the respective department teacher leader or previous teacher.

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)

POST SECONDARY 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" is assigned only when work has not been completed due to extensive illness or the transfer grade from another school has not been received. 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

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

AP/Honors Classes

A = 5 points
B = 4 points
C = 3 points
D = 1 point
F = 0 points

ATHLETIC & SCHOOL ACTIVITY PARTICIPATION ELIGIBILITY REQUIREMENTS

All student participants in athletics and/or extra-curricular activities shall maintain a "C" average for a given quarter in a minimum of 20 credits of class work. Freshmen playing fall (1st quarter) 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 quarter and/or semester) may be placed on "academic probation" for the subsequent quarter. 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 quarter(s) 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.)

TAM'S ROAD TO SUCCESS

Educating students is a three-way responsibility shared by parents, students, and Tam High. Without all three parties co-operating, success will be limited. Tamalpais High School has a commitment to provide the necessary resources for a sound secondary program. In turn, parent, student, and school commitment should be as follows:

PARENT COMMITMENT

- Insist that your student attend school every day unless illness or a family emergency occurs.
- If student is unable to attend school, telephone the school attendance office (388-3592) on the morning of the student's absence.
- See that your student gets the appropriate amount of sleep on school nights in order to be attentive and alert in class.
- Provide a meal for the student before he/she comes to school each day.
- Provide and encourage uninterrupted study time and reading time each school night for the student.
- Set the expectation that your student can and will take responsibility for his/her homework assignments.
- Make clear that you will do all you can to support/help your child in their educational tasks.
- Immediately contact 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

- Attend assigned classes every day unless illness or a family emergency occurs.
- Complete and turn in all class assignments on time.
- Bring the required materials to class each day.
- Seek assistance from the teacher when class assignments are not understood.
- Be attentive in class to instruction and give total effort to learning the material.
- Be committed to gaining the best education possible.
- Follow all school rules and regulations.
- Seek the assistance of teachers, counselors, and school personnel when academic or personal problems occur.

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.

COLLEGE ENTRANCE REQUIREMENTS

I. Admission to the University of California and California State University Systems

The best source of information on the University of California is the UC website, www.universityofcalifornia.edu. For the most comprehensive information on the California State University, go to <https://www2.calstate.edu/apply>. 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.

CSU requires the ACT Assessment or the Critical Reading and Math sections of the SAT. UC requires the ACT Assessment plus Writing or the SAT. UC no longer requires Subject Tests for admission, although a student may submit scores to showcase mastery. Competitive majors on some campuses may recommend particular 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 at www.ucop.edu/doorways/list.

The “a-g” courses and the number of years required are:

“a” United States History/Social Studies	2 years
“b” English	4 years
“c” Mathematics	3 years (4 recommended)
“d” Laboratory Science (CSU:1 Life Lab/1 Physical Lab) (UC: 2 labs including 2 of the 3 disciplines of biology, chemistry and physics)	2 years (3 recommended)
“e” World Languages (same language)	2 years (3 recommended)
“f” Visual/Performing Arts	1 year
“g” College Prep Electives	1 year

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.

COLLEGE TRENDS

Although high school grades remain one of the best predictors of success in college, admission officers are taking a closer look at the RIGOR of academic preparation, and the kinds of courses a student takes. Competitive colleges and universities want to know why a student chose NOT to take honors courses if they were offered at the student’s high school or why a student did not maintain a full academic schedule in his/her senior year.

Many admissions boards have devised formulas to weight grades in honors and advanced placement courses. (UC and CSU now grant 5 grade points for “A”, 4 for “B”, and 3 for “C” in approved honors courses). This practice encourages students to take the more challenging courses. Note: Not all of Tam’s honors classes are on the UC/CSU approved list.

Extra-curricular activities and some community service will still be very important on a student’s record, but not to the exclusion of academic requirements. For more information on college admissions, go to www.tamhigh.org. Click on Support and then College and Career Center.

Many colleges now require counselors to report if a student has been suspended from school for any reason. Students should understand that counselors must respond fully to all such requests. The Parent/Student Handbook discusses eligibility and a process for expunging single suspensions.

GRADE LEVEL COUNSELING GOALS

Ninth Grade Goals:

1. Get acquainted with your counselor, your resource person for the next four years.
2. With your counselor, review your academic plans, graduation requirements, and college preparatory courses.
3. 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.
4. Talk with parents, teachers, and your counselor about your strengths and weaknesses and assess goals related to maximizing strengths and overcoming weaknesses.
5. Begin to think, talk about, and ask questions about school-to-career and college options.
6. 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.
7. Visit Tam's College and Career Center and learn about the information available there.

Tenth Grade Goals:

1. Strengthen your relationship with your counselor and keep informed.
2. Sign up for courses in the areas in which you excel to help build your academic strengths. Maintain strong study habits to help achieve your maximum potential.
3. Begin to study college catalogs, guides, and related reference materials.
4. Use information on career interest surveys to explore school-to-career options.
5. Take the Preliminary Scholastic Assessment Test (PSAT) for practice, if you have completed Advanced Algebra.
6. Plan to take the SAT II subject tests, if offered, in a subject you will not take again such as chemistry. The test(s) will be in May and June.
7. Study diligently for all classes.
8. If you have not found an extracurricular activity at Tam, investigate other possibilities that are available to complement your academic growth.
9. Explore options and get involved in community service.

Eleventh Grade Goals:

1. Talk with your parents about future plans.
2. Discuss those plans with your counselor.
3. Register for and take the PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test) in October.
4. Check the requirements/costs of attending various colleges by visiting the College and Career Center and attend meetings on campus with college representatives.
5. Make it your responsibility to 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
6. Attend the Marin County College Fair (spring) and Tam's College Info Nights (fall and spring).
7. Visit college websites.
8. Prepare for taking the SAT at the end of your junior year and/or beginning of your senior year. There are review courses available. Study booklets and practice tests are obtained in the College and Career Center.
9. Take the SAT I, SAT II 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 fall of senior year.)
10. Investigate your eligibility for honors and AP courses for your senior year.
11. Continue to explore your school-to-career options - check on internships, job shadows and other special programs.
12. Work diligently in your classes.
13. Explore concurrent enrollment options at College of Marin.
14. Visit colleges that you might be interested in attending. Go when their classes are in session.

Twelfth Grade Goals:

1. Before January 1, take SAT I (or ACT) and SAT II for the school(s) to which you apply.
2. Continue to work diligently on current studies as colleges seem particularly interested in students maintaining rigorous academic discipline in both fall and spring semesters.
3. Continue to explore your school-to-career options - check on internships/special programs.
4. Fill out University of California and State College applications on the internet. Complete and submit all applications BEFORE DEADLINE DATES.
5. 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.
6. 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.
7. Attend all college information sessions and pertinent college representative meetings.
8. Apply for financial aid if eligible; consult your counselor and the College and Career specialist.
9. Keep a record of what college admissions procedures you have completed; keep your counselor informed as you make or revise your plans.
10. If qualified, take Advanced Placement exams.
11. Notify your counselor and College and Career specialist of college acceptances.
12. In June, bring a pre-stamped, pre-addressed envelope to the counseling office.

ACADEMIC SUCCESS FOR ALL STUDENTS

Many programs exist at Tam High School to ensure academic success for all students:

Advanced Placement Classes	Peer Resource Class
Leadership Class	Regional Occupational Program
Academic Workshops	Extended Library Hours
Honors Classes	English Language Development
Independent Study	Tutorial Period
Internships	Title I Program
Link Crew	AVID 9, 10, 11, 12

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.

SCHOOL-TO-CAREER PLANNING

Tam's College and Career Center is staffed by the College and Career Specialist and the School-to-Career Liaison. The staff members provide information about occupations, arrange for speakers representing various professions and businesses, and help students write resumes and prepare for job interviews. The following activities are designed to help all students gain school-to-career and post-secondary transition skills and knowledge:

- Sophomores take a career interest inventory to help them begin exploring careers of potential interest.
- Juniors may participate in activities to help them plan school-to-career options.
- Counselors, as well as the College and Career Center staff, provide assistance in planning and exploring school-to-career options.
- The county's Regional Occupational Program (ROP) offers credit classes for high school students. Some classes are offered at Tam, as noted elsewhere in this guide.
- Students may request a job shadowing day to experience a "day in the life" of a profession that interests them.
- The School-to-Career Liaison can help students arrange an internship during the school year or summer.
- Workplace Learning is a course that gives students the opportunity to link academic work, career interests, and the workplace through volunteer internships or paid employment.

COURSE DESCRIPTIONS

Some of the courses which follow may not be offered in the fall. Sufficient enrollment must be achieved in each course in order for it to be given. However, if a course is not offered in the fall semester, it is possible the course will be offered in the spring. **Please note that, because of ongoing changes at the UC level, there may be changes to the approved “a-g” classes for the fall of 2018 which could not be anticipated at the time of printing this course guide.**

ACADEMY PROGRAM

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 2018 may apply to AIM.

Courses 2018-2019

United States History 1-2 (Honors option available)	Full Year	10 credits
Documentary and Integrated Media Studies	Full Year	10 credits
AP English Literature Composition	Full Year	10 credits

Prerequisites: Application, staff recommendations, and interview.

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, Architectural Design, 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 UC/CSU One/Two Semester 5 credits each
Students who take this course become better prepared for vehicle ownership. This hands-on class leaves students with the ability to do simple repairs and maintenance on most vehicles. The course covers basic automotive vehicle systems, preventive maintenance, diagnosis, repair, use of tools, shop safety, and use of shop equipment. Students who meet the requirements can earn College of Marin credit for this course.

Prerequisite: Must be at least 16 years of age within the year of instruction or permission of instructor.

Advanced Automotive Technology UC/CSU One Semester 5 credits
This hands-on course provides in depth study of automotive systems, theory, maintenance, diagnosis, and repair. There is an emphasis on more complex troubleshooting and complex repairs. Students will increase their technical skills both in theory and in practical application. Students who meet requirements can earn College of Marin credit for this course. This course may be repeated for a total of up to 20 credits.

Prerequisite: Two semesters of Automotive Technology or permission from the instructor.

COMPUTER PROGRAMMING

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 Two Semesters 10 credits
This is an introductory, project-based course which focuses on exposing students to basic computer technology, as well as 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. In the first semester, students focus on learning the fundamentals of the Java programming language and the second semester will focus on applying Java programming to applications design. Throughout the course, students will also be introduced to basic computer hardware components, robotics, computer graphics, game design, and Graphical User Interfaces (GUIs) which are what most students consider "apps."

AP Computer Principles (AP CSP) UC/CSU Full Year 10 credits
This is the new College Board AP course and is designed for upper-class students who want a more self-directed and project-based approach to programming. Using the Python programming language as a primary tool, this course aims to develop computational thinking and to generate excitement about career paths that utilize computing. Projects and problems include interactive story and game development, app development with graphical user interfaces (GUIs), visualization of data, cybersecurity, and simulation. The course helps students to develop programming expertise and explore the workings of the Internet, and will also help to prepare students for the upper-level AP Computer Science A course in Java (see description below). In addition to a multiple choice component, the AP exam for this course requires students to submit a culminating project in a language of their choice.

Prerequisites: Computer Programming ½ or instructor approval. Upper class students are encouraged to seek approval.

AP Computer Science A (AP CS A) UC/CSU Full Year 10 credits
AP Computer Science A is a rigorous course that is equivalent to a first-semester, college-level course in computer science, which focuses on developing computer applications with the Java programming language. The course will typically fulfill the prerequisite needed for a major in engineering or computer science. Students are introduced to computer science with fundamental topics that include accepting/processing user input, file reading/writing, design

strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions to design problems, and the ethical and social implications of computing. The course emphasizes object-oriented programming and students will learn the skills necessary for developing programs that can scale up from small, simple applications to large, complex programs.

Prerequisites: AP Principles with a grade of C or better and Advanced Algebra with a grade of C or better. Either or both of these prerequisites may be waived with instructor approval. Juniors and seniors who have excelled in math and science are highly encouraged to seek instructor approval.

ENGINEERING

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. POE and IED are prerequisites for Engineering Projects. 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 “g” Full year 10 credits
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. This course is a prerequisite to “Principles of Engineering.”

Principles of Engineering (POE) with The Makerspace UC/CSU”g” Full year 10 credits
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.

FILM

Documentary and Integrated Media Studies Full Year 10 credits
Documentary and Integrated Media Studies (DIMS) is a two-year, four semester elective course for 11th and 12th grade students enrolled in Tamalpais High School's Academy of Integrated Humanities and New Media (AIM). Each semester, students analyze and interpret essential documentary films integral to the study of documentary as a form of art and media. Selected works represent the wide variety of genres, voices, and styles that define the form. Additional materials include guest artists and selected readings that focus on themes, issues, artists, criticism, analysis, and theory. Students examine content through lecture, reading, writing, viewing and discussion and practice application through the creation of integrated media projects.

Additionally, students learn the production skills necessary to create several multimedia skill-building projects and one integrated documentary project each semester. At the end of the school year, students stage an exhibition of their films to the public. Curriculum is designed in two-year cycles. The goal of this course is to prepare students for college and beyond by developing higher level reading, writing, analytical, interpersonal, visual and multimedia communication skills.
Prerequisite: Students must be enrolled in AIM.

ELECTIVES

Workplace Learning

One Semester

5 credits

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.

Yearbook 1-2

Full Year

10 credits

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 graduation credit, but not Fine Arts or English credit. The course may be repeated for up to 20 credits.

COLLEGE READINESS

AVID 9 UC/CSU “g”

One Year

10 credits

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 yearlong 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. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques.

AVID 10 UC/CSU “g”

One Year

10 credits

This second sequence of 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. 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. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In the tenth grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID 11 UC/CSU “g”

One Year

10 credits

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. 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 UC/CSU “g”

One Year

10 credits

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. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival 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 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. Students will complete a final research essay project from research conducted in their junior year in AVID. 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. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

ENGLISH

The primary goal of the Freshman/Sophomore English Program is to develop in students the ability to use language skillfully and to interpret literature effectively. In order to accomplish this goal, students are expected to write regularly, read significant literature, practice formal and informal speaking, and develop the critical thinking skills necessary to complete the work successfully. Since these mutually reinforce each other, they are taught together, not as separate units.

Students are required to take the Freshman/Sophomore English classes. Each course enables them to increase their facility with language and to build a foundation for the more specialized, in-depth work of the strand requirements of literature and composition required by the Junior/Senior Program.

Freshmen

English 1-2

UC/CSU

Full Year

10 credits

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.

Sophomores

English 3-4

UC/CSU

Full Year

10 credits

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.

Juniors/Seniors

American Literature

UC/CSU

Fall Semester

5 credits

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 genre 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.

Humanities

UC/CSU

One Semester

5 credits

This one-semester course explores some of the essential questions of the human experience. (e.g. What is the good life? What distinguishes good from evil?). The course will focus primarily on issues and ideas expressed in literature and art. It may be organized chronologically or 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."

Nonfiction (Beginning Journalism)

UC/CSU "b"

Full Year

10 credits

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. This is a prerequisite requirement for Advanced Journalism. NOTE: Freshmen and sophomores may enroll in Nonfiction as a second English class alongside English 1-4.

Poetry UC/CSU One Semester 5 credits
 This classical strand course enables students to read, analyze and write poetry. Students focus on form and structure, develop a critical vocabulary for analysis, write poetry in various forms, and present their work to an audience. Poems are drawn from representative works of the major periods in English and American literature and translations from other cultures.

Science Fiction UC/CSU One Semester 5 credits
 Science Fiction, as a literary genre, is fundamentally about how human hopes, fears, and dreams influence or are influenced by technology. This course allows for interdisciplinary work with contemporary medical, technological, and mechanical advances. Students will explore what it means to be human in an age of technology, the effect of technology on humanity, and how art and literature has influenced scientific progress.

Short Story UC "b", CSU One Semester 5 credits
 This one-semester course gives students an understanding of the basic elements of short fiction, as well as some knowledge of the development of the form. They will write analytical papers and short stories to increase their understanding of the form.

Twentieth Century Literature UC/CSU One Semester 5 credits
 In this classical strand course, students will explore ideas and works of the twentieth century. Students will examine the literature in the context of the historical and cultural forces that shaped it, and in relation to other creative arts. Representative works in the major genres will be read and analyzed with emphasis on structure, tone, style and diction.

Honors Courses

Advanced Placement (AP) Language and Composition UC/CSU Full Year 10 credits
 This AP English course, offered to juniors and seniors, is intended to approximate the first year of a college composition course. The course "provides students with a chance to extend their competence by challenging them with difficult texts and writing assignments, following the standardized course of study developed by the College Board Advanced Placement program. Students will engage in close reading of significant works of literature and write analytically and critically about that literature and other topics." (*AP Course Description*) All students enrolled in the course are expected to take the AP exam in May. See AP/Honors Admissions Process Matrix on the school website.

Advanced Placement (AP) Literature and Composition UC/CSU Full Year 10 credits
 AP 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. All students enrolled in the course are expected to take the AP exam in May. See AP/Honors Admissions Process Matrix on the school website.

Special Courses

Advanced Journalism UC/CSU(g only) Full Year 10 credits
 Prerequisite: completion of Nonfiction. Students in this course produce *The Tam News*, a student-run multimedia publication, developing skills in reporting, writing, editing, photography, videography, 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 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.

English Language Development (ELD)

UC/CSU

Full Year

10 credits

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 them 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 comprised of 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 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.

Art Exploration

UC/CSU

One Semester

5 credits

This course is the prerequisite for all visual art electives and the entry-level course in a sequential art program that satisfies 5 units of the 10 unit Fine Arts graduation requirement. Emphasis is on the fundamental principles of art and design which are the basis for all visual arts. Students are introduced to various forms of artistic expression such as drawing and painting, photography, ceramics and sculpture. The course also emphasizes the importance of art for personal expression, as well as its importance as a cultural element in society. 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 the curricula emphasizing their area of interest.

AP Art History

UC/CSU

Full Year

10 credits

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. Open ended questions based on the text, visual presentations, museum visits and art projects will provide the venue in which student will think critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. Through readings, art projects, slides, videos and museum visits, student will view and decode significant artworks from around the world. Students are encouraged to keep an Investigation Journal to record inquiry, 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.

Graphic Design

One Semester

5 credits

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 to fine arts based mixed media and printmaking, students develop expressive, technical and cognitive skills.

Prerequisite: Art Exploration

Ceramics 1

UC/CSU

One Semester

5 credits

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 well as our own, as a means of forming the basis for creating self-expression and conceptual development which they can pursue as advanced students.

Prerequisite: Art Exploration.

Ceramics 2/3 UC/CSU Full Year 10 credits

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 are offered as well.

Prerequisite: Ceramics 1 Open to all grades with prerequisite

Ceramics 4/5 UC/SCU Full Year 10 credits

Ceramics 6/7 UC/CSU Full Year 10 credits

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 increasing independence as they progress through the levels.

Prerequisite: Ceramics 2/3 and then Ceramics 4/5.

Honors Ceramics 4/5 UC/CSU "F" Full Year 10 credits

Motivated students will be required to approach projects in greater depth, complete additional assignments, and commit to independent work outside of class time, including helping to install exhibits both on and off campus, as well as visiting museums, galleries, studios and workshops to earn Honors credit. The courses are 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

Drawing and Painting 1 UC/CSU One Semester 5 credits

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: pencil, ink, charcoal, pastels, acrylic, watercolor, collage, printmaking and mixed media. **Prerequisite:** Art Exploration.

Drawing and Painting 2/3 UC/CSU Full Year 10 credits

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 must be taken in order to advance to take Advanced Drawing and Painting.

Drawing and Painting 4/5 UC/CSU Full Year 10 credits

Drawing and Painting 6/7 UC/CSU Full Year 10 credits

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 4/5 UC/CSU** Full Year 10 credits

This course is intended for serious art students who intend to develop a portfolio for advanced placement 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 help prepare and install exhibits both on and off campus, as well as visiting museums, galleries, studios and workshops to earn. **Prerequisite:** Drawing and Painting 2/3 or Teacher approval with portfolio review, Junior or Senior.

**Pending UC Approval

Photography 1 UC/CSU One Semester 5 credits

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 2/3

UC/CSU

Full Year

10 credits

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 more a 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 3 (4,5,6)

UC/CSU

Full Year

10 credits

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..

Advanced Placement Studio Art

UC/CSU

Full Year

10

credits

AP Two Dimensional Design (Drawing/Painting or Photography)

AP Three Dimensional Design (Ceramics) and 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. Students who follow the national AP course of study culminating in a passing score on a portfolio submitted to the College Board may gain college credit and possible acceleration in college classes. Submission of a portfolio in progress for review by the Fine Arts Department and teacher permission is required for enrollment. **Prerequisite:** Visual Art honors Course in same discipline or portfolio review by course instructor

Artist's Voice: Ceramics, Drawing & Painting, & Photography

UC/CSU

Full Year

10 credits

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:** One year of the related art.

Theatre (Drama) Arts

The full drama program consists of a four-year sequence. Students may enter the program during any year of their school career, but all students must begin the sequence by enrolling in Beginning Drama 1-2 regardless of their grade classification. Upon successful completion of Beginning Drama 1-2, sophomores, juniors or seniors may be eligible to move to any level appropriate to their skills with evaluation and permission of the Drama 1-2 instructor.

Beginning Drama 1-2

UC/CSU

Full Year

10 credits

Students work on the basics 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, 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

UC/CSU

Full Year

10 credits

This second-level course stresses improvisation, stage movement, voice, dance, 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

UC/CSU

Full Year

10 credits

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 either Drama 1-2 or Drama 3-4 courses 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 60 hours on one or more of the above production options. In addition students must attend training sessions as required. This course can be repeated for credit. Consent of instructor required. Sophomores only.

Stagecraft 1-2

UC/CSU

Full Year

10 credits

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 with a grade of B or better and the instructor's permission.

Advanced Drama 5-6

UC/CSU

Full Year

10 credits

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 with a grade of B or better and the instructor's permission.

Honors Advanced Drama 5-6

UC/CSU

Full Year

10 credits

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 with a grade of B or better is required and the instructor's permission.

Advanced Drama 7-8

UC/CSU

Full Year

10 credits

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 with a B or better and instructor's permission.

Honors Advanced Drama 7-8

UC/CSU

Full Year

10 credits

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 with a grade of B or better and instructor's permission.

Stagecraft 3-4

UC/CSU

Full Year

10 credits

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 with a grade of B or better and instructor's permission.

Drama Honors

Theater Directing (Advanced Drama)

UC/CSU

Full Year

10 credits

This course builds upon skills acquired in Stagecraft 1-2 and Drama 5-6/7-8, which includes theater directing and entrepreneurship. Students are required to attend an after school seminar in directing and must pass an examination with a B or better to direct with the instructor's permission. Students will be required to spend after school hours and weekend hours as scheduled. They must have a period in their schedule to enroll in a Drama 1-2 or 3-4 course where they act as student directors during the period. 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 3-5 students may direct with permission of the instructor.

Music Arts

Beginning Band

UC/CSU

Full Year

10 credits

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.

Intermediate Band

UC/CSU

Full Year

10 credits

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.

Advanced Band

UC/CSU

Full Year

10 credits

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

UC/CSU

Full Year

10 credits

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

UC/CSU

Full Year

10 credits

Advanced study of modern jazz and popular music of the 'big band' sound. Included will be 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

UC/CSU

Full Year

10 credits

The choral music studied and performed in this class ranges from moderate to difficult in comprehension. Within the class there will be opportunities for solo performance 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

UC/CSU

Full Year

10 credits

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

UC/CSU

Full Year

10 credits

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.

Percussion II

Full Year

10 credits

Percussion ensemble for students who have successfully completed Percussion I or who demonstrate sufficient skill to participate on this level. Percussion II may be repeated for up to 20 units.

Mathematics

The Mathematics Department at Tam offers a variety of courses designed to meet each student's needs and ability. The courses offered include college preparatory courses and advanced placement courses.

College Preparatory

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). In addition, many college majors require 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.

Algebra 1-2

UC/CSU

Full Year

10 credits

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 with a C or better and a satisfactory score on the SB359 Algebra Diagnostic for all incoming 9th graders.

Algebra Foundations

Full Year

10 credits

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.

Geometry 1-2

UC/CSU

Full Year

10 credits

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 with a C or better and a satisfactory score on the SB359 Algebra Diagnostic for all incoming 9th graders.

Geometry 1A-2A

UC/CSU

Full Year

10 credits

An alternative to Geometry 1-2, dealing with topics of Geometry in a more intuitive way and at a slightly slower pace. Students who successfully complete the course may choose to enroll in Intermediate Algebra or Advanced Algebra for their next course. (*Intermediate Algebra is approved as a UC "c" Algebra II entrance requirement*).

Prerequisite: Completion of Algebra 2 with a grade of C- or better.

Intermediate Algebra 1-2

UC/CSU

Full Year

10 credits

Intermediate Algebra is intended for students who have experienced difficulty with the first two years of the college preparatory sequence. 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. Students in Advanced Algebra 1 who are struggling at the semester may be recommended to transfer to Intermediate Algebra 2 provided there is room available.

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

UC/CSU

Full Year

10 credits

Advanced Algebra 1-2 is 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 with a grade of C minus or better.

Trigonometry/Statistics 1

UC/CSU

One Semester/each

5 credits/each

Trigonometry (Fall Semester)

Trigonometry 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

UC/CSU

Full Year

10 credits

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: a C or better in Advanced Algebra 1 and 2.

Math Honors

The mathematics department currently offers Honors classes in Geometry, Advanced Algebra, and Pre-Calculus for students who have exceptional mathematical talent and have the desire for additional work above and beyond the normal curriculum. Qualification criteria for the Honors program are as follows:

1. To qualify to take **Honors Geometry**, students need to currently be maintaining a **C** or better in algebra and earn a passing score on the Honors Placement Test. (If the student is an incoming Freshman, they will also be required to take the SB 359 Algebra Diagnostic).
2. To qualify to take **Honors Advanced Algebra**, students need to currently be maintaining a **C** or better in Geometry and earn a passing score on the Honors Placement Test. (If the student is an incoming Freshman, they will also be required to take the SB 359 Algebra Diagnostic).

3. The Honors Placement Test is usually two hours in duration. Details as to the date, location and time will be posted online and can also be provided by a math teacher.
4. All students taking an Honors Placement Test will be notified by mail, phone or email of their examination results. Individual test scores will not be released. Students will be notified if they met the standard or not. Students who have met the standard on the qualifying examination will be invited to sign up for the Honors course.

For students who qualify for Honors Geometry, they will need to continue to earn a grade of C minus or better in the second semester of a college preparatory Algebra course in order to fulfill all the requirements for enrollment in the Honors course.

For students who qualify for Honors Advanced Algebra, they will need to continue to earn a grade of C minus or better in the second semester of their Geometry course in order to fulfill all the requirements for enrollment in Honors Advanced Algebra.

Students who qualify and choose to enroll in Honors courses will be provided with all information including the need to complete and sign a District contract which will remain on file in the Principal's Office.

Advanced Placement Calculus 1-2 UC/CSU Full Year 10 credits

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:** C grade or better in Precalculus. C or better in first semester to continue to second semester.

Advanced Placement Statistics 1-2 UC/CSU Full Year 10 credits

This course allows mathematics students the opportunity to learn statistics and to receive college credit by passing the Advanced Placement Examination of College Entrance Examinations Board. **Prerequisites:** B or better in Advanced Algebra or C or better in Precalculus. C or better in the first semester is required to continue to second semester.

Students who qualify and choose to enroll in Advanced Placement courses must have a completed District contract for each course on file in the Principal's Office.

PHYSICAL EDUCATION

The Physical Education Department required program is Core 1, Core 2, Core 3 and Core 4. This is the 20 unit graduation requirement. A student must take the core program in sequence. Once the student has completed the Core 1-4 courses with a passing grade, s/he may sign up for elective PE classes. Sports folios and a textbook will be used in the core program. The content for each semester is listed below:

Core 1	Individual, Dual and Team Sports, Fitness concepts.	Fall Semester	5 credits
Core 2	Aquatics and Water Safety, Fitness Testing, Components of Fitness	Spring Semester	5 credits
Core 3	Dance, Combative, Gymnastic, Nutrition and Fitness Plans	Fall Semester	5 credits
Core 4	Court Sports, Adult CPR, Child/Infant CPR, Automated External Defibrillator (AED), First Aid	Spring Semester	5 credits

Electives (below) are offered based on student enrollment. Upon completion of Core 1-4 with a passing grade, students may take an elective class (weight training or yoga), offered each semester and may be repeated for credit.

Weight Training

One Semester 5 credits

The weight training elective will be focused on the application of anatomical, physiological and biomechanical principles to the design of personalized fitness programs. Students will learn how to develop a weight training program that encompasses all four components of fitness, and will be specific to their own personal goals and aspirations. By implementing this program into their daily lives, students will have the opportunity to improve their health while enhancing their performance in sport and fitness

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 and physics (with honors courses available in physiology, chemistry and physics and advanced placement courses in Biology, Chemistry, and Environmental Science). Graduation requirements include. Transfer students must have one year of Life Science and two years of Physical Science, both integrated with earth science. College-bound students should complete the learning sequence of Physics in the Universe, The Living Earth, and Chemistry and the Earth. Entering freshmen must take Physics in the Universe 1-2 as their first year to fulfill their Physical Science requirement aligned with the Next Generation Science Standards. Then they will take the Living Earth as the follow-up course in the current learning progression.

THS Science progression of courses:

If you are a:	2018-2019	2019-2020	2020-2021
9th grader	Physics and the Universe (new)	Physics and the Universe	Physics and the Universe
10th grader	Integrated Science 3-4 (phasing out)	The Living Earth (new) **	The Living Earth
11th grader	Electives available	Electives available	Chemistry and the Earth (new)

College Prep Lab

Physics in the Universe

UC/CSU

Full Year

10 credits

For students graduating 2022 or later, 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, which are the California adopted standards in science. **Required class for all freshmen.**

The Living Earth**

UC/CSU

Full Year

10 credits

For students graduating 2022 or later, 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 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 course pending laboratory science designation (UC/CSU “d”) for UC and CSU admissions **Required class for all Sophomores**

Chemistry 1-2 UC/CSU Full Year 10 credits
Chemistry is the study of the elements which make up every aspect of our universe. Its links to the life sciences, physics, and earth science make it the central science and essential for students intending to major in science in college. Emphasis is on understanding through experimentation and problem solving with applications to daily life and the real world. Chemistry is a recommended (but not required) prerequisite for Physics. This course fulfills the UC/CSU “d” laboratory science admission requirement and the one year District physical science requirement for transfer students to graduate. **Prerequisites:** Satisfactory completion of with a grade of C or better in each semester of Integrated Science 3-4/Living Earth/Physics in the Universe and completion of Algebra 1-2 with a grade of C or better AND completion of or concurrent enrollment in Advanced Algebra. Students may enroll concurrently in Chemistry and Living Earth with prior approval of the Chemistry instructor in consultation with the Physics in the Universe instructor.

Physiology 1-2 UC/CSU Full Year 10 credits
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 may enroll. This course fulfills both the UC/CSU “d” lab science admission requirement and the one year District life science requirement for transfer students.
Prerequisite: A grade of C or better in the completion of Physics in the Universe or co-enrollment in The Living Earth.

Physics 1-2 UC/CSU Full Year 10 credits
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. The course fulfills the one year District requirement in physical science for transfer students, as well as one year of UC/CSU “d” laboratory science requirement.

ELECTIVE

Biomedical Sciences UC/CSU Full Year 10 credits
Biomedical Science is 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:** Integrated Science 1-4 (or equivalent) with passing grades, successful completion of Chemistry 1-2 or Physiology 1-2, or concurrent enrollment in Chemistry.

Environmental Science 1-2 CSU Full Year 10 credits
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: Environmental Science 1-2 is open to any student who has completed Integrated Science 1-4 or Physics in the Universe with co-enrollment in Living Earth equivalent, and is accepted for the CSU “d” requirement.

Independent Research Full Year 10 credits
Independent Science Research is a year-long course that will allow talented and committed students to pursue independent experimental projects and/or research in the sciences. This course is intended for students who are passionate about an area of science and want an in-depth exploration of how that discipline functions. Working individually or in teams, students will design, research, implement and present their experimental work. Participants will work with science faculty and community mentors to develop a project suitable for entry into a wide range of science competitions. Students must be willing to commit substantial amounts of time to see their own project through to completion. **Prerequisite:** Completion of IS 1-4. This course may be used as elective credit towards graduation but does not meet any specific graduation requirement.

Marine Biology UC/CSU Full Year 10 credits
Marine Biology is a Full 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:** Marine Biology is open to any student who has completed Integrated Science 1-4 or equivalent, and is accepted for the UC/CSU "d" laboratory science requirement.

HONORS COURSES

Honors Chemistry 1-2 UC/CSU Full Year 10 credits
This is an advanced chemistry course designed for the student who excels in science or plans to pursue a science career. Honors Chemistry provides the motivated student with an accelerated, intensive and enriched course in chemistry, emphasizing the integration of abstract concepts with mathematical calculations and analytical skills. While the laboratory program focuses on basic concepts and principles of chemistry, it is assumed that the Honors Chemistry student will be able to demonstrate the ability and motivation to work independently as well as the intellectual maturity to deduce underlying concepts from empirical evidence. Honors Chemistry is a recommended (but not required) prerequisite for Honors Physics. This course fulfills the UC/CSU "d" laboratory science admission requirement and the one year District physical science requirement for transfer students to graduate. **Prerequisite:** Satisfactory completion of Integrated Science 1-4 with a grade of A- or better in each semester of Integrated Science 3-4 (B or better if Honors Integrated Science 3-4); passing score on an entrance exam; satisfactory completion of Algebra and current math course with a grade of A- or better (B if Honors); recommendation of current science teacher. Students may enroll concurrently in Honors Chemistry and Integrated Science 3-4, with prior approval of the Chemistry teacher in consultation with the Integrated Science 1-2 teacher.

Honors Physiology 1-2 UC/CSU Full Year 10 credits
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.

Honors Physics 1-2 UC/CSU Full Year 10 credits
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 Integrated Science 1/2 and 3/4 as well as a passing score on math readiness entrance exam

Advanced Placement (AP) Chemistry 1-2

UC/CSU

Full Year

10 credits

AP Chemistry is 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. This course fulfills the UC/CSU "d" and "g" laboratory science requirements. **Prerequisites:** Satisfactory completion of Chemistry or Honors Chemistry and Advanced Algebra (B or better both semesters).

Advanced Placement Biology 1-2

UC/CSU

Full Year

10 credits

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 the 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. This course meets one year of the UC/CSU "d" lab science requirement. **Prerequisite:** AP Biology is designed to be taken by students after successful completion of Integrated Science 1-4 plus B- or better in Physiology or Chemistry or teacher permission. (Students may take AP Biology concurrently with Chemistry or Physiology with teacher permission) Completion of Integrated Science 1-4 sequence. Students may take AP Biology concurrently with Living Earth with teacher permission.

AP Environmental Science

UC/CSU

Full Year

10 credits

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. This course meets one year of the UC/CSU "d" lab science requirement. **Prerequisite:** Completion of Integrated Science 1-4 sequence with a cumulative GPA of 2.75 or better as well as completion or concurrent enrollment in Chemistry or Physics. Completion or concurrent enrollment in Advanced Algebra is strongly recommended.

SOCIAL STUDIES

The Social Studies program at Tam is ambitious: we strive to teach students about the development of the world through a variety of approaches - cultural, economic, political, geographical, psychological and philosophical. In the ninth grade, all students take a semester of Social Issues and a semester of World Cultures and Geography. All 10th graders take a year of World History. In 11th grade, all students take a year of U.S. History. Lastly, in their senior year, students take a semester of Economics and a semester of American Government. 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. The elective program provides students with the opportunity to examine additional areas of human experience and provides a balance to the required courses.

Beyond teaching the content, the Social Studies staff is committed to the development of skills such as critical thinking, research, social participation and values clarification.

Freshmen

<u>Social Issues</u>		One Semester	5 credits
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The purpose of this ninth grade course is to provide every student with a common base of knowledge about relevant health issues, social issues and skills for living in an increasingly complex world. 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. There is a 10-hour community service requirement for this course.

<u>World Cultures and Geography</u>	UC/CSU	One Semester	5 credits
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World Cultures and Geography is a study of the relationship between the physical environment and human beings, their cultures and their history. 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, focusing mainly on non-western regions. This course is a district graduation requirement for all students.

Sophomores

<u>World History</u>	UC/CSU	Full Year	10 credits
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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 their heritage and role in our contemporary world. World History is a district graduation requirement.

Juniors

<u>United States History</u>	UC/CSU	Full Year	10 credits
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U.S. History, a one-year course, is a district-wide graduation requirement. As a survey course, it begins with the colonial era and the American Revolution; however, the class focuses primarily on the 20th century. Students explore key events, issues and dilemmas in America's dynamic path to the present day. Advanced Placement United States History is also available to juniors. Please see the course listing in the Honor Section.

Seniors

<u>American Government</u>	UC/CSU	One Semester	5 credits
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American Government is a one-semester graduation requirement. Sometimes our government works, and sometimes it doesn't, but it's the only one we have. 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("g" only) One Semester 5 credits

Economics is a one-semester requirement for seniors. This course is not just about dollars and cents. Instead, it starts from a deeper origin: the fact of scarcity, whereby there are not enough resources to satisfy everyone's desires. 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 the theory of supply and demand to the workings of fiscal and monetary policy.

Advanced Placement and Honors Courses

Advanced Placement European History

UC/CSU Full Year 10 credits

This year-long college-level course is an elective course for juniors and seniors. Admission of juniors and seniors into the course is based on teacher recommendations. 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.

Advanced Placement U.S. History

UC/CSU Full Year 10 credits

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 the early colonial period 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. The course includes work over the summer.

Honors US History

UC/CSU Full Year 10 credits

This year-long course is available to students in the AIM academy. Honors US History examines America's past thematically through the study of nonfiction texts, primary sources, documentaries and literature. By exploring the major eras and developments in American history through the lens of broad themes, students will make connections between historical eras, English and media curricula, and contemporary society. Through the production of video documentaries, students will learn how to collect, organize, analyze, and evaluate a variety of primary and secondary sources and synthesize them with their own research and data in order to communicate and inform an audience about contemporary, relevant American issues with a strong historical context. Honors US History gives students a more rigorous history curriculum combined with an integrated and project-based learning approach. Students will emulate college-level history courses by reading a college survey text as well as several eminent historical books. Students will write extensively, listen and take notes on college history lectures, and participate in occasional evening seminars. Summer work is required.

Prerequisites: Enrollment in AIM, B or better in world history, and writing sample.

Electives

American Women's History

UC/CSU(g only) One Semester 5 credits

This one-semester elective is open to 11th and 12th grade students. The course will examine gender roles and the experiences of women throughout the history of the United States. Various key themes shaping women's roles in U.S. social, political, and economic life from the colonial era to modern times will be explored, with particular attention to the 20th century and current events. Students will look at the lives of women involved in leadership roles as well as the contributions of ordinary women. A goal of this course is to understand the larger framework of gender roles and dynamics in American and world cultures and to be able to evaluate contemporary issues in relation to gender.

Prerequisite: Students should have either completed a survey course in United States History or be currently enrolled in United States History.

Contemporary Issues

UC/CSU (g only) One Semester 5 credits

This semester-long course 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.

Ethnic Studies UC/CSU("g" only) One Semester 5 credits
Ethnic Studies is a 1 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 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, but other groups are also discussed.

Film Studies (History and Appreciation of Film) UC/CSU(g only) One Semester 5 credits
This class is a one-semester UC/CSU approved social studies elective. Students will learn "how to read a film"—i.e., learn the skills of formal analysis as well as how to critique films as works of art that reflect society. Representative genres include romantic comedy, horror, western, science fiction, and drama. We will also examine foreign films and issues such as cultural representation—race and gender—in cinema. Emphasis is placed on in-class discussion and analysis; coursework is designed to be completed in class.

Independent Living One Semester 5 credits
Independent Living is a semester course in which students research topics and develop skills that will impact their lives once they graduate from Tamalpais High School. The course builds necessary skills for living on your own whether it be in a college dorm or in an apartment. The class will focus on the following areas: financial issues and banking services, time management skills, health and nutrition, career planning, clothing and textiles, housing needs and repairs, cooking and more. This course is designed primarily for juniors and seniors.

Philosophy UC/CSU(g only)One Semester 5 credits
This is a one-semester elective course which offers an introduction to the history of philosophy, the nature of philosophical inquiry and the major sub-disciplines in the field of philosophy. This course will consider the contributions of major philosophers to our understanding of : the Human Condition; Ethics and Morals; Law; Culture; Existence; Self-Knowledge; Faith; Truth; the Good Life; Wisdom; Knowledge; Justice; Beauty; Reality; & Illusion. This course will provide students with an opportunity to analyze major issues confronting the contemporary world from a philosophical perspective: human rights, the social network, economic inequality, marriage, violence and war, fanaticism, and sexuality.

Psychology UC/CSU(g only) One Semester 5 credits
This course emphasizes key principles in the study of the human mind and human behavior. Topics include individual learning capacity, thinking and problem-solving, emotion and feeling, child/adolescent/adult development, personality theory, sleep and dreams and abnormal behavior.

Street Law UC/CSU(g only) One Semester 5 credits
This semester-long UC/CSU-approved 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.

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

Full Year

10 credits

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.

WORLD LANGUAGES

There is 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.

French 1-2, Spanish 1-2 UC/CSU Full Year 10 credits

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 Full Year 10 credits

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: C grade or better in both 1 and 2.

French 5-6, Spanish 5-6 UC/CSU Full Year 10 credit

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:** C grade or better in both 3 and 4.

French 7-8, Spanish 7-8 UC/CSU Full Year 10 credits

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:** C grade or better in both 5 and 6.

French 9-10, Spanish 9-10 UC/CSU Full Year 10 credits

These advanced courses further the students' development of oral and writing proficiency skills. Major emphasis on idiomatic expressions and syntax. Extensive material covering the history, geography, literature masterpieces and customs will be presented. Practice in composition and conversation with some grammar review for increased fluency in the language.

Spanish for Spanish Speakers UC/CSU Full Year 10 credits

This course is 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.

Honors/AP Courses

Honors Spanish 7-8 UC/CSU Full Year 10 credits

Compared to Spanish 7-8, this course is designed to offer a more demanding oral proficiency for the student who is adequately prepared and who desires to achieve a higher level of competency in the language. A more extensive development of skills is emphasized and an expanded variety of materials, resources and instructional strategies are utilized. **Prerequisite:** A- grade or better in both 5 and 6 and teacher recommendation

AP French Literature and Culture UC/CSU Full Year 10 credits
This course is the equivalent of a third year college introduction to French Literature. It will cover the novels and poetry required by the College Board, as well as a variety of short stories and poetry. Students will learn literary terms and analyze literature in the French “explication du texte” format. The primary focus of the class is reading and analysis of French literature, and writing critical essays. Speaking and listening is an integral part of the class as well. Students are encouraged to take the AP Exam in May.

AP Spanish Literature and Culture UC/CSU Full Year 10 credits
This course is a survey of literature in Spanish from the Middle Ages to the present, with works from all parts of the Spanish-speaking world. Students will explore different genres and literary trends. Students will read extensively and will learn to write about literature in Spanish. Students should expect to communicate in Spanish throughout the course in order to help build crucial communicative skills. Throughout the year, students will be given graded activities that will help prepare them for the AP exam given in May. **Prerequisite:** High school students who wish to take this course should already have taken enough Spanish to be competent readers of Spanish, such as short stories, poems, or essays. Students should also have some experience writing in Spanish, as much of the assignment of the course will depend of written Spanish. Students who speak Spanish but who have never taken a formal Spanish class are not good candidates for this course.

AP French Language and Culture; AP Spanish Language and Culture UC/CSU Full Year 10 credits
These are rigorous courses for qualified students who adhere to a standardized advanced placement curriculum. Students are selected for the course by an evaluation process that is extensive. Upon completion of this course, students will be encouraged to take the advanced placement examination. Subject to adequate enrollment.
Prerequisite: B- grade or better in both 7 and 8 and teacher recommendation.

MISCELLANEOUS

9th and 10th Grade Academic Workshop

One Semester

5 credits

Academic Workshop is a safe environment that provides opportunities to build a solid academic foundation and self-esteem through honest achievement. Students registering for this class must be motivated to learn and to access the extra support being offered to them. The class size is limited to maintain a low student to teacher ratio in order to promote improvement of students' academic and study skills through personalization. By focusing on organization, goal setting and self-advocacy, this course aims to equip students with sustainable skills, applicable in high school and beyond. Although no homework is assigned, students may be required to participate in a variety of exercises designed to help them reinforce foundational skills while supporting concepts students are learning in their concurrent academic courses. Various instructional strategies may be implemented, including - but not limited to - structured work time, one-on-one or peer tutoring, and whole or small group teacher led lessons.

Leadership

UC/CSU(g only) Full Year

10 credits

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.

Strategic Peer Mentoring (Known as WISE Mentoring)

Full Year

10 credits

Are you interested in developing your people skills for your future career? In teaching? Psychology? The medical field? Then join the WISE Mentoring program and 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 outside of class once a week and with whom they will build a potentially life changing relationship. Additionally, students will travel once a week during class time to Edna McGuire Elementary School to mentor a student there. Applications for the course are taken in the spring, and enrollment is based on applications and teacher recommendations.

Peer Resource

Full Year

10 credits

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.

Independent Science Research (Marine Sciences)

Full Year

10 credits

Independent Marine Science Research is a year-long course that will allow students to pursue independent experimental projects and/or research in the marine sciences. This course is intended for students who are passionate about an area of marine science and want an in-depth exploration of how that discipline functions. Working individually or in teams, students will design, research, implement and present their experimental work. Participants will work with science faculty and community mentors to develop a project suitable for entry into a wide range of science competitions. Students must be willing to commit substantial amounts of time to see their own project through to completion.

Prerequisite: Successful completion of Integrated Science 1-4 and Marine Biology. Or may be concurrently enrolled in marine biology.